

AN ABSTRACT OF THE THESIS OF

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The purposes of this study were to determine relationships between burnout and selected demographic and job-related variables and to identify burnout coping strategies commonly used by teacher-coaches in public secondary schools. A volunteer sample of 193 teacher-coaches responded to a three-section questionnaire composed of the Maslach Burnout Inventory, the Jaloweic Coping Strategies Inventory, and a demographic information sheet. Data were analyzed using descriptive statistics, the chi-square test of independence and Cramer's  $\chi^2$  statistic, and one-way analysis of variance with Newman-Keuls post hoc pairwise comparisons.

The reported level of burnout among teacher-coaches was moderate in each of the six burnout dimensions. Emotional exhaustion frequency was related to age, teaching experience and salary. Emotional exhaustion intensity was related to age, years at present school and number of sports coached in a year. Depersonalization

frequency was related to specialization taught, type of sport coached as head coach, and gender of athletes coached as head coach. Depersonalization intensity was not related to any demographic or job-related variable. Personal accomplishment frequency was related to teaching experience, specialization taught, and salary. Personal accomplishment intensity was related to age, specialization taught and salary.

Tension-releasing coping tended to be employed in coping with emotional exhaustion. Problem-focused coping strategies tended to be used in coping with low personal accomplishment. Problem-focused, tension-releasing, and to a lesser extent morale-maintaining strategies were used in coping with feelings of depersonalization. Problem-focused coping was negatively related to depersonalization frequency and intensity and low personal accomplishment frequency and intensity. Tension-releasing coping was positively related to emotional exhaustion frequency and intensity and depersonalization frequency and intensity. Morale-maintaining coping was positively related to depersonalization frequency.

The Relationship Between Burnout and  
Selected Demographic and Job-Related Variables  
Among Oregon Public School Teacher-Coaches:  
Identifying Coping Strategies

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CHAPTER 1

INTRODUCTION

Burnout in the teaching profession has received much attention recently. Stressful conditions prevailing on the job have been observed (Farber & Miller, 1981; Heck & Williams, 1984; Landsmann, 1978; Paine, 1982). These stressful conditions have contributed to a large extent to teacher burnout. There is a growing public concern, especially among educators, to develop measures of curtailing or minimizing the prevalence of this unfavorable phenomenon.

Efforts are being exerted as evidenced by the National Education Association (NEA) Resolution E79-81 (Moe, 1979) rallying support of its membership:

... The dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among teachers and other school personnel.

The association urges its local affiliates, in cooperation with local school authorities, to develop stress-management programs, that will facilitate the recognition, prevention, treatment of stress related problems. (p. 36)

The school system has changed into a more complex structure than it was before. With such changed and

changing conditions, the teacher is beset with more responsibilities and accountabilities. Conditions on the job have become more stressful. Such resulting stress has driven good teachers from the profession. Those who remain find it difficult to cope and teacher burnout occurs (Iwanicki, 1983).

Evidence of teacher turnover in the United States is supported by statistics. As claimed by the NEA, more teachers are now leaving their careers earlier than in the sixties. The declining number of teachers who have had 20 or more years of experience is appalling -- from 20% in 1961 to 14% in 1976 (Reed, 1979). In New York City, when 9,000 teachers were laid off in 1978 only 2,400 responded when asked to return (Horton, 1984). In 1979 an Associated Press release of the results of a poll of 1,777 teachers at the NEA meeting revealed that most teachers, if they could go back to college and start over, would not like to become teachers (Stinnett & Henson, 1982). Those who felt they would change fields experienced a higher level of emotional exhaustion and a lower level of depersonalization than those who would stay in education (McIntyre, 1981). The teaching profession must certainly be a stressful occupation and burnout is expected to occur.

The consequences of burnout not only affect the school and the students but are devastating to the

teacher. On the part of the teacher, negative effects such as health-related problems are most likely to occur. It has been found that burnout correlates with symptoms of stress such as addiction to alcohol, cases of mental illness, marital problems, and in extreme cases, suicide (Maslach, 1976). As observed by Schwab, Jackson, and Schuler (1986), consequences of burnout were manifested in different behaviors in relation to the dimension of burnout experienced by the teacher. These three dimensions of burnout were identified in the Maslach Burnout Inventory (Maslach & Jackson, 1981a) as: emotional exhaustion, depersonalization, and personal accomplishment. Teacher turnover and absenteeism as well as home and personal problems were attributed to emotional exhaustion. Loss of enthusiasm in one's work and deteriorating relationships with home members were characteristic of those experiencing depersonalization and low feelings of personal accomplishment. It appears, therefore, that burnout not only results in a decline in the quality of teaching; it also negatively effects the quality of the teacher's personal life. If these stressful conditions continue to erode the educational system, it is not only damaging to the immediate environment but to society in general.

The school has its own share of the problem especially at a time when education comes second in

federal budget allocation against other priorities. Inadequate salaries and overcrowded classrooms are growing administrative problems directly affecting teachers (Russell et al., 1987). The costs of absenteeism and turnover resulting from burnout must also be considered. Training new staff, hiring substitute teachers, disruption of classes, and the lowering of staff morale are other costly consequences arising from burnout (Edelwich & Brodsky, 1980).

The recent literature has tried to identify causes of burnout among the professions, especially among those in the human services. Role conflict has been identified as one of the job-related stressors associated with burnout (Capel, 1986; Capel et al., 1987; Crane, 1981; Fimian, 1984; Kahn et al., 1964; Locke & Massengale, 1978; Rizzo et al., 1970; Schwab et al., 1986). In the teaching profession, it was noted that when teachers experienced high levels of role conflict, high levels of emotional exhaustion and fatigue as well as negative attitudes toward students were also experienced (Schwab et al., 1986). In addition, a high degree of role conflict is positively related to teacher burnout (Tosi & Tosi, 1970) and teacher absenteeism (Douglas, 1976). Support for the relationship between role conflict and burnout among special education teachers was provided by Ysseldyke and Algozzine (1982) who commented that

"Teachers are low-paid professionals who have a loosely defined, highly important job to do. Working under such conditions certainly must be stressful" (p. 69). These observations identify some indices of burnout.

Teachers who are assigned coaching jobs are not spared of this prevailing situation in the schools. As members of a larger organization, teacher-coaches participate in and share many of the duties and responsibilities of the total educational organization. Massengale (1974) identified coaching as an occupational subculture that has unique characteristics and values. The teacher-coach's role as a coach and expectations of the school place the teacher-coach in a situation that is incompatible in terms of values, behaviors, and skills demanded of both teaching and coaching roles as well as other factors in the work situation. It has been substantiated that incompatible expectations resulting from the combined workload of teaching and coaching are the most commonly experienced causes of role conflict (Locke & Massengale, 1976) associated with burnout. Dinkle (1982), however, reported that teacher-coaches did not perceive teaching any differently than did teachers but found that head coaches had a higher perception of their teaching than did either assistant coaches or coaches in both a head and assistant role. Further investigation is warranted.

Generally, the dual role of teacher-coaches in the public schools is seen to have many incompatible characteristics. This being the case, burnout is likely to occur. With such a stressful environment, physical and mental illnesses are apt to afflict talented teachers turning them away from teaching and coaching professions (Warheit, 1979). The consequences may be costly for both the teacher-coach who has invested time and money in the pursuit of a career to teach and/or coach and for the school in its effort to develop an effective athletic program. Since role incompatibilities are inherent to the dual role of teaching-coaching, the teacher-coach must accept the reality of the situation and develop self awareness and recognition of symptoms to be able to find effective ways of coping to avoid burnout.

In attempting to avoid burnout, it is important to determine factors related to this unfavorable phenomenon so that it may be dealt with effectively. Maslach (1978) suggested that relationships between burnout and situational variables should be further explored in other occupations. An analysis of these relationships within occupations should be conducted to avoid confounding conclusions that may be due to the varying types of work.

Research indicates that individual personality traits and/or situational factors can be correlates of burnout (Iwanicki, 1983; Schwab et al., 1986).

Situational factors are those that are characteristic of the school system in which teachers work. Personal characteristics are those that are attributed to the individual teacher in the organization. Aside from personal characteristics and the work environment, Cooper and Marshall (1976) add extra-organizational sources like family problems, life crises, and financial difficulties contributing to occupational stress.

Identifying successful and unsuccessful strategies for coping with burnout will provide proper perspectives in the study of burnout. Burnout is a result of external and internal factors -- the situation and the individual. The emotionally charged environment with personal contact, demands of the job, contradictory expectations of significant groups, and the teacher's ability to cope with negative aspects of the job creates a situation that is prone to role conflict and burnout. What the teacher-coach brings into the situation is as critical as what the situation brings out of the teacher. Maslach (1978) contended that "the source of the problem lies more in the situation than in the people" (p. 56). In this regard, the coping strategies employed by the teacher-coach in controlling external sources of burnout are qualities that determine the success or failure of such efforts.

Burnout cannot be controlled until strategies are developed that confront the issues on the institutional as well as on the individual level (Kahn, 1978). Horton (1984) stated that the sources of burnout are found within the structure of the educational system and the nature of society, and that solutions are within the realms of the school administrators, teacher educators, curriculum planners, and within the power of the teachers. Evaluation is necessary to determine systematically what coping strategies are successful and what strategies are unsuccessful. There is a dearth of research aimed at examining the effectiveness of coping strategies in alleviating burnout among individuals or within organizations. Newman and Beehr (1979), after a comprehensive review of literature in this area, concluded that "there is a definite lack of research in this domain" (p.3).

Future strategies can use knowledge gained from current and suggested research concerning teacher-coach burnout. By viewing burnout as a problem of the organization, as well as of the individual directly confronted with the problem, the situation can be resolved rather than tolerated. Theories about burnout can have predictive capabilities useful to those in teacher preparation, human resource development, and equally useful to teachers themselves. Teacher

preparation programs can offer a course, a unit of instruction, or a workshop to prepare the prospective teacher-coach to understand thoroughly the role demands of each position. The teacher-coach can then devise successful ways of avoiding burnout.

### Statement of the Problem

The purposes of this study are two:

- (a) To determine if there is a relationship between burnout and selected variables among public school teacher-coaches. The selected variables include:

#### Demographic variables:

- 1. age
- 2. gender
- 3. marital status
- 4. number of dependents

#### Job-related variables:

- 1. school size
- 2. total number of years in teaching
- 3. number of years at present school
- 4. specialization area currently taught
- 5. number of classes currently taught
- 6. number of years in coaching
- 7. role preference
- 8. salary

9. number of sports coached (season, school year)
  10. type(s) of sport(s) coached
  11. gender of team(s) currently coached
  12. win-loss record for team(s) coached
  13. coaching position (head coach or assistant coach) for team(s) coached
  14. level of sport(s) coached (junior varsity, varsity, freshman)
  15. percentage of working day concerned with coaching (season, school year)
  16. percentage of working day concerned with teaching (season, school year)
- (b) To identify strategies commonly employed by teacher-coaches in coping with burnout.

#### Research Questions

Specifically, this study sought to answer the following questions:

- (a) What is the level of burnout among teacher-coaches?
- (b) Are there significant differences in the six aspects of burnout (emotional exhaustion frequency, emotional exhaustion intensity, depersonalization frequency, depersonalization intensity, personal accomplishment frequency,

and personal accomplishment intensity) by selected demographic and job-related variables.

- (c) What are the identified coping strategies of teacher-coaches with low level of burnout and those of high level of burnout?

#### Operational Definitions of Variables

Burnout. A syndrome of emotional exhaustion/depletion and cynicism which affects human service deliverers. As used in this study, the symptoms are (Maslach & Jackson, 1981a; 1981b):

- (a) emotional exhaustion which involves feelings of tedium, fatigue, stress, and frustration leading in extreme cases to mental illness or thoughts of suicide;
- (b) depersonalization which involves the negative, cynical and impersonal feelings about one's clients. A decreased awareness of the human attributes of others and loss of humanity in interpersonal interaction; and
- (c) personal accomplishment which is the degree of feeling associated with one's competence and successful achievements in working with people.

High emotional exhaustion, high depersonalization, and low personal accomplishment characterize burnout. The

Maslach Burnout Inventory (MBI) (Maslach & Jackson, 1981a) was used to measure burnout among teacher-coaches in the public schools of Oregon.

Demographic variables. Demographic variables refer to the characteristics of the individual. The demographic variables employed in this study are:

- (a) age - refers to the chronological age;
- (b) gender - classified into male and female;
- (c) marital status - classified into: single, married, divorced, separated, and widowed; and
- (d) number of dependents - refers to dependents living with the respondent classified into none, 1, 2, 3, and 4 or more.

Job-related variables. These refer to certain factors related to teaching and coaching. In this study, the selected job-related variables are:

- (a) school size based on the average daily attendance (ADA). The schools included were classified into these categories: B (75 or fewer), A (76-200), AA (201-600), and AAA (more than 600).
- (b) number of years in teaching refers to the total number of years of teaching experience.
- (c) number of years at present school refers to the number of years of teaching at

present school.

- (d) specialization area taught refers to the subject area currently taught categorized into: mathematics, sciences, English, social studies/history, physical education, business, and other.
- (e) number of classes taught refers to the number of classes taught in the current school year.
- (f) number of years in coaching refers to the total number of years of coaching experience.
- (g) role preference is either coaching, teaching, or no preference.
- (h) salary refers to the respondent's current salary per year.
- (i) number of sports coached refers to total number of sports coached (year, season).
- (j) type of sport coached is classified as individual, team, and both sports.
- (k) gender of team coached refers to whether girl, boy, or both (as head coach, as assistant head coach).
- (l) win-loss record refers to the current season comparison of total number of wins and losses (as head coach, as assistant coach). The category win refers to more wins than losses.

