CHAPTER II

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The availability of literature pertaining to management of stress in sport situations provides ample opportunities to develop this area of study and thus assist the players in the field of sports to improve their performance. If at all the effects of stress caused through sociological, economic and other such factors are to be eliminated or mitigated, it is possible only through introducing new thoughts to field of study by studying the performers and applying theoretical ideas selected from the concerned literature available in the internet, the libraries of various universities etc.

A number of studies have been conducted to assess the level of stress. Thomas and Smith (2004)\(^3\) explain, “Since 1950, the Canadian Scientist “Hans Selye” worked on it and he was known as the founder of stress research. In any type of work in the field of sports, there are some ingredients, which are potential sources of stress. It is true that some individuals appear to be outstanding, but they are the exceptions to the rule; in real, the task of performance, appears to be fairly high through countless years of practice for proficiency, which implies specialization.”

This study focuses on understanding the sociological, environmental and infrastructure available in the universities and institutions as the basis of causing stress, in order to learn a multitude of strategies to regulate stress for optimum performance. The use of specific strategies in a diversity of stress-related situations is explored; including criteria for the selection of specific variables and the steps taken by the researcher for the implementation of the selected strategy. Additionally, the research literature is relevant to the minor and major variables in terms of effectiveness. The study emphasizes the theory that is to be put into practice, which will hopefully provide some skills to manage stress in the professional life of the sportspersons.

The 21st century has been called to be a world of achievement and also a world of stress, because it has been found that stress is the most common feature, which is emphasized as a problem creating an unsolvable factor. A higher potentiality of stress, which cannot be managed by a person, is harmful to the mental equanimity and physical fitness, and also to the performance of an individual.

The overall development of sports personality will be possible. When you adopt proper and thorough training to improve or readjust with new pattern. If, we had really educated in the field of sports to readjust their performance barrier. You need experts in the coaching to guide in the grass roots level itself.
Stress Management

Taylor (1992)\textsuperscript{32} briefly explained, “The causes of stress and how it can be managed effectively has been researched over the last two decades,” and also many researchers justify their views on the effective stress management measures for the sportspersons. McLercy, Gr Mullen and Foshee (1984),\textsuperscript{33} Meichenbuam and Jaremko (1983)\textsuperscript{34} have presented various literature from which various models of stress management have emerged. Lazarus and Folkman (1984),\textsuperscript{35} Smith and Ascough (1985)\textsuperscript{36} added, “Stress management has begun to be applied specific to the sport setting.” In a particular argument made by Smith (1980)\textsuperscript{37} “adapted his cognate affective model and highlighted on their performance to athletes. It concludes that, without proper adaptation of management of stress in the field of competitive sport performance barrier will not move further.”


Nicholls (2005) reported that, "stressors were, making a physical error (cited 109 times or 29.5% of total stressors), making a mental error (cited 88 times, 23.8%), observing an opponent play well (cited 49 times, 13.3%) and difficult weather conditions (cited 32 times, 8.7%). In the first three time periods, making a physical error was most frequently cited, whereas making a mental error was most frequently cited in the last three time periods. Golfers reported the most stressors during days 11 to 15, which coincided with two of the most important competitions of the season (Tucker Trophy and European Boys Championships). The mean number of reported physical and mental errors declined during days 16-20 and then again from days 21-25 (when an inter-squad match was played along with the Welsh Boys championship). Stressors increased again during the final period of the study (when the players were competing in the more prestigious British or Welsh (adult) amateur championship). Finally the investigator ended with findings as, making a mental error was cited more frequently than making a physical error as the season progressed. This finding is important from an applied perspective because it suggests that, initially athletes were primarily concerned with their physical performance, but later mental performance became more salient." Thus, the role of the sport psychology consultant may become more important as the seasons progresses.

Thomas and Smith (2004) explain that, "for some athletes the intense physical and psychological demands of sport participation come with a high cost-burnout.

Based on a multidimensional definition, it is thought that athletes experiencing burnout feel physically and psychologically exhausted from the demands of training and competing, perceive a reduced sense of accomplishment, and experience sport evaluation in which they stop caring about sport and their performance.” The researchers who quoted the various arguments are Raedeke and Smith (2001)\(^{40}\) justifies, “in the organizational and health psychology literatures, burnout has been associated with an array of negative work related performance and health outcomes.” Cordes and Dougherty (1993)\(^{41}\) and Maslach, Schaufeli and Leiter (2001)\(^{42}\) extended this to athletes, “burnout is thought to have a negative influence on the quality of sport experiences, leading to performance decrements and possibly to sport discontinuation. In addition, burnout presumably has a negative impact on athletes’ about their physical and psychological well-being.”

