CHAPTER XV

DISCUSSION OF RESULTS
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The results of the study presented in the previous chapter are integrated and discussed in this chapter. In the first section the sample characteristics are presented. The second section deals with the findings related to the formal hypotheses.

Sample Characteristics

An analysis of the sample characteristics reveals interesting facts. The Ss belong to early and middle adulthood. The age composition of the Ss shows that 48 percent of the Ss are in the age range of 20 to 34 years i.e., in the period of early adulthood and 52 percent of the Ss are between the age range 35 to 59 years; i.e., in the period of middle adulthood (Schiaiemberg & Smith, 1982). Early adulthood is the period of maturity and the individuals in this period bring the beginning of a commitment to a career. It is likely that these young adults are reaching peak performance in cognitive functioning. Gradual stabilization of self concept, interpersonal flexibility, deepening of interests, humanization of values and the expansion of career are reported to be the general trends in personality development during adulthood. It may be inferred that the Ss share at least a few of the personality development characteristics of their age. The middle adulthood individuals are usually at a peak of participation and influence in community activities. During this period the individual's career development with regard to social, personal and economic performance reaches peak levels.
With regard to the educational level it is found that all the coaches included in the sample have qualified at NSNIS to receive the Diploma in their respective events. In addition to holding the diploma 55 percent of the Ss hold a Bachelor's degree and 28 percent of the Ss hold a Master's degree. It is to be observed that though the minimum qualification required for entering into coaching profession in DSCs is just a pass in Diploma offered by NSNIS, 83 percent of Ss have higher education. In the general population only 1.47 percent males in Tamil Nadu are reported to be graduates and post graduates (Census of India, 1981). The high level of academic attainment of the majority of the Ss indicates that they distinctly differ from the general population. The data also suggests that the sample in general includes individuals with high educational background who have taken a special interest to have their career in sports.

With regard to experience in coaching it is found that the total years of job experience of the Ss range from 1 year 6 months to 28 years 4 months. The mean years of job experience of the Ss is 13 years and SD 7 years and 3 months. In India the retirement age for the coaching professionals in 58 years. The Ss of the present study have the average job experience of 13 years which is nearly more than 1/3 of career life of an individual. The SD for the job experience of the Ss is 7 years and 3 months which is more than half of the mean of the experience of the sample. It reveals that the sample includes individuals with a wide range of experience of the job.

The data on income of the Ss reveals that 29 percent of the Ss has an income between Rs.1,000.00 and Rs.1249.00, 38 percent of the Ss between Rs.1250.00 and Rs.1499.00 and 9 percent of the Ss have income between Rs.1750.00 and Rs.1999.00.
In Tamil Nadu, it is to be observed that wide variations exist in monthly income among the personnel in different organizations engaged in teaching/coaching various sport events as shown below.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Designation</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Physical training instructor</td>
<td>Rs.610 - Rs.1075</td>
</tr>
<tr>
<td>2</td>
<td>Physical Education teacher</td>
<td>Rs.610 - Rs.1075</td>
</tr>
<tr>
<td>3</td>
<td>Physical Director (employed in Secondary School)</td>
<td>Rs.780 - Rs.1385</td>
</tr>
<tr>
<td>4</td>
<td>Physical Director (employed in Higher Secondary School)</td>
<td>Rs.1045 - Rs.1775</td>
</tr>
<tr>
<td>5</td>
<td>Coach</td>
<td>Rs.1160 - Rs.1950</td>
</tr>
</tbody>
</table>

It may be observed that in comparison with others engaged in teaching/coaching sports, the coaches in the sample get more salary (IV Pay Commission Report, 1984)

Data on the income distribution is available for rural and urban population in this region (Vendal, 1981). It is reported in the study cited that in urban areas, 25 percent of the individuals' income per month is less than Rs.150.00; 50 percent of the individuals income per month is less than Rs.375.00; 75 percent of the individuals income per month is less than Rs.975.00 and 99.97 percent of the individuals income per month is less than Rs.5100.00.
In another study (Shanmugasundaram, 1986) 44 percent of the individuals in urban area are reported to have an income above Rs.600.00, but less than Rs.1200.00 per month. The income data reported in the studies cited refer to sum total of the income received by all the individuals in families including sources other than salary. The coaches included in the sample have their basic salary ranges from Rs.1160.00 to Rs.1950.00. The data clearly show that the coaches are most likely to have income greater than the income of majority of the families in the general population.