The category loss refers to more losses than wins. The category tie refers to equal number of wins and losses.

- (m) level of sports coached categorized as varsity, junior varsity, and freshman or a combination of any two or three of these categories (as head coach, as assistant coach).
- (n) percentage of working day for coaching refers to average percentage of working day devoted to coaching (current season, current school year).
- (o) percentage of working day for teaching refers to average percentage of working day devoted to teaching (current season, current school year).

Coping strategies. These are preventive or minimizing techniques employed by teacher-coaches to combat role conflict and burnout. They include positive thinking, understanding the nature of the roles, physical exercise, socialization and other ways that ease the individual in stressful situations brought about by the job of coaching and teaching. The Jalowiec Coping Scale (Jalowiec & Powers, 1981) was used to identify coping strategies used by teacher-coaches.

### Assumptions

The following assumptions were made in the conduct of the study:

- (a) The sample, even though comprised of volunteers, will not adversely affect the representativeness of the sample.
- (b) Respondents answered truthfully to the questionnaire.

### Limitations

In the interpretation and generalization of results, the following limitations were considered:

- (a) Being volunteers, the subjects were not a random sample of the population. For example, if the subjects tended to be those who were not suffering from burnout (a likely scenario since respondent's suffering from burnout would be less likely to respond to a questionnaire) then the nature of the sample would bias the results in a positive direction.
- (b) Cause and effect cannot be established between the variables as the study was ex post facto and the research did not use an experimental design.
- (c) The data gathered from the questionnaire are conceptions of the respondents.

## CHAPTER 2

### REVIEW OF THE LITERATURE

The review of the literature is presented in three major sections. First, burnout issues in the teaching profession were examined. Second, demographic and job-related factors associated with burnout were explored. The final section presents a review of strategies for coping with burnout.

#### Burnout in the Teaching Profession

Examining burnout has recently become an area of interest among researchers in the behavioral sciences. Studies show that burnout is prevalent among human service occupations, such as health care, security and safety agencies, as well as education. Teaching is considered to be a stressful occupation (Farber & Miller, 1981; Gann, 1981; Heck & Williams, 1984; Landsmann, 1978; Paine, 1982). There are many unfavorable conditions that create stress among teachers. Unable to cope with such stress, some teachers have simply given up their profession. Those who remain have to live with stress and are experiencing symptoms of burnout (Iwanicki, 1983). Teachers experiencing lower burnout levels include those who have devised successful coping strategies.

### The Concept of Burnout

There is no single definition of burnout that is accepted as standard. Cherniss (1980) defined it as "a process in which a previously committed professional disengages from his or her work in response to stress and strain experienced in the job" (p.18). The characteristics of the person, the work environment and extra-organizational sources contribute to occupational stress (Cooper & Marshall, 1976). Hare (1986) described it as "a phenomenon in which the cumulative effects of stressful work environment begin to overwhelm the defenses of the staff members, forcing them to psychologically withdraw" (p. 3). Hendrickson (1979) described teacher burnout as "a response to a circuit overload -- a result of unchecked stress on the physical, emotional, or intellectual system of the teacher" (p. 36). Among the varied definitions, there is a general agreement that burnout occurs at the individual level; involves feelings, attitudes, and expectations; and is a problem situation causing discomfort for the individual.

After an intensive study among individuals in the helping professions, including education, Maslach and Jackson (1981b) as well as Pines, Aronson and Kafry (1981) indicated that burnout is composed of three dimensions, namely, (a) high emotional exhaustion, (b) high depersonalization, and (c) low personal

accomplishment. Emotional exhaustion is characterized by the feeling that one has been depleted of psychological resources and is helpless and tired, feeling there is nothing more to give to others. Depersonalization is an emotional state experienced by the teacher and characterized by negative feelings for students, parents, colleagues, supervisors, and those individuals directly in contact with the teacher. Low personal accomplishment is felt when teachers start evaluating their effectiveness in professional functions negatively. Lack of perceived success on the job contributes to low self esteem and eventually to burnout (Pines et al., 1981). The level of burnout experienced by a teacher is measured by the frequency and intensity of one's feelings on the three dimensions of burnout (Maslach & Jackson, 1981a; 1981b).

Cherniss (1980) proposed a three-stage model of burnout. The first stage involves an imbalance between resources and demands (conflict). Expectations cannot be met due to limitations of the individual's capabilities. The second stage is the reaction to this imbalance characterized by feelings of anxiety, tension, fatigue, tedium, and exhaustion (emotional exhaustion). The third stage consists of longer-term changes in attitude and behavior, such as a tendency to treat those with whom one works with callous lack of concern (depersonalization).

### Consequences of Burnout

The decline of the quality of educational services has been linked to burnout. Weiskopf (1980) and Chance (1981) support the belief that teaching performance declines when high rates of burnout occur. In fact, the NEA claimed that more teachers are leaving the profession earlier than did their counterparts in the sixties (McGuire, 1979; Reed, 1979).

Consequences of burnout affect both the teacher and the school. It has been found that burnout correlates with human problems affecting the individual, the family, and society. Identified correlates of burnout are addiction to alcohol, mental illness, marital problems, and suicide (Maslach, 1976). As observed by Schwab et al. (1986), consequences of burnout varied with the facet of burnout experienced by the teacher. Turnover and absenteeism as well as difficulties in home and personal life are characteristic of those teachers experiencing higher levels of emotional exhaustion. Those experiencing depersonalization have lost vigor and enthusiasm in their teaching. Their home life also tended to be adversely affected. Moreover, those experiencing low feelings of personal accomplishment, likewise, exerted less effort in their job and problems in the home increased. High absenteeism (Douglas, 1976), lack of commitment, abnormal desire for vacations, low

self esteem, inability to take school seriously are burnout symptoms familiar to teachers in the public schools (Bardo, 1979). It appears that among burned out teachers not only does the quality of teaching deteriorate but so does the quality of personal life.

### Teacher Burnout

While moderate burnout was found among special education teachers (Crane & Iwanicki, 1986), this phenomenon warrants a more indepth study. Anderson and Iwanicki (1984) showed that higher level self-actualization and esteem need deficiencies were significantly related to burnout among classroom teachers. The need for self-actualization and esteem when not satisfied results in depersonalization and feelings of low personal accomplishment. If this problem remains unchecked, the price could be enormous.

On the part of the organization, the cost of burnout cannot be underestimated. In the case of teacher turnover, high costs of training new teachers, hiring substitutes, disruption of the continuity of instructional sequence, and lowering of staff morale could prove to be very expensive. Staff morale is not only a resultant effect but a cause of burnout as well (Edewich & Brodsky, 1980). When talented colleagues leave the profession, the remaining teachers begin to feel there must be something wrong in the work situation.

Capel (1986) investigated the relationship of several psychological and organizational variables to burnout in athletic trainers. Results of the study indicated that the respondents did not experience high levels of burnout. However, role conflict, role ambiguity, locus of control, number of athletes, and number of hours were related to burnout. Similar results were found in a subsequent study made by Capel, Sisley, and Desertrain (1987) among head high school basketball coaches. Low and medium levels of burnout were reported (low depersonalization and medium emotional exhaustion and personal accomplishment levels). A limitation of the study, however, was that only 51% of potential respondents returned the questionnaire, hence, the results may not be conclusive.

#### Factors Related to Burnout

To better understand the phenomenon of burnout, it is important to determine factors associated with this variable. Maslach and Jackson (1981a) suggested that relationships between burnout and certain demographic variables should be further explored. They proposed that there should be an analysis of these relationships within occupations because some of the demographic variables can be confounded with the job description as well as the occupational setting.

Research indicates that factors leading to burnout can be related to individual personality characteristics and/or situational factors (Getzels & Guba, 1954; Iwanicki, 1983; Schwab et al., 1986). Personal characteristics are those behaviors exhibited by the individual in the school system while organizational conditions include those factors that are manifest in the particular school system in which the teacher works.

Research concerning burnout in education has usually concentrated on identifying behaviors typical of burned out teachers, discovering which factors within the situation or person contribute to burnout, and developing and testing strategies to minimize or remove those stress-producing situations (Schwab, 1981). With the efficacy of research, personal and situational factors related to burnout can be identified. This endeavor has produced valuable results that guide succeeding researchers in the various educational settings.

#### Variables Related to Burnout

Age and gender are factors commonly associated with burnout. A regression analysis conducted by Fimian (1984) identified age and gender as variables that contributed to a small but significant variance associated with burnout. Martin (1983) in her study of K-12 physical educators and Russell et al. (1987) among classroom teachers found that younger teachers have

higher levels of burnout than older teachers. This finding was supported by Schwab et al. (1986), Anderson and Iwanicki (1984), Crane and Iwanicki (1986), McIntyre (1981) and Schwab and Iwanicki (1982) who showed that younger teachers tend to experience higher levels of emotional exhaustion. Older teachers, however, were found to have higher intensity of feelings of personal accomplishment than younger special education teachers (McIntyre, 1981). Malone (1984) found that age negatively related to job stress among head high school coaches.

Burnout in the teaching profession was found to be more evident in males than in females (Anderson & Iwanicki, 1984; Crane & Iwanicki, 1986; McIntyre, 1981; Schwab & Iwanicki, 1982). Russell et al. (1987) concluded that gender is a predictor of burnout.

Marital status was found to be a predictor of burnout. Teachers who were married reported greater feelings of personal accomplishment (Russell et al., 1987). Single or divorced teachers experienced higher levels of emotional exhaustion than did married teachers (Martin, 1983). However, Schwab et al. (1986) and McIntyre (1981) found no significant relationship between marital status and burnout. In terms of number of children, it is interesting to note that teachers who had

2 to 4 or more children reported less burnout than those who had fewer children (Martin, 1983).

Research shows that experience is significantly related to burnout (Fimian, 1984). More experienced teachers tend to have lower burnout levels than less experienced teachers (Anderson & Iwanicki, 1984; Crane & Iwanicki, 1986; Martin, 1983) which has been attributed to the more experienced teachers having developed coping mechanisms. Braga (1972) perceived that higher burnout in less experienced teachers could be due mainly to the conflict between the ideal role the new teacher has set for himself/herself and the actual role emerging from the realities of the teaching situation, while Warnath and Shelton (1976) stated that it may be due to an inadequate professional training of the teacher. In contrast, Schwab et al. (1986) in a study of elementary and secondary school teachers and McIntyre (1981) among special education teachers found no significant relationship between experience and burnout.

In terms of coaching experience Capel et al. (1987) found that fewer years as a head coach was associated with lower personal accomplishment. Watson (1984) reported no significant differences in perceived burnout among high school basketball coaches when grouped by age, gender, school size, number of years in present job, and total number of years in the coaching field.

In the business field, Armstrong (1977) identified that the employees most likely to burnout are young, inexperienced workers; those supervised by others; and male employees. While this seems to be the trend, Scrivens (1979) observed that burnout "grows more acute with the length of service" (p. 34). Freudenberger (1974) seemed to support this idea when he identified those who are more prone to burnout: the dedicated and the committed, and the bored with job routine. This concept merits further investigation.

The grade level taught was found to be a predictor of burnout (Russell et al., 1987). High school teachers were found to have higher burnout levels than did elementary school teachers. Conditions prevailing in the occupational setting seem to relate to burnout. McIntyre (1981), however, found no relationship between these two variables. School size was found to be associated with burnout. Capel et al. (1987) revealed that lower student enrollment in the school contributed significantly to higher burnout frequency and intensity.

Teachers are low-paid professionals (Ysseldyke & Algozzine, 1982). McGuire (1979) identified inadequate salaries as a correlate of burnout. Among other sources of stress confronting teachers inadequate salaries was identified by Russell et al. (1987) and Weiscopef (1980) as one of the primary stressors.

Research seems to support that the dual role of a teacher-coach has many uncomplimentary characteristics. When teacher-coaches were asked their role preference, a great percentage chose coaching over teaching or combined coaching and teaching (Chu, 1978; Segrave, 1981). This implies that coaching may be more attractive than teaching.

Rog (1984) presented context differences of physical education teaching and athletics coaching. Rog's findings are presented in Table 1.

**TABLE 1**  
**Context Differences Between Physical Education and**  
**Athletics**

Physical Education	Athletics
Compulsory attendance	Volunteer attendance
Little parent interest	Strong parent interest
Uneven student interest/ motivation	Strong positive interest/ motivation
Diffused goals and objectives	Focused goals and objectives
Low community interest	Moderate to high community interest
Primarily group teaching	Primarily individual teaching
Marked heterogenous skill skill levels	Moderate heterogenous levels
Rare public display of work	Common public displays of work
Little/moderate accountability	Moderate/high accountability
Little recognition of job performance	Moderate to high recognition of job performance

The differences summarized in Table 1 indicate that coaching is potentially more attractive than teaching. For those who choose to coach, teaching may have become boring with routine activities; there may be a perceived lack of challenge in teaching; and there seems to be no

meaning to the teacher's existence in the school environment. Teaching could even be viewed as a hindrance to the coaching career. Role preference in this context seem to be related to burnout symptoms.

Massengale (1974; 1977) further described the identity of the coach in the school setting. He viewed coaching as an occupational subculture, stating that although coaches are part of the total school system and share most of its culture, they have their own particular set of behaviors, values, language, and lifestyle. In this context, Massengale added that coaches as a group are very well organized but aggressive and seldom listen to what others say. They seem to resist change, being conservative both socially and politically. Massengale added that true to their own subculture's values, many teacher-coaches tend to ignore teaching journals and frequently fail to attend educational conferences, going instead to clinics, workshops and coaching conventions.