**Social Status**

Thomas and Smith (2004)\(^{43}\) “research examining athlete burnout have not been conducted since, 1950. The Canadian Scientist “Hans Selye” worked on it and he has examined whether coping resources have stress-mediated or moderating

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42 W.B. Maslach Schaufeli, and M.P. Leiter, “Job Burnout,” Annual Review of Psychology, 52::1 (December, 2001), Pp. 397-422.

influences on burnout. However, in examining burnout among coaches and physical directors, Kelly (1994), Kelley, Eklund and Ritter-Taylor (1999), Kelley and Gill (1993) and Martin, Kelly and Eklund (1999) have found that, “a variety of personal and situational factors (like, trait anxiety, hardiness, leadership style, social support) have indirect stress-mediated relationships with burnout. Personal/situational factors predict perceived stress, and perceived stress predicts burnout. In addition to indirect relationships through stress, they also report that personal/situational variables have direct effects on burnout. Applied to athletes, their research suggests that social support and general coping behaviors may have stress-mediated and direct influences on burnout.”

According to Justine (2003) “one type of social goal orientation that has emerged emphasizes affiliation experiences and has been associated with seeking help when needed and positive affect at school.” Extending the argument further,
Anderman (1999)\textsuperscript{49} says, "The focus of this orientation is on the development and maintenance of mutually satisfying relationships." Relationship goals are justified by the following researchers Anderman and Anderman (1999),\textsuperscript{50} Patrick, Hick and Ryan (1997)\textsuperscript{51} and Lewthwaite and Piparo (1993)\textsuperscript{52} and are examples of this affiliation orientation. "Such individuals are oriented toward engaging in sport for the opportunity to socialize and maintain relationships with other like-minded individuals. For them, it is a social as well as a physical activity. They are likely to feel good about their involvement in sport when it provides opportunities for social activities and for personal relationships."

The researcher concludes with the opinion that, social class is grouping a people on a scale of prestige in a society according to their social status and it is determined by many factors, such as occupation, income, moral standing, family history, social groupings and organizations, type of schooling and area of residence.

\textsuperscript{49} L.H Anderman, "Classroom Goal Orientation, School Belonging and Social Goals as Predictors of Students' Positive and Negative Affect following the transition to Middle School," Journal of Research and Development in Education, 32:03 (March, 1999), p.103.


Socio-Economic Status

Tharakan (1992) brought out, "The construction of calicut, socio-economic status scale among college population and the sample of the study consisted of 300 graduate students from various colleges. The reliability, validity and other statistical properties were estimated. Further, it has been found out from the study that the reliability of the scale was established by two methods. In the application of test-retest method, a reliability co-efficient of 0.97 was obtained correlation between the variables and the correlation co-efficient ranged from 0.39 to 0.90."

Sushila (1991) conducted a study on the, "Effect of socio-economic status, religion, caste, parental attitudes, parental nurturance and the type of family on creativity of pre-school children. The sample consisted of 100 pre-school children of 50 males and 50 females at pre-school level. Creativity test devised by Wallach and Kogan has been employed by the authors to measure creativity of the children. In addition to that, Kuppuswamy’s study on socio-economic status of the children disclosed the fact that socio-economic status had a bearing on the creativity of pre-school children, while religion and caste did not show any effect on child’s creativity. Similarly parental attitudes, parental nurturance and family types showed no significant difference on individual’s creativity."

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The classification of the total sample into 'high,' 'middle' and 'low' socio-economic groups with respect to creativity scores is given in the data, which clearly indicates that creativity is influenced by the socio-economic status. Mean score = 6.41 tends to be more creative when compared with those of low socio-economic status; creativity score also tends to increase. The total sample was classified into three groups as forward, backward and scheduled castes. The mean standard deviations and summary of ANOVA show the effect of caste on the creativity of pre-school children. The mean scores of children belonging to different caste groups are (FC = 28.93; BC = 26.17; SC = 26.26). Hence it can be concluded that caste has no influence on the creative ability of children.