With regard to marital status of the Ss, it is found that in the present sample 10.784 percent are below the age of 25 years; none of them got married at the time they participated in the investigation. 21.569 percent of the sample who were less than 30 years of age were not married. All the Ss who were above 35 years at the time of the investigation are married. No widower or divorcee is found in the sample. According to the Hindu Marriage Act (1955) a man is eligible to marry only when he is aged 21 years and a women is eligible for marriage only after attaining 18 years of age. It is customary for the Indians to get their sons and daughters married to individuals they choose. In majority of the cases the parents only contact other parents who have son/daughter of marriageable age and negotiate the marriage. In a few cases the individual man or woman chooses his/her spouse with or without the consent of the parents. It is again customary among the parents in India to look for suitable individuals to get married to their son or daughter only when their son or daughter completes his/her education and joins in a job and earns independently. Completion of
education and settling down in a job normally takes more than 21 years in India, and only in a few cases boys/girls get married when they are below 25 years of age. The marital status of the individuals in the sample does not show any idiosyncrasy judged from the matrimonial practices practiced in Indian Culture.

The data further reveals that 5 percent of the coaches have participated in competitions at the District, State and National levels. 55 percent of the Ss included in the sample have participated in District and State level competitions. 40 percent of the coaches have participated only in District level. Individuals are allowed to participate at National level only if they have either distinguished themselves as Champions in individual events conducted at State level or achieved a satisfactory attainment in state wide competitions. The composition of the sample shows that the subjects included in sample reflects an adequate range of Sport skills as evidenced by participation in Sports at different levels. The sample investigated includes 5 percent of the individuals with sports excellence and 55 percent of the individuals with moderate acclaim in Sports.

**Burnout And Probabilistic Orientation**

The findings reveal that a significant negative relationship exists between burnout and probabilistic orientation. Individuals with greater probabilistic orientation significantly differ from individuals with lesser probabilistic orientation in experiencing burnout; the former experience less burnout than the latter. The converse is also true: the individuals experiencing more burnout have less probabilistic orientation than the individuals experiencing less burnout.
Comparision of individuals having greater and lesser probabilistic orientation on their profiles of burnout shows that the burnout experienced by the two groups remains to be of the same value, and of the same level, and follows a parallel pattern.

Compared to job related tension, probabilistic orientation contributes less to explain the variance in burnout.

Probabilistic orientation is essentially a system perspective. The probabilistically oriented individual is aware of the scope to relate individual events to a global perspective. S/he regards that every event is contingent upon the conditions existing in the universe at that point of time. The universe is unfolding according to the rules of its own. The unfolding of the universe is a stochastic process and hence the universe is in constant flux.

The probabilistically oriented individual is convinced that the unknown nature cannot be prejudiced against him/her. For him/her "good" or "bad" and "luck" and "odd luck" do not have a sound meaning. Probabilistic orientation contributes to a realistic rather than optimistic or pessimistic perception of events and happenings in the environment.

Highly probabilistically oriented individuals have higher perception of reality (Ganesan, 1986).

It is likely that the burnedout individual is unable to synchronize realistically the expectations of other people in the job. The career goals of individuals given to burnout are perhaps unrealistic (Veninga & Spradley, 1981).
Each individual in this world learns to see through 'stress coloured glass'. However, the character of the lens differs for each individual. The event that produces intense, unrelieved stress for one person may produce minor effect for another person. Culture also plays an important role in teaching individuals what to define as stressful and what to interpret as a minor adjustment. Depending upon the cultural background, the individual learns to perceive different events. The individual's perception of stress directly affects the burnout process. "Some people who are especially prone to burnout seem to write 'disaster' over every unwanted event at home and at work" (Veninga & Spradley, 1981, p.30). According to them individual's perception of stress is a major risk factor in burningout. The individual who perceives stress higher will find less relief and burnout more easily; on the other hand the individual who perceives stress lower will find less risk. Perception of tension with regard to family pressures, environmental demands and work problems are two major stress point for many individuals. If these factors are not controlled, the risk factors can undermine one's health and well-being (Veninga & Spradley, 1981).