Aware that the nature of teaching and coaching may be incompatible, Hungerford (1981) urged that "a sound philosophy which embraces the total program is essential if teaching and coaching are to survive as equals" (p. 19). Teaching and coaching are very different jobs. To maintain quality performance in both fields, they must be kept in proper perspective as they relate to the whole school system. The challenge to effectively deal with

burnout resulting from role conflict must be met (Rog, 1984).

Further support of the differences in the coaching-teaching job was contributed by Bain (1978). Bain reported that behaviors exhibited by physical educators in a physical education class situation differed from those exhibited in an athletic coaching situation. During athletic team practices intense focus is placed upon the attainment of skilled performance. This emphasis puts coaching in a different sphere.

Templin and Anthrop (1981) presented conclusions on the differences between coaching and teaching from interviews with secondary school teacher-coaches. They inferred that the teacher-coach perceives a negative reputation of teacher-coaches regarding their performance as teachers; teacher-coaches are more committed to coaching than teaching; and it is difficult to fulfill the task of teaching and coaching within certain time frames and considerations of quality performance.

In contrast, undergraduate physical education majors' perception of the roles of teacher and coach indicated that the abilities needed for each role are similar (Bain & Wendt, 1983). Similarly, a comment in an interview with high school principals conducted by Templin (1981), reflected principals' general opinion that teaching and coaching have a great deal in common.

They were perceived to be synonymous roles. Furthermore, teacher-coaches did not perceive their teaching any differently than did classroom teachers (Dinkle, 1982). In fact, Nava (1983) believed that transfer of methodology and techniques from coaching to teaching could improve teaching effectiveness. He was not stating that coaches were better teachers, but due to their achievement orientation and competitive spirit, coaches tend to expect more from their students and can teach with a sense of vigor and urgency. They use motivation techniques, supervisory skills, evaluation procedures and give effective feedback. Dinkle (1982) reported that head coaches had a higher perception of their teaching than did either assistant coaches or coaches in both a head and assistant role, and the time of season, the type of teaching assignment, and the gender of the group coached did not affect perception of teaching.

Templin's (1981) interviews with high school principals support the idea that physical education teacher-coaches are less susceptible to role overload. Templin implied that multiple role responsibilities may not altogether be associated with role conflict which finds support in the theory of role accumulation (Marks, 1977; Sieber, 1974). The possibility that multiplicity of roles would yield more gratification than stress cannot be overlooked. Martin (1983) found that teachers

who were coaches or club/class sponsors expressed significantly less burnout compared to those assigned extra duties as department chairs.

### Strategies for Coping with Burnout

Coping is defined by Lazarus and Folkman (1984) as "constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person" (p. 141). It refers to what the person actually thinks or does as the situation changes. It implies a process which different individuals employ in different situations or environments. The authors categorized coping strategies into (a) emotion-focused coping and (b) problem-focused coping.

Pearlin and Schooler (1978) identified three major types of coping: (a) responses that modify the situation, (b) responses that control the meaning of the problem before the problem becomes stressful, and (c) affective management of stress. Gold (1985) suggested two solutions to prevent burnout. The first is knowledge and awareness of stress and its effects, and the second is a series of programs devoted to developing effective coping mechanisms. There is no common type of coping that has been identified as generally successful. Different strategies seem to apply to different

individuals under different conditions.

Burnout cannot be alleviated until strategies are developed that confront the issues at the institutional as well as the individual level. To ensure that strategies designed to alleviate burnout are successful, they must be systematically evaluated. This area should be investigated, yet, research that examines the effectiveness of strategies to prevent burnout on the individual and organizational level is lacking. The literature, however, suggests types of approaches and methods for implementing coping strategies.

#### Intrapersonal Coping Strategies

If there are negative aspects of the job that produce burnout, Pines et al. (1981) believed that there are positive environmental conditions and willing individuals to help alleviate the situation. The authors suggested four coping strategies:

- (a) Direct coping or direct action - a strategy applied externally to the environmental source of stress.
- (b) Indirect coping or palliation - a strategy applied internally to one's behaviors and emotions.
- (c) Active coping strategy - confronting or attempting to change the source of stress or oneself.

- (d) Inactive coping strategy - avoidance or denial of the stress by cognitive or physical means.

The interaction of these four coping strategies is shown in Table 2. In a study involving 147 subjects, 20% reported that they confronted the source of stress, 20% indicated that they avoided the source of stress, 49% used a variety of indirect-active techniques, and 11% reported a variety of indirect-inactive coping styles (Pines et al., 1981).

In another study involving 84 subjects, Pines et al. indicated that active strategies were used most often to cope with tedium and were reported the most successful. Inactive strategies were used less frequently and were reported least successful. The more frequent the use of active strategies, the less tedium; the more frequent the use of inactive strategies, the more tedium.

TABLE 2  
Coping Grid

	Active	Inactive
	Changing the source of the stress	Ignoring source of the stress
Direct	Confronting source	Avoiding source
	Adopting a positive attitude	Leaving
	Talking about the source of stress	Alcohol or drugs
Indirect	Changing self	Getting ill
	Getting involved in other activities	Collapsing

In a similar model using factor analysis, Malone (1984) arrived at four factors from the list of coping strategies used by head high school coaches to help them cope, adapt, and adjust to job stress. The identified factors were: inactive minimizers, active physical reducers, active rational reducers, and outside help.

Sparks (1983) suggested that a comprehensive burnout management program for teachers requires at least four broad goals to be addressed: (a) reducing isolation, (b) restoring perspective and balance, (c) increasing self-awareness, and (d) identifying "next steps". Malone and Rotella (1980) contributed the following approaches to prevent coaching burnout:

- (a) Be aware of the symptoms and possess an awareness of personal values.
- (b) Breaks and time off when the body, mind, or family need it.
- (c) Occasionally "blowing out" to colleagues, friends, and assistants.
- (d) Maintaining an accurate perspective.
- (e) Consciously focusing on the positive benefits of the coaching profession.
- (f) Self-awareness and realistic understanding of coaching seem to be the best approach to preventing burnout.

To avoid teacher-coach burnout, Figone (1986) illustrated a model to produce a healthy balanced lifestyle while dealing with the inherent incompatibilities of the dual role of teaching and coaching. The components of such a lifestyle were divided into equal parts of the following: teaching responsibilities, personal social development, religion, family, pursuit of other occupations, development of new knowledge, leisure time, coaching, personal health-fitness, vacation, and academic pursuits (courses taken to develop new skills).

Gann (1981) recommended a variety of stress-reducing techniques: (a) positive self-indulgence, (b) relaxation and meditation, (b) a simple breathing exercise, (d)

physical exercise, (e) healthful diet, (f) time management, (g) stress-management workshops, (h) heat and cold (warm bath or cold shower, and (i) a sense of proportion. Likewise, Iwanicki (1983) described ways for teachers to reduce stress by using techniques such as relaxation, exercise, improved diet, not dwelling on problems, improved communication, and shared power in the organization. Bradfield and Fones (1985) summarized these techniques into an acronym READ -- relaxation, exercise, attitude, diet. These techniques generally fall on the tension-releasing category of the Jaloweic coping scale (Jaloweic et al., 1984).

## CHAPTER 3

### METHODS AND PROCEDURES

This chapter describes the methods and procedures that were used in the study. Topics are presented in the following order:

- (a) The Sample Frame and Research Sample
- (b) Data Collection Instruments
- (c) Data Collection Procedures
- (d) Statistical Treatment

#### The Sample Frame and Research Sample

Currently in the State of Oregon, no official mechanism exists for identifying teacher/coaches. Therefore, the following method was employed to identify the sample frame:

(a) Addresses for the 253 public secondary schools of Oregon were obtained from the Oregon School Directory, 1987-1988 (Oregon Department of Education, 1987).

(b) Letters requesting a list of the school's teacher-coaches (i.e., regular teachers with coaching responsibilities) were addressed to the principal of each school and mailed September 29, 1988. A copy of the letter is included in Appendix A. After one followup letter and in some cases a telephone call, a total number of 172 schools responded contributing to a total list of 1,866 teacher-coaches for the sample frame.

The research sample consisted of 416 teacher-coaches randomly selected from the sample frame. The sample size was determined by a balance of financial constraints and the desire to obtain a sample that was representative of the sample frame. Of the 416 teacher-coaches contacted, responses were obtained for a total of 193 teacher-coaches representing a return rate of 46%.

#### Data Collection Instruments

A self-response paper-pencil questionnaire composed of three sections was used in gathering the data (see Appendix B for a sample of the mailed instrument). The first section (Appendix D), adopted from the MBI (Maslach & Jackson, 1981a), measured the following 6 aspects of the level of burnout among teacher-coaches: emotional exhaustion frequency, emotional exhaustion intensity, depersonalization frequency, depersonalization intensity, personal accomplishment frequency, and personal accomplishment intensity. The second section (Appendix E) was the Jaloweic Coping Strategies Inventory (Jaloweic & Powers, 1981) used to identify coping strategies commonly employed by teacher-coaches. An information questionnaire designed by the author for collecting demographic and job-related data was included as section 3 (Appendix F) of the instrument.

The Maslach Burnout Inventory (Maslach & Jackson, 1981a)

This instrument provided a measure of perceived burnout along three dimensions: emotional exhaustion, depersonalization, and personal accomplishment. The emotional exhaustion subscale was used to determine degrees of frequency and intensity of feelings of being tired, fatigued, and frustrated in one's ability to provide more psychological service. The depersonalization subscale was used to determine degrees of frequency and intensity of an unfeeling and impersonal response towards students. The personal accomplishment subscale was used to determine degrees of frequency and intensity of feelings of competence and successful achievements in teaching and coaching.

For this study, the MBI (Maslach & Jackson, 1981a) was modified to suit the population and to establish uniformity of the statements of the items. The word "clients" was changed to "students" and all items were revised to start with "I feel". The burnout scale consisted of 22 items of statements about personal feelings or attitudes. Each item was rated along two scales -- frequency and intensity. The frequency rating ranged from "Never (0)" to "Every day (6)". The intensity rating ranged from "Never (0)" to "Major, very strong (7)". Maslach and Jackson categorized degree of burnout into low, moderate and high based on the range of

experienced burnout reported for each scale (see Appendix G).

Maslach and Jackson (1981a; 1981b) reported reliability coefficients (Cronbach's coefficient alpha:  $n = 1316$  for frequency,  $n = 1789$  for intensity) for the subscales as follows: .90 (frequency) and .87 (intensity) for Emotional Exhaustion, .79 (frequency) and .76 (intensity) for Depersonalization, and .71 (frequency) and .73 (intensity) for Personal Accomplishment. The test-retest reliability coefficients ( $n = 53$ ) for the subscales were the following: .82 (frequency) and .83 (intensity) for Emotional Exhaustion, .60 (frequency) and .69 (intensity) for Depersonalization, and .80 (frequency) and .68 (intensity) for Personal Accomplishment. All were reported significant at the .001 level (Maslach & Jackson, 1981a). Hare (1986) reported a reliability coefficient alpha = .87 using Cronbach's coefficient alpha for the total score.

Convergent validity as reported by Maslach and Jackson (1981a) was demonstrated in three ways. First, an individual's MBI scores were correlated with behavioral ratings made independently by a person who knew the individual well (e.g., spouse, close friend, coworker). Second, MBI scores were correlated with the presence of certain job characteristics that were expected to be associated to experienced burnout. Third,

MBI scores were correlated with measures of various outcomes that have been hypothesized to be related to burnout.

The Jalowiec Coping Scale (Jalowiec & Powers, 1981)

The Jalowiec Coping Scale was designed to determine and analyze the coping strategies used by hypertensive and emergency room patients (Jalowiec & Powers, 1981). There were 40 items of coping behaviors listed in the instrument representing affective-oriented and problem-oriented responses to burnout as adopted from the work of Lazarus and Folkman (1984). Problem-oriented coping methods are actively directed at solving the problem (external). Affective-oriented coping methods are aimed to manage the emotions brought about by the problem (internal). A five-point scale ranging from "never" to "always" was employed for each item.

Content validity of the coping scale was claimed by Jaloweic et al. (1984) to be supported by critical and empirical reviews of works by authorities in the area of coping and adaptation. Further evidence for validity of the scale is based on factor analysis (Jaloweic et al., 1984). A factor analysis of the coping scale yielded items on four factors: problem-focused, tension-releasing, morale-maintaining, and other-directed coping. Cronbach's alpha was computed to assess homogeneity within factors and the results reported were as follows:

problem-oriented, .86; morale-maintaining, .73; tension-releasing, .75; and other-directed, .55. In addition Baldree et al. (1982) reported correlations of .77 between problem-oriented scores and total coping scores and .82 between affective scores and total scores among 35 hemodialysis patients.

Several authors have investigated the reliability of the instrument. Using 28 subjects from a general population, Spearman's rank ordering of data yielded a reliability coefficient of .79 ( $p < .001$ ) for total scores on a test-retest with a two-week interval (Jaloweic et al., 1984), while data from 141 hypertensive and emergency room patients yielded a Cronbach's coefficient alpha of .86 (Jaloweic et al., 1984). In a more recent study, Hare (1986) reported a reliability of .72 using Cronbach's coefficient alpha on the overall scores of the Jaloweic Coping Strategies Inventory.

#### Demographic Questionnaire

An information questionnaire designed by the investigator for collecting demographic and job-related data was included as section 3 (see Appendix F) of the mailed instrument. The questionnaire, composed of 15 items of the forced-choice and fill-in-the-blank variety, was constructed following methods outlined by Dillman (1978) for mail surveys. Selection of demographic and job-related variables was based on the findings of

previous research (e.g., Anderson & Iwanicki, 1984; Capel et al., 1987; Martin, 1983) and on the evaluations of former teacher-coaches.