Mangaya (1989)\textsuperscript{55} analyzed as, "Socio-economic status and its influence on athletic ability of high school girls. A total of 840 girl students were selected for the study from 12 high schools in three cities/urban centers, in the age group of 13 to 15 years. A multiple linear regression analysis was also done. This technique was used for the purpose of identifying the principal variable that determines social status out of those four variables used for measuring social status." In this study the investigator selected status scale evolved by Kuppuswamy with some modifications for measuring the status variables of caste, education, occupation and income. She investigated that the importance of parental occupational status and the income level of the family as crucial factors affecting the athletic performance of the high school girls.

Kapoor and Kochar (1977)\textsuperscript{56} opines that, "Socio-economic status than an individual gets in his society by virtue of meeting certain norms of Jobs, Income, Caste, Education, Possession of Consumer Articles, is indicative of his ranking in the hierarchy or Social scale and Economic level."

The researcher opines that, caste system may not be the major influence to sports performance, but income play a very important role to contribute to their sport performance at the elite level.

The socio-economic status of the group and the status of an individual in his group influence competitive and co-operative behavior. An individual from lower class for different reasons faces failure to compete at the higher level of competition. In the middle and upper economic group, more people are motivated and encouraged by giving sufficient facility to participate in the competition. Hence, economic status can create more stress for the sports persons which may directly influence the society.

**Family Income**

Revanna (1989)\textsuperscript{57} expressed his views that the "social condition of the player includes the general condition, living condition, social customs followed, the personal

\textsuperscript{56} S.D. Kapoor and S.D. Kochar, `Manual of Direction for Socio-Economic Status: Scale Questionnaire,' (New Delhi, Psycho Center, 1977), p. 01.

standard and level of performance etc. This depends much on economic conditions like total average income and daily expenditure and other economic obligation.”

In a study concerning the financial status of sportsmen Thisted (1983)\(^{58}\) reported that, “there was a positive relationship between the extent of participating in sports and financial status.”

**Family Participation**

Mathew (1995)\(^{59}\) examined the role of family in preparing young family members for sport. “It is widely assumed that families play a significant role in preparing youth for sport participation, rather limited amount is known about how families actually prepare youth for event of sport. This is an exploratory study, which has been conducted to enhance our understanding of how families are involved in the preparation of youth for sport.” The information helps to move us towards a more comprehensive understanding to how families are involved in preparing to participate in the sport activity.

Jennier, Fredricks and Eccles (2005)\(^{60}\) defines that, “the lack of relationship between mothers’ own athletic time involvement and beliefs and participation is

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60 A. Jennier, Fredricks and Jacquelynne S. Eccles, “Family Socialization, Gender and Sport Motivation and Involvement,” *Journal of Sport and Exercise Psychology*, 273:06 (June, 2005), p. 3.
consistent with other studies using parents’ self-report measures of time use, but is
not consistent with studies examining children’s perceptions of parents’ role
modeling or those that have used more objective measures of activity involvement.
Both behaviors and attitudes can be modeled. Our results may be a function of using
one self-report item to assess time use. Another possibility that we could not test in
our data is that role modeling is a more important socialization factor for children’s
motivation when parents also demonstrate enjoyment of athletics and provide other
forms of support for their children’s involvement in sport.”

According to web, (2006)61 “families themselves identify a strong need for a
greater understanding of the full implications of supporting their child to elite
performance levels, and for practical support in fulfilling the function. Despite their
pivotal role, however, the support that families receive is of variable quality. Even
sports that are most heavily dependent on families have few systematic mechanisms
for providing families with advice on issues such as development pathways in their
child’s sport, lifestyle adjustments, funding mechanisms and sports science
information. The absence of such provision intensifies the substantial burden borne
by families of talented young sports people, and may lead to dropout by those unable
to sustain their contribution without assistance.”