The highly probabilistically oriented individuals have high creativity (Natarajan, 1983) and interest in their job (Ganesan, 1986). The burnedout individuals lose interest in their job and tend to quite the job (Cherniss, 1980a).

The individuals who are in the early stages of burnout may be called 'tight rope walkers' and are seemed on the verge of losing their balance constantly. For this individual the risk factors keep fluctuating. Like the force of gravity pulling down the tight rope walker
between fatigue and confusion on one hand and keeping on maintaining control and enthusiasm on the other. "Exhaustion and discontent never become chronic; the highly creative burst never lasts long when unrelieved stress builds up and almost pushes them off the wire, they go into immediate action to recover and quickly regain their balance" (Veninga & Spradley, 1981, p.43).

When the individual is burnedout his/her efficiency in his/her work drops. Inefficiency of these individuals are exhibited in the form of jadedness, cynicism, lowered creativity, avoiding decisions and increased accidents. When the individual is burnedout new ideas needed to generate concepts begin to fade. The flow of creative ideas and the ability of these individuals to encourage the new comers begin to drop. S/he becomes jaded. S/he is unable to tell a good thing for a bad one. S/he may see so many things, but won't get any new idea as used to be in earlier period of his/her career. S/he may even lost enthusiasm in his/her job (Veninga & Spradley, 1981).

The burnedout individuals begin to live in a "small world" (Glasser, 1976), where the job becomes the major source of the individual's value and satisfaction. For the individual in the small world the job is his/her whole life and begins to think that all of his/her gratifications are coming from the job. These individuals restrict their communication with other individuals outside the field. This small world of professionals expands even after working hours and and socialize themselves by complaining about their same problems in their own language (Edelwich & Brodsky, 1980).
Individuals with less probabilistic orientation have higher denial, detachment from real and experience fantasy (Ganesan, 1986).

According to Freudenberger (1982) "Frustration is not burnout. Burnout means apathy" (p.135). Frustration is the individual's normal experience of learning to cope with limitations and that every individual goes through. An individual in his/her career may go through the cycle from enthusiasm to frustration many times, even in a single job. This is not true in the case of apathy. However apathy is common, it is not normal. Burnout is apathy and denial is one of the characteristics of apathy. The individual uses this label as a cause for their diminished performance in his/her work and withdraw from the situation (Freudenberger, 1982).

Probabilistic orientation is positively related to motivational process (Indumathi, 1988).

In defining burnout, Cherniss (1980a,b) focused on changes in one's motivation. Accordingly, "burnout is defined as psychological withdrawal from work in response to excessive stress or dissatisfaction. Burnout is used to refer to the situation in which what was formerly a "calling" becomes merely a job. One no longer lives to work but works only to live. In other words, the term refers to loss of enthusiasm, excitement, and a sense of mission in one's work" (Cherniss, 1980a, p.16).

Probabilistic orientation is a system perspective. The individual who orients more to probabilistic orientation has higher realistic perception. They have higher creativity and show higher interest in
their job. Probabilistic orientation is related to motivational process. The individual who orients less to probabilistic orientation has higher denial, detachment from the real and experience fantasy. On the other hand, burned out individuals have lower perception of reality. They have lowered creativity, and show lesser interest in their job. Burnout involves changes in individual's motivation. They experience higher denial and detachment from the real. The pattern of findings obtained in this study seems to be meaningful and valid in view of the considerations discussed above.

Findings of a few studies are not in line with the pattern of the results obtained in this study with reference to the relationship between probabilistic orientation and burnout.

Probabilistic orientation has no significant effect on role conflict (Devi, 1982; Indumathi, 1985). On the other hand role conflict is the major source of burnout (Cherniss, 1980a, Veninga & Spradley, 1981; Capel et al, 1987). Probabilistic orientation is related to death anxiety in the case of elders and not in the case of adults (Narayanan, 1983c). Young people are found to experience high level of burnout (Maslach & Jackson, 1981b). Probabilistic orientation is positively related to alienation (Indumathi, 1988). Berkeley Planning Associates (1977) define burnout as job alienation. It is also reported that burnout is closely related to alienation (Kelly, 1983; Youree, 1984; Holt, 1985; Haley, 1986; Udai Pareek, 1988).