### Data Collection Procedures

The three-section questionnaire (see Appendix B for a sample of the mailed instrument) composed of the Maslach Burnout Inventory (Appendix D), the Jaloweic Coping Strategies Scale (Appendix E) and the Demographic Information Sheet (Appendix F) was mailed to the 416 randomly selected Oregon secondary public school teacher-coaches on October 29, 1988 following the procedures outlined by Dillman (1978). Exemption from human subjects review was obtained from the Oregon State University Committee for the Protection of Human Subjects (see Appendix J). Included in the mailing was a cover letter (Appendix B) explaining the objectives of the study, instructions for completing the questionnaire, and an addressed stamped envelope for returning the completed questionnaire. Three weeks after the initial mailing, a follow-up card (Appendix C) was sent to non-respondents reminding them to return the completed questionnaire. Two weeks after the follow-up cards were sent, telephone calls were made to respondents who failed to return the completed questionnaire. A total of 193 completed questionnaires were returned after these

reminders. Data were subsequently coded for statistical analysis.

### Statistical Treatment

Data were analyzed at the computer lab of the Survey Research Center of OSU. The letter of request for the Center's services is included in Appendix I. The Statistical Package for the Social Sciences (SPSS) mainframe (SPSS, 1986) and PC (SPSS, 1988) versions were used to analyze all data. Reliability coefficients of the instruments were computed using the Cronbach coefficient alpha, while statistical significance of all research questions was determined using either the chi-square test of independence or analysis of variance with the alpha level set at .05. Statistically significant relationships were examined for practical significance using an appropriate measure of association (i.e., the simple correlation ratio for ANOVA or Cramer's  $V$  for chi-square analyses). In addition, descriptive statistics were generated from the initial data analysis. The specific data analysis procedures utilized to examine each research question are described below.

Research Question #1. What is the level of burnout among teacher-coaches? Utilizing the Table on Categorization of MBI Scores (Appendix G) developed by Maslach and Jackson (1981a) a frequency table obtained from the initial descriptive statistics yielded the

percentage of the sample that were categorized in the low, moderate, and high experienced burnout groups in each burnout subscale (emotional exhaustion frequency and intensity, depersonalization frequency and intensity, and personal achievement frequency and intensity).

Research Question #2. Are there significant differences in the six aspects of burnout (emotional exhaustion frequency, emotional exhaustion intensity, depersonalization frequency, depersonalization intensity, personal accomplishment frequency, personal accomplishment intensity) by selected demographic and job-related variables? For these analyses the MBI subscales were treated independently. That is, there was no attempt to measure burnout as an aggregate score of all the subscales since subjects experiencing burnout in one aspect do not necessarily experience burnout in other aspects. Total burnout results may be confounding. Treating the six burnout subscales separately will isolate particular dimensions where burnout is reported to be experienced. For the variables with a nominal or ordinal scale like gender, marital status, number of dependents, school classification, specialization area, role preference, type of sport coached, gender of team coached, win-loss record, and level of team coached the chi-square test of independence was used along with Cramer's  $\chi^2$  statistic to assess practical significance of

the relationship. Chi-square analyses were also used with two interval-level variables (number of teams coached during a year and number of teams coached during a season) which evidenced a very small range of reported values. The chi-square test of independence determines if the cellular counts by classification category are in fact independent (Courtney, 1984) and is useful in determining if significant differences exist between categories. It essentially measures the discrepancy between the observed frequency and the expected frequency for each of the cells in a contingency table. The .05 significance level was set to test significant relationships. Because the chi-squared test is sensitive to sample size (i.e., small discrepancies between frequencies can be statistically significant as the sample size increases), a measure of association such as Cramer's  $V$  statistic can be used to determine the strength of the relationship. This index of association ranges in magnitude from 0.0 to 1.0 and can be interpreted much like a correlation coefficient with values near 0.0 indicating a weak relationship and high values indicating a stronger relationship. The strategy for assessing relationships among variables was to first assess the statistical significance via the chi-square statistic. If the probability of achieving the chi-square was  $\leq .05$  then the strength of the relationship

was evaluated via the measure of association. One-way analysis of variance was used to determine whether there were significant differences in each of the six aspects of burnout by selected demographic and job-related variables measured on an interval scale (e.g., number of years in teaching, number of years at present school, number of classes taught, number of years in coaching, salary, percentage of working day concerned with coaching and percentage of working day concerned with teaching). The F-statistic compares the variance of the mean to the overall variance of the sample observations (Courtney, 1984). The analysis of variance is a useful tool in determining significant differences between groups when the assumptions of normality, commonness of variance, and randomness of the sample are met. It is a robust tool when sample sizes are reasonably large. When the F-test revealed that one group's mean was significantly different from the others, post hoc comparisons using the Newman-Keuls procedure (SPSSX, 1986) were used to determine which two groups' means differed significantly from each other. The simple correlation ratio (i.e., the ratio of the between treatments sums of squares to the total sums of squares) was used to examine the practical significance of the overall relationship.

Research Question #3. What are the identified coping strategies of teacher-coaches with low level burnout and

those with high level burnout? The chi-square test accompanied by an appropriate measure of association was used to explore relationships between the six burnout subscales and four coping strategies (problem-focused, tension-releasing, morale-maintaining, other-directed). Each of the six burnout subscale scores was grouped into low, moderate, and high, and each of the four coping strategies subscale scores was categorized into never, rarely, sometimes, often, and almost always.

## CHAPTER 4

### RESULTS AND DISCUSSION

This chapter is divided into three parts. The first part provides the reliability analysis while part two uses a frequency analysis of the demographic and job-related variables to describe the sample. The third part is concerned with the analysis of data to answer the three research questions of interest.

#### Instrument Reliability

Reliability coefficients (Cronbach's alpha) for the MBI subscales (N = 147) were as follows: emotional exhaustion frequency (9 items) = .89, emotional exhaustion intensity (9 items) = .84, depersonalization frequency (5 items) = .78, depersonalization intensity (5 items) = .76, personal accomplishment frequency (8 items) = .70, personal accomplishment intensity (8 items) = .76. The overall reliability coefficient for frequency was .82 and the overall reliability coefficient for intensity was .82.

For the Jaloweic Coping Scale (N = 147), the reliability coefficients were: problem-focused (10 items) = .73, tension-releasing (18 items) = .76, morale-maintaining (9 items) = .55, and other-directed (3 items) = .14. The overall reliability coefficient was .75.

### The Sample

The sample was composed of 193 teacher-coaches of the public secondary schools of Oregon. Tables 3 and 4 present a frequency analysis and descriptive statistics for the demographic and job-related characteristics of the sample. Approximately three quarters of the sample were male, three quarters were married, and the average age was 38 years. Seventy percent reported having at least one dependent living with them. The computed mean salary of the sample was \$ 27,640.

Almost half of the sample (45%) reported teaching in schools with an average daily attendance (ADA) > 600, while the mean total number of years in teaching was 13.6 years and the mean number of years teaching at the present school was 8.8 years. Respondents taught an average of 5 classes per day. While 22% of the respondents taught physical education, 15% taught mathematics, 14% social studies, 10% sciences, 5% English, 5% business, and 29% taught subjects other than those listed above.

Respondents average coaching experience was 13.4 years. A third of the sample expressed a preference for coaching, 24% a preference for teaching, while 38% expressed no preference. The mean number of sports coached during the year and during the current season were 2 and 1 respectively.

The following variables refer to those respondents in the sample who currently served as head coach (68% of the total sample). Sixty-five percent of the valid observations in this subsample coached team sports, 23% coached individual sports, and 12% coached both types of sport. As to the gender of the athletes coached, there was a relatively even distribution between those coaching girls' sports (39%) and boys' sports (37%), while 24% coached both boys' and girls' sports. The reported win-loss record was based on 103 (53.4% of the total sample) valid observations. Sixty-two percent (62%) of the valid observations had more wins than losses, 33% had more losses than wins, and 5% had equal number of wins and losses. The majority of the head coaches coached at the varsity level (61%), while 5% coached junior varsity teams, 5% freshman teams, and 8% coached a combination of the different levels.

The following data were obtained from respondents who served currently as assistant coaches. There were 86 (54%) valid observations regarding the type of team coached by these respondents. The majority (69%) coached team sports, 28% coached individual sports and 3% coached both team and individual sports. The majority of the assistant coaches (52%) coached boys' sports, 25% coached girls' sports, and 23% coached both boys' and girls' sports. There were 56 (29%) valid observations for the

item assessing win-loss record. The reported win-loss record showed that 52% of the assistant coaches had more wins than losses, 39% had more losses than wins and 9% had equal number of wins and losses. Most of the assistant coaches (37%) coached varsity level sports, 22% coached junior varsity level sports, 16% coached freshman level sports, and the rest coached combinations of these levels.

The sample devoted a mean of 21.8% of their working day for coaching during the year and 29.51% during the current season. Seventy-six percent of the sample's working day was concerned with teaching during the year and 68.58% during the current season. During the season these data were gathered, the teacher-coaches devoted more time for coaching than the average coaching time for the year.

TABLE 3  
Frequency and Percentage Distribution of Respondents  
for Demographic and Job-Related Variables

Variable	Group	Frequency	Percentage
Gender	male	139	72.4
	female	53	27.6
Marital Status	single	31	16.1
	married	146	75.6
	divorced	13	6.7
	separated	2	1.0
	widowed	1	.5
No. of Dependents	none	58	30.1
	one	37	19.2
	two	36	18.7
	three	42	21.8
	four or more	20	10.4
School Size (Ave. Daily Attendance)	B (75 or fewer)	16	8.4
	A (76-200)	35	18.3
	AA (201-600)	54	28.3
	AAA (over 600)	86	45.0
Specialization Taught	Mathematics	29	15.0
	Sciences	20	10.4
	English	10	5.2
	Social Studies/ Hist.	27	14.0
	Physical Edu.	43	22.3
	Business	9	4.7
	Other	55	28.5
Role Preference	teaching	53	28.8
	coaching	62	33.7
	no preference	69	37.5
Type of Sport Coached (Head Coach)	team	86	65.2
	individual	30	22.7
	both	16	12.1
Gender of Athletes Coached (Head Coach)	boy	51	38.9
	girl	49	37.4
	both	31	23.7

(Table 3, continued)

Variable	Group	Frequency	Percentage
Win-Loss Record (Head Coach)	more wins	64	62.1
	more losses	34	33.0
	ties	5	4.9
Level of Sport Coached (Head Coach)	var.	68	60.7
	j. v.	6	5.4
	freshman	9	8.0
	var. + j. v.	14	12.5
	j. v. + freshman	2	1.8
	var. + j. v. + freshman	13	11.6
Type of Sport Coached (Assistant Coach)	team	59	68.6
	individual	24	27.9
	both	3	3.5
Gender of Athletes Coached (Assistant Coach)	boy	44	52.4
	girl	21	25.0
	both	3	22.6
Win-Loss Record (Assistant Coach)	more wins	29	51.8
	more losses	22	39.2
	ties	5	8.9
Level of Sport Coached (Assistant Coach)	var.	27	37.0
	j. v.	16	21.9
	freshman	12	16.4
	var. + j. v.	8	11.0
	var. + freshman	2	2.7
	j. v. + freshman	2	2.7
	var. + j. v. + freshman	5	6.8

TABLE 4  
Sample Means and Standard Deviations for the Demographic  
and Job-Related Variables

Variable	Mean	S. D.
Age	38.43	8.01
Years in Teaching	13.58	7.61
Years in Present School	8.82	6.95
No. of Classes Taught	5.47	1.28
Years in Coaching	13.39	7.27
Salary	\$ 27,641	\$ 6,144.81
No. of Sports Coached (Year)	1.62	.64
No. of Sports Coached (Season)	1.02	.59
Percentage of Coaching (Year)	21.82	13.11
Percentage of Coaching (Season)	29.51	12.45
Percentage of Teaching (Year)	76.01	16.75
Percentage of Teaching (Season)	68.58	15.41

### Research Questions

#### Research Question #1

Research question #1 dealt with the level of burnout among teacher-coaches and was addressed by analyzing the MBI scores using descriptive statistics. The scores for each subscale of the MBI were considered separately and were not combined into a single total score. Similarly,

the frequency and intensity scores for each subscale were analyzed separately. Thus, six scores were computed for each respondent: (a) emotional exhaustion-frequency, (b) emotional exhaustion-intensity, (c) depersonalization-frequency, (d) depersonalization-intensity, (e) personal accomplishment-frequency, and (f) personal accomplishment-intensity. The higher the degree of experienced burnout, the higher the scores on the first four subscales and the lower the scores on the last two subscales. Burnout is not viewed as a dichotomous variable, i.e., the presence or absence of the experience. It is conceived to be a continuous variable ranging from low to moderate to high. Maslach and Jackson (1981a) devised a tri-level (low, moderate, high) categorization of burnout ranges (see Appendix G) which was adopted for the purpose of answering the first research question in this study. Table 5 presents the level of burnout among the 193 teacher-coaches in the present study.