Friends' Participation, Involvement and Support

Weiss and Smith (2002)\textsuperscript{62} in addition to exploring age and gender differences in sport friendship quality investigated that quality in relation to a number of social and psychological variables in the present study. Developmental research shows that positive friendship qualities such as esteem enhancement and intimacy are related to satisfying social interactions with peers and positive emotional responses." Higher acceptance are added to the motivational achievement processes by Ladd (1999),\textsuperscript{63} Newcomb and Bagwell (1995),\textsuperscript{64} Parker and Asher (1993)\textsuperscript{65} and Parker and Gottman (1989).\textsuperscript{66} They argued that, "contrast, greater conflict such as aggression and disagreements is often related to peer rejection, negative attitudes and maladaptive behaviors of social adjustment. In light of previous research on friendship quality in sport, the purpose of this study was threefold. First we examined age and gender variations in sport friendship quality. Based on developmental research, we


\textsuperscript{63} G.W. Ladd, "Peer Relationships and Social Competence During Early and Middle Childhood, \textit{Annual Review of Psychology}, II: 50 (December, 1999), p.423.


hypothesized that adolescent athletes, ages 14-18 years, would rate self-esteem enhancement and supportiveness, loyalty and intimacy, common beliefs and values, conflict resolution, and conflict as more characteristic of their best sport friendships than would help younger athletes aged 10-13 years. We expected younger participants to participate in the elite level companionship and pleasant play, because this dimension of friendship quality is reflective of more overt, behavioral characteristics. Girls were hypothesized to rate self-esteem enhancement and supportiveness, loyalty and intimacy, and conflict resolution higher than boys, who were expected to rate conflict as more prevalent in their sport friendship.

Justine (2003)\textsuperscript{67} defines that, “youth sport participants frequently report social reasons for their involvement in sport such as wanting to be part of a team or to be with friends, and social sources of positive and negative affect such as social recognition and parental pressure. Although a social view of sport has been recognized, youth sport motivation researchers have emphasized approaches centered on constructs related to physical ability and have not examined the social aspect of motivation in detail. The study was to examine the contribution that social goal orientations and perceptions of belonging make toward understanding youth sport motivation. Specifically, female adolescents’ (N=100) social motivational orientations, achievement goal orientations, perceived belonging, perceived physical ability, and interest in sport were assessed. Results from multiple regression analyses

indicated that social motivational constructs added to the explanation of adolescents’ interest in sport."

Researchers have also indicated that positive and negative affect comes from social sources such as friendship opportunities, social recognition, and parental pressure. Scanlan, Carpenter, Lobel and Simons (1993)\textsuperscript{68} and Scanlan and Lewthwaite (1984)\textsuperscript{69} further quote research about, social interactions with parents, coaches, and peers have all been associated with the quality of young people’s sport experience Brustad (1993),\textsuperscript{70} Duncan (1993)\textsuperscript{71} and Wylleman, 2000).\textsuperscript{72}

**Community**

A community sport is a form of intervention in sport and recreation provision, which is some way, addresses inequalities inherent in more, established, mainstream sports provision. The term sports development implies some form of professional intervention or localized voluntary action. At one end is extreme sport where sport is


an end in itself. At the other end is sport as community development where sports are simply a means to a human development. Community implies some notion of collectivity, commonality, a sense of belongings, or of something to share. A community can be self-determined by its members, or it can be labeled, externally constructed and defined by some statutory agency. Either way, community can be imagined as much as it can be realized. It can be inhabited, as place, a specific locality, or a geographically defined area. It can be an experience through a gathering, an interest, or affiliation to a social, leisure or sports activity. It can be experienced as a shared identity, history or nostalgia or as an action when engaged in some form of interactive process. It can be protective of a way of being, or expansive in terms of some aspiration.

According to web dunnp (2006)73 “Stress takes a lot out of us. The more we battle against situations, the less energy we have to devote to the most important thing in our lives; the bonds with friends, family and – most importantly our community.”

**Clubs and Associations**

Jain (2002)74 defines, “this sponsorship continues across many clubs, including football and cricket. Most recent development has taken place at rugby

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73 www.dunnp@relaxyourlife.com (2006).

union and rugby league clubs. Hockey, swimming and athletics clubs are starting to approach commercial firms.

As per the opinions of experts regarding clubs/associations are mainly commercialization of sport activity and get name and fame through organization of competitive event and support for the young sports persons, in olden days this clubs/association are limited on the basis of their sponsorships, but nowadays, each and every event have their own clubs /associations from the basic level of branches and giving proper encouragement and support for the upcoming sports persons throughout the world. It is one of the positive developments for the sportspersons as well as for the country.