It should be reconciled that a point to point tallying of the findings of the studies is not possible with many psychological variables, more so in the case of probabilistic orientation. The status
of the research on probabilistic orientation is in an infant stage and is in flux. Therefore, considering the findings reported so far, it may be concluded that probabilistic orientation and burnout are having a meaningful pattern of relationship as reported in this study.

**Burnout And Social Desirability**

The findings reveal that no significant relationship exists between burnout and social desirability. Further, individuals with greater social desirability do not significantly differ from individuals with lesser social desirability in experiencing burnout.

Comparison of individuals having greater and lesser social desirability on their profiles of burnout shows that the burnout by the two groups remains to be of the same value and of the same level, and follows a parallel pattern.

Compared to job related tension, probabilistic orientation and alienation, social desirability contributes less to explain the variance in burnout.

An individual in a society is aware of society's expectations. This awareness leads the individual to develop similar expectations from his/her own behaviour (Lindgrän, 1973). Most individuals exhibit their behaviour to gain approval and rewards from others. The individual's more general need for self protection, avoidance of criticism, social conformity and social approval may have a significant effect on the strength of social desirability (Crowne & Marlowe, 1964; Frederiksen, 1965). The fellings of burnedout people are contrary to professional ideals. However burnout is not influenced by social desirability (Maslach & Jackson, 1981b).
In coaching profession, the coaches must fulfill the expectations of their supervisors. Each role is having some expectations by others about how the worker is supposed to act. Coaching role also consists of expectations by supervisors about how the coach is supposed to act. The coaches' role is bound up with expectations regarding coaching and also performing many organizational and administrative tasks. When the individual acts in coaching role, approval and rewards are usually provided by others. However, when the individual acts out-of-his/her role of coaching by not conforming to expectations, other individuals are likely to disapprove and even punish his/her behaviour. Thus out-of-role behaviour is found to be low in social desirability (Tedeschi et al, 1985) because out-of-role behaviour is considered to be contrary to the expectations of other individuals. Mostly all the individuals conform to role expectations. In-role-behaviour reveals more about the situation and out-role-behaviour reveals more about the personal qualities of the role player.

The expectations of each role is not alike. Hence, in general, each individual is willing to conform to the expectations of the particular role which s/he is playing.

When an individual is in burnout process s/he becomes jaded. S/he may work harder and harder but accomplishes only less. The quality of the work done will be affected. S/he develops cynic attitude and begins to avoid taking decisions. These individuals now commit more accidents than earlier. They feel fatigued most of the time and indulge in escape activities. They begin to experience changes in their sleeping behaviour. They begin to experience chronic exhaustion, physical illness, anger and depression. In the latter stage the burned-
out individuals become obsessed with their frustrations and become Pessimism (Veninga & Spradley, 1981). All the characteristics of a burnedout individual are quite contrary to the expectations of the society. Since the burnedout worker loses interest in his/her job and even to himself/herself, it is impossible for him/her to care for others and to gain approval. The findings reveal that burnedout worker seems to lose interest in care for himself/herself and for others. The pattern of findings obtained in this study seem to be meaningful and valid in view of the considerations discussed above.

**Burnout And Alienation**

The findings show that a significant positive relationship exists between burnout and alienation. Besides, individuals with greater alienation significantly differ from individuals with lesser alienation in experiencing burnout; the former experiences more burnout than the latter. The converse is also true; the individuals experiencing more burnout have more alienation than the individuals experiencing less burnout.

Comparison of individuals having greater and lesser alienation on their profiles of burnout shows that the burnout experienced by the two groups remains to be of the same value and of the same level, and follows a parallel pattern.

Compared to job related tension and probabilistic orientation, alienation contributes less to explain the variance in burnout.

A state of separation between the individual and the environment, accompanied by anguish and tension, exists among alienated individuals (Schacht, 1971). These negative states are likely experienced
by the burnedout individuals also. Berkelly Planning Associates (1977) define burnout as job alienation and alienating role or job contributes to burnout (Udai pareek, 1988). The alienated individual experiences a sense of powerlessness, self-estrangement, normlessness, isolation and meaninglessness (Seeman, 1959).