TABLE 5  
Level of Burnout Among Teacher-Coaches

Burnout Subscale	Mean	S. D.	Level of Burnout
Emotional Exhaustion			
Frequency	21.13	9.99	Moderate
Intensity	29.78	11.37	Moderate
Depersonalization			
Frequency	8.43	5.76	Moderate
Intensity	12.11	7.29	Moderate
Personal Accomplishment			
Frequency	38.23	5.49	Moderate
Intensity	42.05	6.22	Moderate

Data show that moderate level of burnout was experienced by teacher-coaches for each of the three aspects of burnout. The results concur with those of Capel et al. (1987) who reported that head high school basketball coaches experienced moderate levels of emotional exhaustion and personal accomplishment. Capel et al., however, found low levels of depersonalization. Similarly, Capel (1986) indicated that athletic trainers did not experience high levels of burnout and among special education teachers Crane & Iwanicki (1986) found moderate levels of burnout. It can be deduced from the results that burnout among teacher-coaches is a normal

results that burnout among teacher-coaches is a normal phenomenon in the teaching profession across different assignments or areas of specialization.

### Research Question #2

Research question #2 explored differences among the six aspects of burnout: emotional exhaustion frequency (EEF), emotional exhaustion intensity (EEI), depersonalization frequency (DF), depersonalization intensity (DI), personal accomplishment frequency (PAF), personal accomplishment intensity (PAI) by selected demographic and job-related variables. Analysis and interpretation of data comparing three levels of burnout (low, moderate, high) for the six burnout subscales by demographic and job-related variables are presented below. Data concerning demographic variables are presented first, followed by the job-related variables.

Demographic Variables and Burnout. Demographic variables have been the focus of attention for many researchers. Factors associated with burnout are a function of the individual as much as the environment (Grace, 1972). Personal attributes such as gender, age, marital status and number of dependents were investigated in the present study. A chi-square test of independence was used to analyze data for the variables gender, marital status, and number of dependents. Cramer's  $V$  statistic was computed for variables revealing a

significant chi-square in order to assess the practical significance of the association. Analysis of variance was used to analyze age data. The simple correlation ratio ( $n^2$ ) was employed to assess the practical significance of significant  $F$  values. The level of significance set was .05. A summary of the chi-square and ANOVA results for the demographic variables is given in Table 6.

TABLE 6  
The Relationship Between Burnout and Demographic  
Variables  
(Measure of Association in Parentheses)  
(Values are  $p$  - values of Tests of Significance)

Variable	EEF	EEI	DI	DF	PAF	PAI
Gender	.9083 (.032)	.6578 (.066)	.8285 (.044)	.9393 (.026)	.2224 (.125)	.0648 (.165)
Age	.0110* (.046)	.0107* (.046)	.4768 (.008)	.2564 (.015)	.1404 (.021)	.0199* (.041)
Marital Status	.6044 (.129)	.3160 (.155)	.3371 (.153)	.4227 (.145)	.5951 (.129)	.2102 (.168)
No. of Dependents	.7139 (.118)	.3571 (.151)	.2661 (.161)	.0756 (.192)	.3112 (.156)	.4546 (.142)

$p \leq .05$

Results of the chi-square test indicated no significant relationships between the gender and the six burnout subscales. Gender has been found by previous

researchers to be associated with burnout (Fimian, 1984; Russell et al., 1987). While data in this study show that higher levels of burnout are more evident among male than among female teacher-coaches it was not statistically significant which concurs with the findings of previous research (Anderson & Iwanicki, 1984; Crane & Iwanicki, 1986; Martin, (1983); McIntyre, 1981; Schwab & Iwanicki, 1982).

Age was found to be statistically related to emotional exhaustion frequency and intensity and to personal accomplishment intensity. However, examination of the correlation ratios revealed that < 5% of the total variation in age was attributed to differences in burnout level. Therefore interpretations of these findings are made with the understanding that the strength of the relationships was very weak. More detailed analyses of these relationships are presented in Tables 7-9.

Regarding emotional exhaustion frequency, Newman-Keuls post hoc pairwise comparisons identified the low burnout group to differ from both high and moderate burnout groups. Table 7 presents descriptive statistics for Emotional Exhaustion Frequency levels compared by age.

TABLE 7  
Descriptive Statistics  
Age (Years) at Levels of Emotional Exhaustion Frequency

EEF Level	Count	Mean	S. D.	Min.	Max.
Low	73	40.60	8.33	25	61
Moderate	77	37.35	7.99	24	55
High	43	36.65	6.71	25	57
Total	193	34.42	8.01	24	61

The results in Table 7 indicate that on the average, teacher-coaches who experience low levels of emotional exhaustion frequency tend to be slightly older ( $M = 40.6$  years) than those who experience moderate ( $M = 37.35$  years) and high levels ( $M = 36.65$  years). This finding is supported by the studies of Anderson and Iwanicki (1984), Crane and Iwanicki (1986), Martin (1983), McIntyre (1981), Schwab and Iwanicki (1982) and Schwab et al. (1986) which showed that younger teachers tend to experience higher levels of emotional exhaustion.

Table 8 presents descriptive statistics for emotional exhaustion intensity. Newman-Keuls pairwise comparisons indicated that teacher-coaches experiencing low levels of emotional exhaustion intensity are slightly older on the average ( $M = 40.75$  years) than teacher-

coaches experiencing moderate levels ( $M = 37.00$  years) and high levels ( $M = 37.50$  years) of emotional exhaustion intensity. Previous research has shown that younger physical education teachers expressed emotional exhaustion with more intensity than older teachers (Martin, 1983), that younger teachers have higher burnout levels than older teachers (Anderson & Iwanicki, 1984; Crane & Iwanicki, 1986; McIntyre, 1981; Russell et al., 1987; Schwab & Iwanicki, 1982; Schwab et al., 1986).

TABLE 8

## Descriptive Statistics

Age (Years) at Levels of Emotional Exhaustion Intensity

EEI Level	Count	Mean	S. D.	Min.	Max.
Low	68	40.75	8.98	25	61
Moderate	85	37.00	7.51	24	55
High	40	37.50	6.41	26	57
Total	193	38.42	8.01	24	61

There were no significant differences between the teacher-coaches' levels of depersonalization frequency and intensity and personal accomplishment frequency when compared by age. This is contrary to the findings of Martin (1983) that younger physical education teachers showed significantly higher scores in depersonalization

frequency and intensity than older teachers. However, a difference was found when they were grouped into levels of personal accomplishment intensity. Table 9 presents descriptive statistics for age over levels of personal accomplishment intensity.

TABLE 9  
Descriptive Statistics  
Age (Years) at Levels of Personal Accomplishment  
Intensity

PAI Level	Count	Mean	S. D.	Min.	Max.
Low	79	38.09	7.66	24	61
Moderate	78	37.19	8.24	24	57
High	34	41.74	7.66	28	58
Total	191	38.37	8.03	24	61

Newman-Keuls pairwise comparisons indicated that the mean age of the high level personal accomplishment group ( $M = 41.74$  years) was higher than the mean age of the moderate ( $M = 37.19$  years) and low level ( $M = 38.09$  years) personal accomplishment intensity groups. This finding is supported by McIntyre (1981) and Martin (1983) who reported that older teachers evidenced higher intensity of feelings of low personal accomplishment than younger special education teachers. It has been substantiated by other researchers that younger teachers

have higher levels of burnout (Russell et al., 1987). In the business field, Armstrong (1977) identified the younger employees as most likely to burnout. Since most new employees are confronted with a new environment and lack of experience, adjustment to a new situation could put the teacher-coach into a position where insecurity could lead to burnout.

Marital status was found to have no significant relationship with burnout. This finding concurs with the findings of Capel (1986), McIntyre (1981) and Schwab et al. (1986). On the contrary, the findings of Russell et al. (1987) identified married teachers to have greater feelings of personal accomplishment; and that of Maslach and Jackson (1989b) that single or divorced people experienced higher levels of burnout than did married teachers in emotional exhaustion frequency and intensity. Martin (1983) had the same finding among teachers. This result could be confounded by the unequal distribution of the respondents in the groups, married respondents comprised 75.6% of the sample, single respondents, 16.1%, and divorced respondents, 6.7%. Further analysis of interaction effects between variables should shed light to this discrepancy which was not included in the design of this present study.

The number of dependents was found to have no association with burnout which contradicts the findings of Martin (1983) that those who had fewer children reported higher levels of emotional exhaustion frequency and intensity and depersonalization frequency than those who had more children. Considerations of normality of distribution is an assumption to be met in the use of analysis of variance (Courtney, 1984). The distribution of Martin's (1983) sample was skewed for the number of children (0 = 45.55%, 1 = 11.93%, 2 = 18.66%, 3 = 13.88%, 4 or more = 9.985), hence, the results may not be conclusive.

Job-Related Variables and Burnout. Situational factors have been identified as the primary sources of stress contributing to burnout among teachers (Farber & Miller, 1981; Heck & Williams, 1984; Landsmann, 1978; Paine, 1982). When demands are greater than the teacher's potentials and capabilities, burnout may occur. The teacher-coach's role as a coach and the expectations of the school as well as other factors in the work situation have been identified as job-related stressors.

Twenty-two job-related variables affecting the teacher-coach were considered in the present investigation. Relationships between levels of the three MBI subscales and job-related variables were analyzed employing the same strategy used for analyzing

the demographic variables. Of the 22 job-related variables, all but number of years in teaching, number of years at present school, number of classes taught, number of years in coaching, salary, percentage of working day concerned with coaching and percentage of working day concerned with teaching were analyzed via the chi-square test of independence. Table 10 presents a summary of the chi-square and ANOVA results for the job-related variables.

TABLE 10

The Relationship Between Burnout and Job-Related  
Variables

(Measure of Association in Parentheses)

(Values are  $p$  - values of Tests of Significance)

Variable	EEF	EEI	DI	DF	PAF	PAI
School Size	.9443 (.067)	.5786 (.111)	.8968 (.077)	.7500 (.095)	.4767 (.120)	.8578 (.082)
Teaching Experience	<u>.0185*</u> (.041)	.1939 (.017)	.4351 (.009)	.2700 (.014)	<u>.0219*</u> (.039)	.6432 (.005)
Yrs. Present School	.1078 (.023)	<u>.0244*</u> (.038)	.8477 (.002)	.2240 (.016)	.2893 (.013)	.1142 (.023)
Specialization Taught	.2716 (.193)	.1028 (.219)	<u>.0459*</u> (.235)	.4268 (.178)	<u>.0093*</u> (.262)	<u>.0371*</u> (.239)
No. of Classes Taught	.9209 (.001)	.3047 (.013)	.9348 (.000)	.3267 (.013)	.7838 (.003)	.5865 (.006)
Coaching Experience	.0755 (.027)	.2032 (.017)	.8170 (.002)	.6755 (.004)	.2189 (.016)	.2613 (.014)

(Continued)

Variable	EEF	EEI	DI	DF	PAF	PAI
Role Preference	.2356 (.123)	.0719 (.153)	.4054 (.104)	.1197 (.141)	.2121 (.126)	.1504 (.135)
Salary	<u>.0255*</u> (.399)	.5403 (.682)	.1303 (.224)	.3399 (1.21)	<u>.0226*</u> (.415)	<u>.0247*</u> (.407)
No. of Sports Coached						
In Year	.7374 (.096)	<u>.0474*</u> (.183)	.3255 (.135)	.2095 (.148)	.4803 (.120)	.3892 (.129)
In Season	.3478 (.133)	.1861 (.152)	.9532 (.065)	.1342 (.161)	.2995 (.138)	.7061 (.100)
Type of Sport Coached						
Head Coach	.6232 (.099)	.1728 (.155)	<u>.0012*</u> (.262)	.7478 (.086)	.8890 (.066)	.8464 (.072)
Asst. Coach	.1461 (.199)	.7225 (.109)	.2875 (.170)	.8355 (.092)	.2232 (.182)	.3804 (.156)
Gender of Athletes Coached						
Head Coach	.3259 (.133)	.5189 (.111)	<u>.0103*</u> (.224)	.9744 (.043)	.4972 (.113)	.4724 (.116)
Asst. Coach	.9855 (.046)	.3194 (.167)	.7194 (.111)	.4933 (.142)	.4351 (.150)	.4387 (.150)
Win-Loss Record						
Head Coach	.2021 (.193)	.1493 (.204)	.6193 (.139)	.3943 (.166)	.6826 (.132)	.2496 (.186)
Asst. Coach	.3087 (.232)	.2535 (.243)	.4630 (.207)	.0898 (.288)	.3785 (.220)	.8341 (.146)
Level of Sport Coached						
Head Coach	.1227 (.261)	.2835 (.232)	.2319 (.240)	.1026 (.266)	.8303 (.161)	.2126 (.242)
Asst. Coach	.1040 (.378)	.0983 (.380)	.5526 (.295)	.0977 (.381)	.8586 (.242)	.6938 (.273)

(Continued)

Variable	EEF	EEI	DI	DF	PAF	PAI
Percent Time Coaching						
In Year	.5482 (.008)	.9740 (.000)	.5503 (.008)	.2275 (.019)	.8988 (.001)	.2777 (.017)
In Season	.9074 (.001)	.9486 (.001)	.4169 (.010)	.8367 (.002)	.3488 (.013)	.2936 (.015)
Percent Time Teaching						
In Year	.9697 (.000)	.7453 (.004)	.8572 (.002)	.4018 (.011)	.9617 (.000)	.1349 (.024)
In Season	.5204 (.008)	.5849 (.006)	.9177 (.001)	.3829 (.011)	.0655 (.031)	.5731 (.007)

\* $p \leq .05$

School size was not significantly related to teacher-coaches' level of burnout which was similar to the findings of Watson (1983) among high school basketball coaches. This finding runs counter to the finding of Capel et al. (1987) that lower student enrollment in the school contributed significantly to higher burnout frequency and intensity.

While teaching experience as a job-related variable was found to be significantly associated with emotional exhaustion frequency and personal accomplishment frequency, the practical significance of these relationships was very weak with  $n^2$  values of .041 and .039 for the two burnout dimensions respectively. Table 11 presents descriptive statistics for number of years of

frequency. Since the practical significance of the relationship is very weak, interpretation of these data must be viewed with caution.