Infrastructure Facilities Available in the Universities and Institutions

Neil and Sean (1994)\textsuperscript{75} believe that, “matching student with teachers of similar orientations is not pedagogically beneficial.” Cronbach and Snow (1977),\textsuperscript{76} Peterson (1979),\textsuperscript{77} Kampwirth and Bates (1980),\textsuperscript{78} Brophy (1980)\textsuperscript{79} and Cohen and


\textsuperscript{79} J. Brophy, \textit{Successful Teaching Strategies for the Inner-City Child}, (New Delhi, Delta Kappan, 1980), Pp. 527-520.
Loveless (1989) 80 "the results of research suggests that matching as well as other strategies, which take student/athlete and teacher/coach similarities into account may be, helpful in enhancing teaching and coaching effectiveness. Granted, students/athletes evaluations of teaching and coaching effectiveness may represent only one aspect of effectiveness. Nevertheless, the results in this research frequently indicate that when student/athlete and teacher/coach perceptions of leader behavior are similar, teachers and coaches are considered more effective."

If similar perceptions between students/athletes and teachers/coaches correlate with higher assessments of effectiveness, then why not attempt to match students/athletes and teachers/coaches with similar perceptions or preference? According to Cohen (1987, 1989) 81 "training teachers to provide students with encouragement and structured learning environments are more effective in enhancing learning than matching, the results organization, presentation, and knowledge of subjects matter are aspects of teaching effectiveness that are influenced by the view that students and teachers have toward training and instruction. The results indicate that all aspects of coaching effectiveness were considerably more influenced by similarity of perception than teaching effectiveness which is interesting, since most of the research on the effectiveness of different methodologies has been done on


teachers rather than coaches.” Further results regarding training and instruction suggested by Smoll and Smith (1989)\textsuperscript{82} that, “Coaches should be studied more often in future research. Such research might attempt to determine if similarity of perception is as powerful a variable in influencing the evaluation of coaches as it was in this study.”

Education is a conscious, deliberate and purposive influence exerted by the society on the growing child to enable him to be culturally refined, emotionally stable, mentally alert, socially efficient and spiritually upright. It takes into consideration every environmental factor and every activity that helps in the formation of the personality of the individual.

The parents must never doubt the sincerity of the school and they must never interfere in its activity. It is very important for the sound and healthy development of the child that he should not get conflicting instructions in the home and the school. The parents should help their children to comply with all the instructions given by the school.

Chaube and Chaube (1994)\textsuperscript{83} also added that, “the society must take keen interest in the activities of the school. The school could fulfill only some essential


functions of the society.” Therefore the society and its various units must always be prepared to help the school whenever necessary.

Carl and Daniel (1981)\textsuperscript{84} enunciate that the, “people concerned with sports are belatedly recognizing the impact of environmental stress on the performer. Not only it relates to the performance per second but in respect to the potential dangers of certain situations, one not only must be aware of the factors of temperature, humidity and wind but also must be prepared to make appropriate recommendations to the coaching staff regarding the types of uniform and or equipment to be worn, the length and member of practice session, the weight loss of athletes and any other pertinent information about the situation. In this way, the problems by environmental extremes can be greatly mitigated.”

Taylor (1992)\textsuperscript{85} expressed his view, “a consistent finding that emerges from the stress literature is that perceptions of events rather than the events themselves produce stress reactions. As a result, the first step in developing a stress management program for coaches is to assist the coaches in articulating their own perceptions, beliefs, and motivations. Recent research has demonstrated the utility of individuals examining the personal and work values in reducing stress.”


"The initial task provides both the coach and the sport psychologist with a set of the fundamental perceptions that are held by coaches about the involvement in coaching. This information can be valuable in developing an understanding of how personal, social and environmental factors influence them and how their perceptions mediate the relationship between these factors and their stressful reactions to them. This information may be obtained through queries addressing several relevant areas. First, coaches may be asked to identify the reasons why they are coaching. Responses to this question should include issue related personal values, quality of life, and financial expectations. Second, coaches can then be asked to indicate what they believe are the benefits and detriments of coaching for them. The coaches’ answers should be comprehensive in their appraisal of all the positive and negative aspiration of coaching. Third, coaches can indicate what they want out of coaching i.e., what are their goals in their coaching experiences. This information assist the sport psychologist in determining the perceptions related to coaches’ work that may cause maladaptive reactions to stressful events.”