Burnout affects self confidence of the individuals and they begin to avoid making decisions on tough issues (Veninga & Spradley, 1981). Participation in decision making gives the individuals some of the power they need and by this they can remove obstacles to effective performance (Maslach & Jackson, 1984). The sensation of powerlessness is likely often experienced by burnedout individuals (Edelwich & Brodsky, 1980) and hence they may begin to avoid participation in decision making.

Individuals bring to their jobs a hope for freedom. These individuals like control over their job such as how to do their job, how to schedule tasks and the place at which they work. More flexibility yields more hope on the job. If the individual has to face too many rules, s/he may feel that his/her job becomes a dead-end job and feels powerless in his/her organization (Veninga & Spradley, 1981). The individual may feel that s/he lost control over the events in his/her life that matters to him/her. S/he may see himself/herself as an object reacting to events, rather than the originator of events. As a result, the individual is more likely to himself/herself an estranging behaviour that does not reflect the real self. The less participation in decision making decreases communication and by which the feeling of isolation is induced (Maslach & Jackson, 1984). If the individual is subjected to act
in less freedom s/he may feel isolated from his/her coworkers and trainees.

The burnedout individuals feel that their job does not provide enough satisfaction and fulfilment of their expectations. They begin to feel that their job is a job is a job (Edelwich & Brodsky, 1980) and the job is meaningful to them. The burnedout individuals may feel that their organizational culture is hostile or indifferent to their concerns. They are likely feel that they are powerless in their organization to change working conditions that contribute to stress (Cherniss, 1980a).

These individuals may also not truly reflect their value-needs or desires rather than expressing themselves, they begin to engage in trival and non-meaningful activities. They begin to experience a sense of meaningless by which they may have difficulty in finding and utilising appropriate standards for judging the importance or use of actions and beliefs. It is possible for the burnedout individuals that they may also experience normlessness and for them the social system and its behavioural regulations have broken down. They may also experience social isolation and may lose their ability to interact meaningfully with others (Berkeley Planning Associates, 1977).

The burnedout individuals fail to learn to handle the tensions created by a dead-end job and feel hopeless in their job. The hopeless job has a destructive influence on the individual's personal life, seriously impairs his/her health and has insufficient rewards (Veninga & Spradley, 1981).

Alienated individuals often appear to be angry and depressive (Keniston, 1965). In the early stage of burnout, individuals experience
perceptual feelings of anger. When a calm, accepting and easy going individual begins to burnout s/he becomes chronically angry. S/he may suddenly react with anger in situations that may surprise him/her. Individuals' anger often becomes more focused if the work stress of the individual is unabated. Instead of feeling upset at people in general, the burned out individual often takes on a single conflict. Anger becomes focused on one or two individuals. (Veninga & Spradley, 1981). Pressure of work and unrelieved stress contribute to depression. Unrelieved stress depletes individual's energy reserves and leave them depressed.

The alienated individual is often dissatisfied with his/her job (Parsons, 1968; Schacht, 1971; Joseph, 1981). The stress of job burnout leads to increased dissatisfaction. Dissatisfaction of burnout is also expressed when the job is not very challenging. "Dissatisfaction can begin innocently, like the mist that slowly turns to rain and ends with downpour" (Veninga & Spradley, 1981, p.44).

Berkeley Planning Associates (1977) define burnout as job alienation. The alienated individual experiences a sense of powerlessness, self-estrangement, normlessness, isolation and meaninglessness. These individuals are often in depressed mood and are aggressive in their behaviour. They feel dissatisfied with their job. The burnout individuals also feel powerless in their organizations and are often isolated from the society. When these individuals experience more stress they tend to withdraw from the situation and feel depressed. For them their job itself is a job. They are highly dissatisfied with their job. The pattern of findings obtained in this study seems to be meaningful and valid in view of the consideration discussed above.
Burnout And Role Conflict

The findings reveal that a significant positive relationship exists between burnout and role conflict. Further, individuals with greater role conflict significantly differ from individuals with lesser role conflict in experiencing burnout; the former experiences more burnout than the latter. The converse is also true; the individuals experiencing more burnout have more role conflict than the individuals experiencing less burnout.