TABLE 11  
Descriptive Statistics  
Years Teaching at Levels of Emotional Exhaustion  
Frequency

EEF Level	Count	Mean	S. D.	Min.	Max.
Low	73	15.53	7.75	1	37
Moderate	77	12.56	7.46	1	32
High	43	12.07	7.08	1	30
Total	193	13.58	7.61	1	37

The Newman-Keuls procedure revealed a statistically significant difference in years of teaching between the low-level emotional-exhaustion-frequency group and the moderate and high groups, although the difference was small (approximately 3 years). These results provide some, albeit weak, evidence that the longer the length of teaching experience, the lower the emotional exhaustion level experienced and confirms the findings of Anderson and Iwanicki (1984), Crane and Iwanicki (1986), and Fimian (1984), that more experienced teachers tend to have lower burnout levels than less experienced teachers. Crane and Iwanicki have attributed this result to the

teachers who had stayed longer in the service to have developed coping mechanisms. The results of this study, however, did not agree with the findings of McIntyre (1981) among special education teachers, Schwab et al. (1986) among elementary and secondary school teachers, and Watson (1984) among high school basketball coaches that there is no significant relationship between teaching experience and burnout. Similarly, this finding contradicted the observation of Scrivens (1979) that burnout grows more serious with length of service.

Personal accomplishment frequency was also found to be significantly, although tenuously, related to teaching experience. Table 12 gives the descriptive statistics for years teaching experience over levels of personal accomplishment frequency.

TABLE 12  
Descriptive Statistics  
Years Teaching at Levels of Personal Accomplishment  
Frequency

PAF Level	Count	Mean	S. D.	Min.	Max.
Low	86	15.15	7.70	1	37
Moderate	63	12.71	7.88	1	32
High	43	11.53	6.46	1	27
Total	192	13.54	7.62	1	37

Feelings of low personal accomplishment are indicative of high burnout. The majority of the teacher-coaches reported low levels of burnout in personal accomplishment. The low-level group had a mean of 15.15 years in teaching, ranging from 1 year to 37 years which was significantly different from the high level group which reported a mean of 11.53 years, ranging from 1 to 27 years. Thus, those teacher-coaches experiencing low levels of burnout in personal accomplishment tended to have longer years in teaching than those teacher-coaches who experienced high levels of burnout in personal accomplishment. The findings of Martin (1983) support this finding. Feelings of low personal accomplishment could be due to the conflict between the ideal role the new teacher has set for himself/herself and the reality of the emerging situation (Braga, 1972) and/or could be due to the inadequate professional training of the teacher that makes him/her feel insecure about his/her performance (Warnath & Shelton, 1976).

In the remaining burnout subscales no significant differences were found between the levels of burnout in each category by number of years in teaching. In contrast Martin (1983) found more experienced physical education teachers to have lower levels of emotional exhaustion intensity than the less experienced physical education teachers.

Boredom and routinization of the job are conditions leading to burnout (Freudenberger, 1974). Staying at the same school doing the same job can lead to boredom contributing to burnout. No studies have been conducted to investigate the relationship between the length of teaching in one school and burnout. The present study found that of the 3 MBI subscales only emotional exhaustion intensity is statistically related to the number of years at present school. Since the  $n^2$  value associated with this relationship indicates a very weak relationship, interpretations based on the findings are speculative at best. Table 13 presents the descriptive statistics for these data.

TABLE 13  
Descriptive Statistics  
Years at Present School by Levels of  
Emotional Exhaustion Intensity

EEI Level	Count	Mean	S. D.	Min.	Max.
Low	68	10.65	8.44	1	37
Moderate	85	7.69	6.03	1	22
High	40	8.10	5.28	2	23
Total	193	8.82	6.95	1	37

The results show that the majority of the teacher-coaches reported a moderate level of emotional exhaustion

intensity. Moreover, this group is composed of those who have taught in the present school for the least number of years ( $M = 7.69$ ). The Newman-Keuls test revealed that the low group differed from the moderate group regarding mean number of years at present school. Those teacher-coaches who have taught longer in the present school tend to experience lower levels of emotional exhaustion intensity. This could be attributed to the teacher-coaches having adjusted to the environment. The feeling of security and stability in terms of relationships with other members of the staff can contribute to less emotional exhaustion intensity. In contrast Watson (1983) found no significant relationship between number of years in current position and burnout.

This investigation explored the relationship between burnout and the specialization area taught. For these analyses the primary specialization area currently taught was divided into seven categories (mathematics, sciences, English, social studies/history, physical education, business, and other). The results revealed statistically and practically significant relationships between specialization taught and level of depersonalization frequency and personal accomplishment frequency and intensity. Table 14 gives a summary of the chi-square crosstabulation between depersonalization frequency and specialization area taught.

TABLE 14  
 Summary of Data from Chi-square Crosstabulation  
 Between Depersonalization Frequency  
 and Specialization Area Taught  
 ( $N = 193$ ,  $p = .0459$ )

Specialization Taught	Percentage Distribution in DF Levels			
	Low	Moderate	High	Total
Mathematics	15.7	20.0	6.3	15.0
Sciences	8.6	8.0	16.7	10.4
English	7.1	2.7	6.3	5.2
Social Studies	8.6	14.7	20.8	14.0
Physical Education	14.3	26.7	27.1	22.3
Business	4.3	4.0	6.3	4.7
Other	41.4	24.0	16.7	28.5
Total	36.5	38.9	24.9	100.0

The summary of the chi-square crosstabulation shows differences between the specialization area in terms of the level of burnout measured by the subscale depersonalization frequency. Teacher-coaches teaching sciences, social studies, physical education, and business reported greater frequency in the "high" level relative to the other levels than did their counterparts teaching mathematics, English, and other areas. Also

note that a greater percentage of physical education teacher-coaches reported moderate and high levels of burnout.

TABLE 15  
Summary of Data from Chi-square Crosstabulation  
Between Low Personal Accomplishment Frequency  
and Specialization Area Taught  
( $N = 193$ ,  $p = .0161$ )

Specialization Taught	Percentage Distribution in PAF Levels			
	Low	Moderate	High	Total
Mathematics	22.1	9.5	9.3	15.0
Sciences	3.5	11.6	20.9	10.4
English	8.1	1.6	4.7	5.2
Social Studies	8.1	15.9	23.3	14.0
Physical Education	20.9	27.0	18.6	22.3
Business	5.8	4.8	2.3	4.7
Other	31.4	30.2	20.9	28.5
Total	44.6	33.1	22.3	100.0

Analysis of the personal accomplishment frequency results shows that the majority of the teacher-coaches (44.6%) reported low levels of low personal accomplishment frequency, while 33.1% reported moderate levels and 22.3% high levels. It appears that most of these respondents feel that they are accomplishing

important jobs in their profession. Results of the chi-square test show a statistically significant difference between the level of burnout in personal accomplishment frequency among teacher-coaches when grouped into the area of specialization taught (Cramer's  $V = .262$ ). The respondents who were teaching sciences, and social studies tended to report higher levels of burnout in personal accomplishment than those teaching mathematics, English, physical education, business, and other areas.

Sciences and social studies are basically content subjects as contrasted to the other subjects like mathematics, English, physical education and the like which are basically skill subjects. The dynamic nature of information in the two content-oriented subjects (sciences and social studies) make it difficult for teachers to keep pace with new developments. Information explosion can affect the students' grasp of the elements to be learned in the subject, hence, the teacher-coaches teaching these subjects may feel that they are not accomplishing as much as they wanted. The study of Dinkle (1982), however, found that the type of teaching assignment did not affect perception of teaching.

TABLE 16  
 Summary of Data from Chi-square Crosstabulation  
 Between Personal Accomplishment Intensity  
 and Specialization Area Taught  
 (N = 193, p = .0371)

Specialization Taught	Percentage Distribution in PAI Levels			
	Low	Moderate	High	Total
Mathematics	20.3	13.8	5.9	15.0
Sciences	2.5	12.5	23.5	10.4
English	6.3	3.8	5.9	5.2
Social Studies	12.7	12.5	20.6	14.0
Physical Education	17.7	28.8	17.6	22.3
Business	3.8	5.0	5.9	4.7
Other	36.7	23.8	20.6	28.5
Total	40.9	41.5	17.6	100.0

Table 16 provides the chi-square analysis of personal accomplishment intensity and area of specialization (Cramer's  $\underline{V}$  = .239). Teacher-coaches teaching sciences, social studies, and business have higher burnout levels in personal accomplishment intensity than teacher-coaches teaching mathematics, English, physical education, and other areas. The dynamic nature of the content of sciences, social studies and business could develop stress among teachers brought

about by feelings of being unable to keep pace with technological trends inherent in these areas of specialization. These teachers may feel a lack of accomplishing goals because the growth and magnitude of issues and information in these subject areas are so rapid and overwhelming -- computers, for example. Hence, burnout could be aggravated.

Analysis of data on emotional exhaustion frequency and intensity and depersonalization intensity showed no significant differences regarding the specialization area taught.

The data on the number of classes taught did not reveal significant differences among the burnout scores of the respondents in each of the three burnout subscales. This could be attributed to the equitable distribution of teaching loads to teachers. Teachers who are assigned extra-curricular work are typically given less number of classes to teach.

No significant relationships were found between coaching experience and levels of burnout in each of the six subscales which supports the findings of Watson (1983). Capel et al. (1987), however, found that fewer years as a head coach was associated with lower personal accomplishment. Among athletic trainers, higher levels of emotional exhaustion were experienced by those who had 6 to 10 years in their present job as compared to those

who had been at their present job from 3 to 5 years (Capel, 1986).

It has been implied that coaching is more attractive than teaching (Chu, 1978; Rog, 1984; Segrave, 1981) based on the finding that teacher-coaches preferred coaching over teaching or over combined coaching and teaching. In the present study, 38% of the respondents had no preference, 34% preferred coaching, and 29% preferred teaching. A chi-square analysis revealed no relationship between the levels of the 3 MBI subscales and role preference.

Teachers experience stress when they are underpaid and at the same time expected to maintain standards of living which are beyond salary. Teachers leave the teaching profession for higher paying jobs. While teachers are known to be dedicated and committed to the profession, the rising cost of living could motivate idealistic teachers to be more pragmatic. To date there is a dearth of research concerning the relationship between burnout and salary.

Findings in the present study show that salary is related to the burnout dimensions of emotional exhaustion frequency, personal accomplishment frequency and intensity. Table 17 presents the descriptive statistics for salary over levels of emotional exhaustion frequency. A significant  $F$ -value coupled with  $\eta^2 = .399$  revealed

practically significant salary average differences among the levels of emotional exhaustion frequency. Teacher-coaches with higher salary tend to have lower levels of experienced emotional exhaustion frequency than those teacher-coaches with lower salary. Utilizing the Newman-Keuls procedure, the low-level emotional-exhaustion-frequency group was found to differ from the high-level emotional-exhaustion-frequency group and the moderate-level emotional-exhaustion-frequency group. Salary has been identified as a job dissatisfier and job dissatisfaction has been associated with burnout.

TABLE 17

## Descriptive Statistics

## Salary at Levels of Emotional Exhaustion Frequency

EEF Level	Count	Mean	S. D.	Min.	Max.
Low	68	\$29,193	\$6,328.53	\$15,000	\$42,500
Moderate	73	26,989	6,284.08	12,500	42,000
High	42	26,262	5,110.58	13,600	36,000
Total	183	\$27,641	\$6,144.81	\$12,500	\$42,500

Table 18 presents the descriptive statistics for salary over levels of personal accomplishment frequency.

TABLE 18  
Descriptive Statistics  
Salary at Levels of Personal Accomplishment Frequency

PAF Level	Count	Mean	S. D.	Min.	Max.
Low	81	\$28,880	\$6,237.90	\$12,500	\$42,500
Moderate	59	26,978	5,905.58	12,800	40,100
High	42	25,888	5,640.11	15,000	41,000
Total	182	\$27,573	\$6,092.52	\$12,500	\$42,500

Higher salary levels tend to be related to low levels of personal accomplishment frequency ( $n^2 = .415$ ). The Newman-Keuls procedure identified the low group to be different from the high group. Teacher-coaches receiving lower salaries appear to be more susceptible to feelings of low personal accomplishment than those teacher-coaches receiving higher salaries.

Table 19 presents descriptive statistics for salary over levels of personal accomplishment intensity ( $n^2 = .407$ ).

TABLE 19  
Descriptive Statistics  
Salary at Levels of Personal Accomplishment Intensity

PAI Level	Count	Mean	S. D.	Min.	Max.
Low	74	\$28,447	\$6,177.45	\$17,000	\$42,500
Moderate	75	26,076	5,959.02	12,500	39,000
High	32	28,765	5,500.71	19,000	41,000
Total	181	\$27,573	\$6,092.52	\$12,500	\$42,500

Results of the Newman-Keuls test revealed that the low burnout group and the moderate burnout group differed in mean salary. The low burnout group had a mean of \$28,447 and the moderate burnout group had a mean of \$26,076. These results provide some evidence that teacher-coaches receiving higher salaries feel better about their performance and accomplishments.

Coaching responsibilities increase workload. Presumably, work overload contributes to fatigue and strain among teacher-coaches. However, in the present study, only one statistically significant relationship was found between levels of burnout and number of sports coached in a year, while no relationships were found between number of sports coached in a season and burnout. The average number of sports the respondents coached for

the year was two (minimum = 0, maximum = 3) and for a season was one (minimum = 0, maximum = 3).