Zaag (1988) visualizes about sports facility as, “this situation has to be compelled with the facts that sports infrastructure facilities represents the major capital expenditure and sport facilities rank high among such expenditure. The entire

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restriction is further heightened by two other considerations. Many college administrations are not necessarily convinced that sports facilities should receive a top priority in the total capital outlay for facilities. Also there is general tendency to associate sport facilities only with the spectators sport involving a relatively few participants. The net effect of all this is that the planning strategy becomes most critical in this area. To be more specific, it is the strategy for financing the sports infrastructure facilities. All possible source of founding should be considered.”

An individual has to put forth lot of effort to become a good performer. He has to undergo lot of training program and day-to-day regular practice. So, it needs more infrastructure. It is not easy to arrange the sports infrastructure for practice without funds. The availability of funds in the college and in the university seems to be very limited and funding by the government to universities is also limited to a minimum. In the colleges, they have to depend on students' fee collection only.

Thomas and Smith (2004) justify that the coping resources, “comprise a wide variety of behaviors and social networks that aid the individual in dealing with the problems, joys, disappointments, and stress of life.”

Williams (2001) has given the justification that, “sleep patterns, fitness levels, nutrition, and time management are all examples of general coping behaviors or lifestyle management that reflect internal resources that help athletes deal with


stress. The perception of receiving strong social support is an external resource that can help athletes deal with the demands of sport training and competition. Social support generally consists of the presence of others whom athletes can rely on and whom they know, value and care for them. According to Williams (2001)90 “It is widely accepted that coping behaviors, social support, stress, and burnout are related.” Cordes and Dougherty (1993)91 expressed their views, “however, there is still debate as to how these variables interrelate.”

Updating available infrastructure is not an easy task. To promote public contribution of funds is very essential to develop the basic fulfillment of minimum infrastructure facilities in all the institutions and universities in all endeavours of sports. Day-to-day, the sports achievement of our country is declining; due to lack of infrastructure, it creates more stress for the sports persons. Greater importance should be given to the development of full-fledged sports infrastructure in our country, which is a basic pre-requisite for the sports persons to continue for a prolonged period in the field of competitive sport, while managing stress caused by factors such as shortage of infrastructure in the institutions as well as universities.

90 Ibid., Pp. 766-786.

SPORTS PERFORMANCE

The literal meaning of performance is the act of performing, execution or accomplishment. According to Websters New World Dictionary (1975) \(^{92}\) "Sports performance means an outstanding action or achievement of an individual or team, which wins awards. The observable act of carrying out a process, is through motor skill, which may vary according to circumstances, motivation, and mood."

Sport performance is an outstanding action and achievement of an individual, a team or an institution or community as judged in a series of sports actions. Winning is coincided with the idea of excellence, which is demonstrated through winning against comparable opponents.

According to Ngwenya (1995) \(^{93}\) "management of sports organization comprises of efficiently organizing the human, financial material and facility resources latent in the practical actions beneficial to the development of sport performance." Performance management is a means of getting better results from the organization, teams and individual by understanding and managing within an agreed framework of planned goals, standards and attribute/competence requirement. It helps in the integration or organization of individual and team objectives, in communicating these objectives, and in understanding the core values of the sports organization. Management of performance can be understood through a continuum." This is a


broad base of sport participation that would provide a pool of sporting talent to be nurtured and developed through participation for elite performance.

Sport performance differs from sport to sport and it is a multi-dimensional process that cannot be explained accurately. According to Theiss and Schnabel (1987)94 "sports performance is the unity of execution and result of sports action or a complex sequences of actions measured or evaluated according to socially determined and agreed norms. Sport performance may be considered as a unity of movement and a set of results."

Van (2006)95 explains in his study, “among 65 talented young male soccer players (mean age = 16.6 years) employed a 7-months longitudinal design to examine the causal relationship between performance level on the one hand, and psychosocial variables on the other, including interpersonal stress within the team, and burnout. In addition, particular attention was paid to the moderating effect of parental support. No evidence was found that interpersonal stress within the team was an important determinant of performance level. Rather, a low performance level leads to negative feelings about the social climate within the team. But this is only true under specific circumstances, i.e. when there is a perceived lack of parental support. Similarly, the results suggest that when performance level is below average, the possibility to fall


back on parents significantly reduces the chance of the development of a burnout syndrome. Furthermore, the appraisal of the coach at the beginning of the season appears to be the most important determinant of success, i.e. not being dismissed at the end of the season. The latter perceives more interpersonal problems between staff and player when there is a detrimental discrepancy between the objective index of his performance level (the rating of the coach) and his own assessment.