Comparison of individuals having greater and lesser role conflict on their profiles of burnout shows that the burnout experienced by the two groups remains to be of the same value and of the same level and follows a parallel pattern.

Role overload has close relationship with role conflict (Kahn, 1978; Locke & Massengale, 1978; Cherniss, 1980a; Narayanan, 1983d; Begley, 1984). Major source of conflict experienced by the coaches is role overload (Capel et al, 1987).

Role overload is identified as a major source of burnout also. (Berkeley Planning Associates, 1977; Barad, 1979; Cherniss, 1980a). Coaching is a 12 month job. Coaches are not only to coach their trainees but also other registered members and school students. Further they are doing many organizational and administrative tasks. These cause overload. During competitive period it is observed that the coaches have to face a number of demands on their time and effort. Because of its impact on coping role overload contributes to increased stress and burnout (Cherniss, 1980a). Coping with stress will be effective only if the time for its accomplishment is adequate. Optimum length of time will be necessary to cope with stress since coping needs time to involve
a search for information. If the time to cope is limited addition of new demands disrupt coping. As a result the individual involves in more primitive, less effective and more psychologically defensive behaviours (McGrath, 1970).

Inter-role conflict, intra-role conflict and person-role conflict also contribute to stress and burnout (Cherniss, 1980a).

Coaches working in District Sports Councils and are also teaching their events to school students may experience inter-role conflict. The individual has to play two roles that demand inherently incompatible behaviours. When these individuals try to meet the expectation of different roles, role conflict develops when the demand of different skills, attitudes and requirements are considered. "Conflict may occur between the coaching responsibilities, in which winning is a major expectation and reward and teaching which offers a different set of values, expectations and rewards" (Capel et al., 1987, p.108). This is supported by Locke & Massengale (1978).

The coaches may also meet the conflicting role messages coming from same role sender or from different role senders. During this period if the individual fails to select the major role which is the most legitimate or most related to career expectations, s/he begins to experience high role conflict. Due to unresolved conflict the coaches have little loyalty to their teaching/coaching than giving emphasis on their coaching careers. Different expectations from students, parents, administrators and the local community contribute intra-role conflict (Massengale, 1981). Coaches who are expected to promote physical standards, an all round development of all the sports and games at the
district level, inculcate discipline among aspirants, build character among individuals, promote team spirit among players and to promote the spirit of friendship and patriotism through sports along with a demand for a winning team encounter a intra-role conflict.

Sometimes the coaches also experience more internal conflict, the person-role conflict. When the individual perceives that the role demands are inconsistent with his/her abilities, goals, values and/or beliefs person-role conflict and stress will occur (Cherniss, 1980a). Unless the coach is adequately trained to meet his/her role demands, stress and burnout will result. If an individual believes that s/he lacks the ability to achieve success, s/he likely experience a "crisis of competence" (Cherniss, 1980b). Individuals may also believe s/he lacks the skill, knowledge, or ability to achieve a task if s/he feels success cannot be achieved (Capel et al., 1987). When the individual in the helping profession lacks the critical resources for meeting job demands viz., skill, knowledge and ability, s/he may experience considerable stress and burnout (Cherniss, 1980a). If the coach's goals, values and/or beliefs do not match with those of parents or administrators, person-role conflict will occur (Capel et al., 1987).

"Professional - bureaucratic role conflict" occurs frequently in human service programmes (Corwin, 1961; Kramer, 1974; Cherniss, 1980b) which also generates stress and burnout (Cherniss, 1980a).

Professional helpers follow a set of norms which contribute to 'professional service ideal'. In certain situations interaction between professional service ideal and organizational self-interest and bureaucratic mode of functioning creates conflict. The bureaucratic mode of
organization emphasizes orderliness, standardization, uniformity, efficiency, public accountability and impersonality. The professional service ideal emphasizes the uniqueness of the individual, sensitivity to the special needs of each client, flexibility, individual initiative and resourcefulness and the goal of personal growth and development (Merton, 1940; McIntyre, 1969; Katkin & Sibley, 1973). The professional-bureaucratic role conflict contributes more stress because autonomy is a strong motive for the individuals who are entering into helping profession and for them bureaucratic interference is unexpected (More & Kohn, 1966; Sarason et al, 1975). Since coaching is also a helping profession (Capel et al, 1987) coaches likely experience professional-bureaucratic role conflict which in turn contributes more stress and burnout.