A statistically significant relationship was found between the number of sports coached in a year between levels of emotional exhaustion intensity; however, since the Cramer's  $\chi^2$  value was .05, interpretation of the relationship is at best speculative. Table 20 presents a summary of the frequencies for this analysis.

TABLE 20  
Summary of Data from Chi-square Crosstabulation  
Between Emotional Exhaustion Intensity  
and Number of Sports Coached in a Year  
( $N = 191$ ,  $p = .0474$ )

Number of Sports	Percentage Distribution in EEI Levels			
	Low	Moderate	High	Total
Zero	Missing	100.0	Missing	.5
One	54.5	36.5	45.0	44.5
Two	33.3	54.1	55.0	47.1
Three	12.1	8.2	Missing	7.9
Total	34.6	44.5	20.9	100.0

Data in Table 20 show that majority of the teacher-coaches coach one or two sports in a year, 44.5% and 47.1% respectively. A slightly higher percentage (54.5%) of teacher-coaches coaching one sport in a year reported

low burnout compared to the percentage (55.0%) of those teacher-coaches who reported high burnout in emotional exhaustion intensity as shown by the frequency distribution by burnout levels. It is also observed that higher burnout levels were reported by teacher-coaches coaching two sports in a year -- moderate, 54.1% and high, 55.0%. It can be inferred from the results that teacher-coaches coaching more sports in a year had higher burnout levels in emotional exhaustion intensity than those coaching less number of sports. Watson (1984), however, found no significant relationship between number of sports coached and each of the six burnout scales which is contrary to Capel et al. (1987) who found that number of sports coached was predictive of both intensity and frequency of emotional exhaustion, depersonalization, and personal accomplishment. Among athletic trainers, number of athletes was not found to be a significant predictor of total burnout (Capel, 1986). There were no relationships between levels of burnout and number of sports coached in the season. These results support those of Watson (1983).

The type of sport (individual or team) is the variable considered in the next analysis. The variety of player personalities in team sports may be harder to deal with compared to individual sports. Only the burnout subscale depersonalization frequency evidenced a

statistically significant relationship with type of sport coached by head coaches. Evidence for the practical significance of the relationship is given by a Cramer's  $\underline{V}$  of .262. The summary of the chi-square analysis for these data is shown in Table 21.

TABLE 21  
Summary of Data from Chi-Square Crosstabulation  
Between Depersonalization Frequency  
and Type of Sport Coached as Head Coach  
( $\underline{N}$  = 132,  $p$  = .0012)

Type of Sport Coached	Percentage Distribution in DF			Levels
	Low	Moderate	High	
Team	58.3	85.4	47.2	65.2
Individual	25.0	6.3	41.7	22.7
Both	16.7	8.3	11.1	12.1
Total	36.4	36.4	27.3	100.0

Data in Table 21 show that the majority of those head coaches coaching team sports (85.4%) reported moderate depersonalization frequency, the majority of the head coaches coaching individual sports (41.7%) reported high depersonalization frequency, and the majority of the head coaches coaching both team and individual sports (16.7%) reported low level of depersonalization frequency. It can be inferred that head coaches coaching

team and a combination of team and individual sports have lower burnout levels than the head coaches coaching individual sports in terms of depersonalization frequency. This finding is supported by Capel et al. (1987) who reported that head high school basketball coaches evidenced low depersonalization levels. Basketball is a team sport.

No significant differences were found among assistant coaches in their burnout levels when compared by type of sport coached. Whether they coached team or individual sports or both, the burnout levels did not differ significantly. The first exposure of a coach would likely be as assistant coach, so it would not make much difference to him/her whether he/she were coaching a team, an individual or both types of sport.

A significant relationship was found between levels of depersonalization frequency compared across the gender of athletes coached by head coaches (Cramer's  $\chi^2 = .224$ ). Athlete gender was not related to the remaining subscales of the MBI. Table 22 shows the summary of the chi-square test.

TABLE 22  
 Summary of Data from Chi-Square Crosstabulation  
 Between Depersonalization Frequency  
 and Gender of Athletes Coached as Head Coach  
 (N = 131, p = .013)

Gender of Athletes Coached	Percentage Distribution in DF Levels			
	Low	Moderate	High	Total
Boy	41.7	42.6	30.6	38.9
Girl	33.3	48.9	27.8	37.4
Both	25.0	8.5	41.7	23.7
Total	36.6	35.9	27.5	100.0

The majority of the head coaches coaching boys reported moderate to low levels of depersonalization frequency (42.6% and 41.7%, respectively), while the majority of the head coaches coaching girls reported moderate levels of depersonalization frequency (48.9%). A majority of the head coaches coaching both genders reported high levels of depersonalization frequency (41.7%). Results seem to indicate that coaching both boys and girls at the same time causes higher levels of depersonalization frequency. This could be due to the shifting of approaches in dealing with different genders. These findings are in contrast to those of Watson (1983)

who found no relationship between gender of team coached and burnout.

Analysis of the gender of athletes coached by assistant coaches across burnout levels revealed no significant relationships. Assistant coaches, whether coaching boys, girls, or both did not differ significantly in their level of burnout as measured by each of the six burnout subscales. These results are supported by Dinkle (1982). Dinkle concluded that the gender of the group coached does not affect perception of teaching.

Since coaches tend to be concerned about winning and losing after investing so much effort in the practice periods, it is expected that they would be emotionally depressed when they lose and exceedingly elated when they win. The resultant behaviors may be indices of burnout levels.

Data analysis revealed no significant differences between the win-loss record of head coaches or assistant coaches across the burnout subscales. The results of the study of Watson (1983) support this finding. Head coaches may be placing more emphasis on the development of the athletes than on winning or losing of the game--a very healthy attitude.

High school coaches coach different categories of sports such as varsity, junior varsity, and freshman

levels. Coaches often coach combinations of two or more levels at a time. For example, a head coach coaching three teams may coach at three different levels. A chi-square analysis of the relationship between coaching level across the 3 burnout subscales for head coaches and assistant coaches showed no significant relationships. The degree of difficulty in coaching at these levels of sport seems to be insignificant as related to burnout.

Analysis of variance results showed no significant differences in percentage of working time spent coaching in a year between the burnout subscales. The sample devoted a mean of 21.8% (ranging from 2% to 70%) of their working time to coaching during the year. This finding does not conform with the study of Capel (1986) among athletic trainers. Capel showed that the number of hours in direct contact with the athletes each week is positively related to burnout frequency and intensity. However, comparisons may not be justified considering the different nature of athletic training compared to the nature of coaching.

No significant differences were found among teacher-coaches in their percentage of the working day devoted to coaching during the current season over levels of the 3 burnout subscales. This result supports the study of Watson (1983) that longer coaching hours in the season did not contribute to burnout. Capel (1986), on the

other hand, reported that greater number of hours per week devoted to athletic training significantly contributed to the relationship with burnout frequency and intensity.

Analysis of variance showed no significant differences among teacher-coaches' percentage of time devoted to teaching during the year across the 3 burnout subscales. Since previous findings on role preference did not show significant differences in burnout, it is expected that the percentage of time devoted to teaching or coaching will not significantly affect differences in burnout levels.

No significant differences were found among teacher-coaches' reported percentage of the working day concerned with teaching during the current season across levels of the 3 burnout subscales. Similarly, Watson (1983) found that the extent of teaching responsibility did not significantly relate to burnout. The same reasons presented for coaching percentage in year and in season and teaching percentage in year applies to the results of this analysis.

### Research Question #3

Research question #3 explored the relationship between the identified coping strategies of teacher-coaches with low level of burnout and those of high level of burnout. One of the major goals in studying the

problem of burnout is to determine effective strategies for dealing with this phenomenon. There are many ideas concerning the prevention and treatment of burnout but there is no concrete evidence as to what is effective coping and what is not. The present study did not attempt to identify coping strategies proven to be effective for teacher-coaches. Instead, the most commonly used coping strategies of those teacher-coaches who reported low levels of burnout and those teacher-coaches who reported high levels of burnout were examined with the aim of establishing relationships which may of value to future indepth longitudinal research on coping strategies.

Table 23 presents a summary of chi-square p-values obtained from crosstabulating each of the six aspects of burnout with each of the four categories of coping strategies.

TABLE 23  
Summary of the Chi-Square P-Values Comparing  
Burnout Subscales by Coping Strategies Categories  
(Measure of Association in Parentheses)

Coping Strategies	EEF	EEI	DI	DF	PAF	PAI
Problem-Focused	.2265 (.121)	.3092 (.111)	.0006* (.225)	.0435* (.160)	<.0001* (.297)	<.0001* (.271)
Tension-Releasing	<.0001* (.292)	<.0001* (.259)	<.0001* (.261)	<.0001* (.275)	.1306 (.136)	.4695 (.096)
Morale-Maintaining	.1359 (.159)	.1600 (.155)	.0045* (.221)	.0610 (.177)	.2696 (.140)	.5769 (.111)
Other-Directed	.1914 (.150)	.4311 (.124)	.6699 (.102)	.5542 (.113)	.7100 (.099)	.6933 (.100)

\*p ≤ .05

Results of the chi-square test show that problem-focused coping is significantly related to depersonalization frequency and intensity, and personal accomplishment frequency and intensity; tension-releasing coping is significantly related to emotional exhaustion frequency and intensity and depersonalization frequency and intensity; and morale-maintaining coping is significantly related to depersonalization frequency. Other-directed coping was not related to burnout, a not unexpected result given the unreliability of this scale ( $\alpha = .14$ ). The findings in this study support the findings of Hare (1986) that problem-focused coping and

tension-releasing coping were the primary predictors of burnout.

### Problem-Focused Coping

Table 24 presents the chi-square crosstabulation of the relationship between problem-focused coping and depersonalization frequency (Cramer's  $V = .225$ ).

TABLE 24

Summary of Data from Chi-Square Crosstabulation  
Between Problem-Focused Coping  
and Depersonalization Frequency  
( $N = 193$ ,  $p = .0006$ )

Problem-Focused Coping Frequency	Percentage Distribution in DF Levels			
	Low	Moderate	High	Total
Sometimes	11.4	28.0	18.8	19.7
Often	62.9	66.7	75.0	67.4
Almost Always	25.7	5.3	6.3	13.0

The majority of the teacher-coaches who almost always use problem-focused coping reported low depersonalization frequency while the majority of the teacher-coaches who often use problem-focused coping reported high burnout in depersonalization frequency. Teacher-coaches who reported high depersonalization frequency tended to use problem-focused coping to a slightly less degree than those who reported low

depersonalization frequency. Hare (1986) similarly reported that problem-focused coping is a negative predictor of frequency of depersonalization; i.e., the more frequent the use of problem-focused coping, the less depersonalization frequency occurs.

Depersonalization intensity was also found to be significantly related to problem-focused coping. Table 25 presents the pertinent data.

TABLE 25  
Summary of Data from Chi-Square Crosstabulation  
Between Problem-Focused Coping  
and Depersonalization Intensity  
( $N = 193$ ,  $p = .0435$ )

Problem-Focused Coping Frequency	Percentage Distribution in DI Levels			
	Low	Moderate	High	Total
Sometimes	15.1	23.9	18.8	19.7
Often	60.4	66.2	73.9	67.4
Almost Always	24.5	9.9	7.2	13.0

The same pattern can be observed for depersonalization intensity as with depersonalization frequency (Table 24); however, the former relationship was not as strong (Cramer's  $V = .16$ ). Teacher-coaches reporting almost always using problem-focused coping tended to report low levels of depersonalization

intensity while those reporting high levels of depersonalization intensity reported that they used problem-focused coping often. Again there appears to be some evidence that the higher the reported level of depersonalization intensity, the less the use of problem-focused coping. Hare (1986), in the same manner, found problem-focused coping as a negative, although weak, predictor of depersonalization intensity.

Problem-focused coping manages or alters the source of stress. Better attitudes toward others can be established when the individual faces the problem and solves it objectively in contrast to avoiding the situation.

Personal accomplishment frequency was found to be significantly related to problem-focused coping (Cramer's  $V = .297$ ). Feelings of low personal accomplishment are indicative of burnout. Table 26 shows the crosstabulation between personal accomplishment frequency and problem-focused coping.

TABLE 26  
Summary of Data from Chi-Square Crosstabulation  
Between Problem-Focused Coping  
and Personal Accomplishment Frequency  
( $N = 193$ ,  $p < .0001$ )

Problem-Focused Coping Frequency	Percentage Distribution in PAF Levels			
	Low	Moderate	High	Total
Sometimes	5.8	20.6	45.5	19.7
Often	73.3	69.8	52.3	67.4
Almost Always	20.9	9.5	2.3	13.0

Table 26 indicates that teacher-coaches reporting low burnout in personal accomplishment frequency often and almost always use problem-focused coping while those reporting high levels of burnout sometimes use problem-focused coping. The more a problem-focused strategy is used for coping, the less is the experienced level of personal accomplishment frequency. This result supports the finding of Hare (1986) that personal accomplishment frequency is negatively related to problem-focused coping. The more frequent the use of problem-focused coping, the lower is the experienced burnout in personal accomplishment.

The same trend was revealed for the personal accomplishment intensity (Cramer's  $V = .271$ ) as shown in Table 27.