In helping profession role conflict is a major source of burnout. Role overload, inter-role conflict, intra-role conflict, person-role conflict and professional-bureaucratic role conflict are the different types of role conflict identified. When a coach occupies different roles at the same time inter-role conflict occurs. When the coach receives conflicting messages from different role senders or from the same sender intra-role conflict occurs. When the role demands are inconsistent with the coach's abilities, goals, values and/or beliefs, s/he likely experiences person-role conflict. Professional and bureaucratic, the two incompatible role orients generate professional-bureaucratic role conflict. The pattern of findings obtained in this study seem to be meaningful and valid in view of the considerations discussed above.
Burnout and Job Related Tension

The findings reveal that a significant positive relationship exists between burnout and job related tension. Further, individuals with greater job related tension significantly differ from individuals with lesser job related tension in experiencing burnout; the former experiences more burnout than the latter. The converse is also true; the individuals experiencing more burnout have more job related tension than the individuals experiencing less burnout.

Comparision of individuals having greater and lesser job related tension on their profiles of burnout shows that the burnout experienced by the two groups remains to be of the same value and of the same level, and follows a parellel pattern.

Compared to probabilistic orientation, alienation and social desirability, job related tension contributes more to explain the variance in burnout.

Burnout is a process consisting of stress and strain. If the job holder feels high level of stress and strain in his/her job, s/he may experience various symptoms of burnout syndrome (Cherniss, 1980a).

The close relationship between burnout and job related tension reveals that the variables which have close link with job related tension could be interpreted meaningfully with burnout also.

Role overload is one of the facets of job related tension (Snoek, 1966). Role overload is identified as a source of stress and burnout in helping profession (Maslach, 1976; Berkeley Planning Associates, 1977; Barad, 1979; Cherniss, 1980a). Role overload is found to be a major
source of conflict experienced by the coaches (Capel et al., 1987). Role overload is "a condition in which the individual is faced with a set of obligations which, taken as a set, requires him to do more than he is able in the time available (Sales, 1969, p.325)". For coaches, in addition to coaching their trainees, doing many organizational and administrative tasks cause over load. Role overload has close relationship with heart disease (Sales, 1969; Cooper & Marshall, 1976) and with increased job related tension (French & Caplan, 1973). Role overload is assumed to contribute to increased stress and burnout due to ineffective coping style (Cherniss, 1980a).

Role conflict and role ambiguity have close relationship with job related tension (Rizzo et al., 1970; French & Caplan, 1973). The relationship between role conflict and burnout is also reported to be high (Cherniss, 1980a; Capel et al, 1987). Inter-role conflict, Intra-role conflict, person-role conflict and professional-bureucratic role conflict produce more stress and tension and may inturn contribute to burnout (Cherniss, 1980a).

As a response to job related tension, individuals experience low job satisfaction (French & Caplan, 1973; Hollon & Chesser, 1976; Keenan & McBain, 1979). Burnedout individuals also feel that their job is not challenging and it was not providing more interest to carryout their responsibilities. They feel dissatisfied with their job. The stress of burnout leads to increased dissatisfaction (Cherniss, 1980a; Veninga & Spradley, 1981; Burke et al, 1984; Burke, 1987).

Type A individuals possess the characteristics of excessive competitive drive, aggressiveness, impatience, and a harrying sense of
time urgency (Friedman & Rosenman, 1974). Studies on Type A personality reveal that helping professionals are more prone to Type A behaviour (Howard at al, 1976; Russek & Russek, 1976; Friedman, 1978). Friedman & Rosenman (1974) describe that "individuals displaying this pattern seem to be engaged in chronic, ceaseless and often fruitless struggle - with themselves, with others, with circumstances, with time and some times with life itself"(p.4). There is a close relationship between Type A personality and job related tension (Keenan & McBrain, 1979; Beena, 1987). The characteristics of Type A individuals are more tension producing and the tension felt by the individual leads to burnout (Cherniss, 1980a).

In helping profession, the flexible individuals more likely susceptible to stress. The relationship between role conflict and job related tension is higher for individuals who are more flexible (Kahn et al, 1964). The flexible individuals react to role conflict with more manifestation of anxiety and tension. The high job related tension experienced by the flexible individuals is due to their inability to say 'no' to role senders who demand more. Extra demands use the vulnerable energy and because of that the individual may be exhausted and burnedout.

Compared to extroverts, introverts experience more job related tension in high role conflict situations (Kahn et al, 1964). It is expected that introverts more likely to withdraw from the situation when role conflict and stress are excessively perceived. Withdrawal from situation makes ineffective coping and hence are susceptible to burnout (Cherniss, 1980a).
Externals perceive more job related tension (Beena, 1987). Internals believe that they can control their destinies and assume that they can get the thing as desired by them. On the other hand, externals believe that every event is beyond their control (Rotter, 1966). Externals are found to be more prone to learned helplessness (Seligman, 1975) and perceive high stress than the internals and act with more defensive and less task-oriented coping behaviour (Anderson, 1976). Externals tend to withdraw themselves from stressful and from ambiguous situations (Organ & Greene, 1974; Beena, 1987). Ineffective coping of the individual in tension producing situation may lead to the individual in experiencing burnout (Cherniss, 1980a).

Job related tension is studied in relation to the 16 personality variables of Edwards (1959). Individuals who perceive high job related tension are found to be high on succourance, less on dominance, high on abasement, low on nurturance and low on endurance (Rajasekeran, 1986). Individuals who are high on succourance experience more tension and expect others to be kind, sympathetic and understanding about their problems. The needs of these individuals get satisfied by the sympathetic help from others instead of handling the stressful situations effectively. The individuals possessing high job related tension are less dominant in their behaviour. Dominant individuals perceive less stress since they have control over their environment. By employing suggestion, persuasion or command these individuals influence and direct the behaviour of others. The dominant individuals used to dissuade, restrain or prohibit other's influence. Less dominating individuals begin to experience more stress when different members of their role-set try to
influence them with their own expectations. They are more flexible and whenever extra demands are made they feel difficult to say 'no' to the role senders. The individuals with high job related tension experience high abasement. There individuals experience more stress in their roles, as they submit possible to external force. They feel timid before higher officials if they made different demands and fell their job to be more stressful. They usually avoid fighting and tend to withdraw from the situation. They feel guilty when some thing done by them goes wrong. When things go wrong they blame themselves. Emotional sensitivity mediates role stress and tension experienced by the individuals (Kahn et al, 1964). When an individual is high on nurturance s/he experiences less job related tension. S/he has a tendency to help others, to be kind, sympathetic and generous. These tendencies make him/her perceive his/her job less stressful. The individuals who have high endurance have the tendency to perceive their job less stressful. By nature these individuals work harder at task until it is completed. On the other hand individuals who lack endurance feel difficult to sustain at work and lack inclination to pursue it. Hence they perceive more stress and tension. (Rajasekeran, 1986).

The individuals, who are high in succorance and abasement and low in dominance, nurturance and endurance, experience more job related tension and it may be that their improper coping with stress and tension is likely lead them to experience burnout.

Role overload is one of the facets of job related tension. Role conflict and role ambiguity also contribute to job related tension. Type A individuals, more flexible persons, introverts and externals experience
more job related tension. They feel dissatisfied with their job. The individual who experiences more job related tension is high in succorance and abasement and low in dominance, nurturance and endurance.

Burnout is also closely associated with role overload, role conflict and role ambiguity. The characteristics of Type A personality is more tension producing and the tension in turn contributes to burnout. More flexible individuals, introverts and extroverts likely experience more burnout. The burnedout individuals also highly dissatisfied with their job. The patterns of findings obtained in this study found to be meaningful and valid in view of the considerations discussed above.

Summary

The results of the present study were discussed in this chapter. In the first section the sample characteristics were presented. The findings related to the formal hypotheses were dealt in the next sections. The summary, conclusions and recommendations are presented in the next chapter.