TABLE 27  
 Summary of Data from Chi-Square Crosstabulation  
 Between Problem-Focused Coping  
 and Personal Accomplishment Intensity  
 ( $N = 193$ ,  $p < .0001$ )

Problem-Focused Coping Frequency	Percentage Distribution in PAI Levels			
	Low	Moderate	High	Total
Sometimes	7.6	22.5	41.2	19.7
Often	68.4	72.5	52.9	67.4
Almost Always	24.1	5.0	5.9	13.0

#### Tension-Releasing Coping

Tension-releasing coping strategies are emotion-focused and attempt to regulate emotional stress by diverting the thoughts or activities into something else. In this study, tension-releasing coping was found to be related to emotional exhaustion frequency (Cramer's  $\underline{V} = .292$ ) and intensity (Cramer's  $\underline{V} = .259$ ), and depersonalization frequency (Cramer's  $\underline{V} = .261$ ) and intensity (Cramer's  $\underline{V} = .275$ ). Tables 28 and 29 show the respective data.

TABLE 28  
 Summary of Data from Chi-Square Crosstabulation  
 Between Tension-Releasing Coping  
 and Emotional Exhaustion Frequency  
 ( $N = 193$ ,  $p < .0001$ )

Tension-Releasing Coping Frequency	Percentage Distribution in EEF Levels			
	Low	Moderate	High	Total
Never	1.4	0.0	0.0	.5
Rarely	86.3	64.9	37.2	66.8
Sometimes	12.3	35.1	62.8	32.6

Generally, tension-releasing coping is not popular among teacher-coaches. The frequency of use ranged from never to sometimes. Teacher-coaches who reported low levels of emotional exhaustion frequency tended to use tension-releasing coping rarely while teacher-coaches who reported high levels of burnout more frequently reported the use of tension-releasing coping sometimes. Although tension-releasing coping is not popular, there is a positive relationship between the two variables in that the more frequent the use of tension-releasing coping, the higher the burnout level in emotional exhaustion. Similarly, Hare (1986) reported a positive relationship between these two variables.

TABLE 29  
 Summary of Data from Chi-Square Crosstabulation  
 Between Tension-Releasing Coping  
 and Emotional Exhaustion Intensity  
 ( $N = 193$ ,  $p < .0001$ )

Tension-Releasing Coping Frequency	Percentage Distribution in EEI Levels			
	Low	Moderate	High	Total
Never	1.5	0.0	0.0	.5
Rarely	88.2	57.6	50.0	66.8
Sometimes	10.3	42.4	50.0	32.6

A positive relationship between tension-releasing coping and emotional exhaustion intensity is revealed by the chi-square crosstabulation in Table 29. This result is consistent with the findings of Hare (1986) that tension-releasing coping was a positive predictor of emotional exhaustion intensity. The items under tension-releasing coping (see Appendix E) are basically negative behaviors like get mad, cry, smoke, worry, etc. These behaviors may not ease emotional exhaustion especially over the long term. Moreover, it could be argued that tension-releasing strategies do not alleviate emotional exhaustion but could even contribute to it.

Depersonalization frequency and intensity were found to be related to tension-releasing coping. Tables 30 and 31 show the respective results.

TABLE 30  
 Summary of Data from Chi-Square Crosstabulation  
 Between Tension-Releasing Coping  
 and Depersonalization Frequency  
 (N = 193, p <.0001)

Tension-Releasing Coping Frequency	Percentage Distribution in DF Levels			
	Low	Moderate	High	Total
Never	1.4	0.0	0.0	.5
Rarely	85.7	64.0	43.8	66.8
Sometimes	12.9	36.0	56.3	32.6

Teacher-coaches who reported low depersonalization frequency tended to use tension-releasing coping rarely while those teacher-coaches who reported high depersonalization frequency used tension-releasing coping sometimes. This result shows a positive relationship between tension-releasing coping and depersonalization frequency. While tension-releasing coping was not used any more frequently by the teacher-coaches than sometimes, the relationship between the two variables suggests that the more frequent the use of tension-releasing coping the higher the burnout level in depersonalization frequency.

TABLE 31  
Summary of Data from Chi-Square Crosstabulation  
Between Tension-Releasing Coping  
Depersonalization Intensity  
( $N = 193$ ,  $p < .0001$ )

Tension-Releasing Coping Frequency	Percentage Distribution in DI Levels			
	Low	Moderate	High	Total
Never	1.9	0.0	0.0	.5
Rarely	88.7	70.4	46.4	66.8
Sometimes	9.4	29.6	53.6	32.6

Table 31 indicates that teacher-coaches who reported low levels of depersonalization intensity rarely used tension-releasing coping, while teacher-coaches who reported high levels of depersonalization sometimes used tension-releasing coping. Similar to depersonalization frequency, there is a positive relationship between tension-releasing coping and depersonalization intensity which is consistent with the findings of Hare (1986). The use of emotional avoidance coping increases feelings of depersonalization especially in the long run.

#### Morale-Maintaining Coping

Morale-maintaining coping is an inactive coping strategy. The individual is aware of the problem but at the same time accepts that there is nothing he/she can do

about it, hoping the problem will pass. Although depersonalization frequency was found to be related to morale-maintaining coping strategies (Cramer's  $V = .221$ ), analysis of these data must be made with caution since the reliability of this category was quite low ( $\alpha = .55$ ). Table 32 presents the pertinent data.

TABLE 32  
Summary of Data from Chi-Square Crosstabulation  
Between Morale-Maintaining Coping  
Depersonalization Frequency  
( $N = 193$ ,  $p < .0001$ )

Morale- Maintaining Coping Frequency	Percentage Distribution in DF Levels			
	Low	Moderate	High	Total
Never	1.4	0.0	0.0	.5
Rarely	47.1	33.3	20.8	35.2
Sometimes	42.9	65.3	77.1	60.1
Often	8.6	1.3	2.1	4.1

The results in Table 32 show that while most teacher-coaches used morale-maintaining coping strategies, 60% used it sometimes and 35% used it rarely. Those who reported low levels of depersonalization frequency tended to use morale-maintaining strategies rarely and sometimes, while those who reported high levels of depersonalization frequency tended to use morale-maintaining strategies sometimes. There is a

positive relationship between the frequency of use of morale-maintaining coping strategies and depersonalization frequency. The data suggest that the more frequently morale-maintaining coping strategies are used, the more frequent will be the feelings of depersonalization. Moreover the possibility exists that morale-maintaining coping does not help in coping but has the tendency to contribute to depersonalization.

To summarize the results obtained regarding coping strategies and burnout, (a) problem-focused coping strategies evidenced a negative relationship with depersonalization frequency and intensity and low personal accomplishment frequency and intensity; (b) tension-releasing coping strategies were positively related to emotional exhaustion frequency and intensity and depersonalization frequency and intensity; and (c) morale-maintaining coping strategies were positively related to depersonalization frequency. Other-directed coping strategies were not related to any of the six burnout subscales. Teacher-coaches who reported low levels of burnout in depersonalization and personal accomplishment, tended to use problem-focused coping strategies and those who reported high burnout in emotional exhaustion and depersonalization tended to use tension-releasing coping and morale-maintaining coping strategies.

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

The purposes of this study were to determine relationships between burnout and selected demographic and job-related variables and to identify burnout coping strategies commonly used by teacher-coaches in public secondary schools. Results of the study will provide useful information for future researchers in the area, as well as for human resource development programs, and teacher preparation curricula.

A volunteer sample of 193 teacher-coaches responded to a three-section questionnaire composed of the Maslach Burnout Inventory, the Jaloweic Coping Strategies Inventory, and a demographic information sheet. The 22-item Maslach Burnout Inventory was used to assess reported burnout levels in six subscales: emotional exhaustion frequency, emotional exhaustion intensity, depersonalization frequency, depersonalization intensity, personal accomplishment frequency, and personal accomplishment intensity. The Jaloweic Coping Strategies Inventory (40-items) was used to determine how often respondents employed four categories of coping strategies (problem-focused, tension-releasing, morale maintaining, and other-directed coping). Internal consistency coefficients (Cronbach's alpha) for the instrument

employed in this study ranged from .76 - .89 for the 6 subscales of the Maslach Burnout Inventory and from .14-.76 for the 4 coping strategies included in the Jaloweic Coping Strategies Inventory. The demographic information included personal demographics: gender, age, marital status and number of dependents; and job-related demographics: school size, number of years in teaching, number of years at present school, specialization area currently taught, number of classes currently taught, number of years in coaching, role preference, salary, number of sports coached in year, number of sports coached in season, type of sport coached as head coach, type of sport coached as assistant coach, gender of team currently coached as head coach, gender of team currently coached as assistant coach, win-loss record as head coach, win-loss record as assistant coach, level of sport coached as head coach, level of sport coached as assistant coach, percentage of working day concerned with coaching in year, percentage of working day concerned with coaching in season, percentage of working day concerned with teaching in year, and percentage of working day concerned with teaching in season.

Data were analyzed using descriptive statistics, the chi-square test of independence and Cramer's  $\chi^2$  statistic, and one-way analysis of variance with Newman-Keuls post hoc pairwise comparisons to answer the following research

questions:

- (a) What is the level of burnout among teacher-coaches in the public secondary schools?
- (b) Is there a significant difference between levels of burnout among teacher-coaches when compared by the selected demographic and job-related variables?
- (c) What are the coping strategies commonly used by teacher-coaches with low levels of burnout and those of high levels of burnout?

The following were the salient findings:

- (a) Teacher-coaches reported moderate levels of burnout in each of the six burnout dimensions.
- (b) Of the four personal demographic variables, only one variable, age was found to be significantly related to burnout--specifically the dimensions of emotional exhaustion frequency and intensity and personal accomplishment intensity.
- (c) Of the 22 job-related variables, only seven variables were found to be significantly related to the six burnout dimensions. The six burnout dimensions and their associated job-related variables were as follows:
  - 1. emotional exhaustion frequency was negatively related to teaching experience

and salary.

2. emotional exhaustion intensity was negatively related to years in present school and number of sports coached in a year.
  3. depersonalization frequency was related to specialization taught, type of sport coached as head coach, and gender of athletes coached as head coach.
  4. depersonalization intensity was not related to any job-related variable.
  5. personal accomplishment frequency was related to specialization taught and negatively related to teaching experience and salary.
  6. personal accomplishment intensity was related to specialization taught, negatively related to salary and positively related to age.
- (d) No significant relationships were found between burnout as measured by each of the six subscales and the following demographic variables: gender, marital status, number of dependents, school size, number of classes taught, number of years in coaching, role preference, number of sports coached in season,

number of sports coached as assistant coach, gender of athletes coached as assistant coach, win-loss record as head coach, win-loss record as assistant coach, level of sport coached as head coach, level of sport coached as assistant coach, percentage of working day concerned with coaching in year, percentage of working day concerned with coaching in season, percentage of working day concerned with teaching in year, and percentage of working day concerned with teaching in season.

- (e) Teacher-coaches with low burnout in the following dimensions commonly used problem-focused coping strategies:
  - 1. depersonalization frequency and intensity
  - 2. personal accomplishment frequency and intensity
- (f) Teacher-coaches with high burnout in the following dimensions commonly used tension-releasing coping strategies:
  - 1. emotional exhaustion frequency and intensity
  - 2. depersonalization frequency and intensity
- (g) Teacher-coaches with high burnout in depersonalization frequency also used morale-maintaining coping strategies.

## Conclusions

Burnout is a phenomenon commonly observed in human services professions. The preservation of humankind is a commitment that individuals in the helping professions either overtly or tacitly agree to when they first enter service. This dedication to duty contrasted with the harsh realities of the work situation has produced stress among practitioners -- hence, burnout occurs.

Within the limitations of this study, the following conclusions regarding the relationship between teacher-coach burnout, selected job-related and personnel characteristics, and coping strategies are offered:

1. Teacher-coaches are moderately burned out. Burnout is not an all or none dichotomy. Instead, it is felt in varying degrees. Teacher-coaches are part of the population of the helping professions, and the reported moderate levels of burnout are similar to the levels of burnout reported by other human services professions.
2. Age, teaching experience, area of specialization taught, and salary are the factors most related to burnout among teacher-coaches.
3. Younger teacher-coaches are characterized by higher emotional exhaustion frequency and

greater intensity of emotional exhaustion, while older teachers reported a greater intensity of low personal accomplishment.

4. Teachers-coaches receiving low salaries tend to exhibit greater frequency of emotional exhaustion and greater frequency and intensity of low personal accomplishment.
5. Teacher-coaches with less teaching experience tend to be more prone to emotional exhaustion and feelings of low personal accomplishment.
6. Teacher-coaches whose primary teaching specialization was in the heavy content areas such as sciences or social studies reported greater frequency of low personal accomplishment and greater frequency of depersonalization.
7. Different coping strategies appear to be employed for different dimensions of burnout. Tension-releasing coping strategies tended to be employed in coping with emotional-exhaustion, while problem-focused coping strategies tended to be used in coping with low personal accomplishment. Problem-focused, tension-releasing, and to a lesser extent morale-maintaining strategies were used in coping with depersonalization.

## Implications

Results of this study support the view that burnout among teacher-coaches is related to certain demographic and job-related variables. Teacher-coaches experiencing higher levels of burnout in certain burnout dimensions are generally young, new in the profession, teaching content subjects, and receiving lower salaries. These attributes generally characterize the new teacher which is the target population addressed in this section. This scenario has implications for the organization, teacher preparation programs, and for the new teacher who must make adjustments to a new environment.

The induction of the new teacher-coach to the profession is a crucial stage. Support from supervisors as well as from co-teachers should make adjustments for the new teacher-coach more comfortable. Orientation on the first day of service and gradually through the first year, plus monitoring the teacher-coach's progress may minimize an overload of expectations, hence reducing tension. A program of orientation by the administration can be devised with positive expectations outlined to provide guidance to the new teacher. Meetings with a more experienced and supportive teacher should be arranged to clear doubts and solve ensuing problems. Schwab et al. (1986) suggested the encouragement of the mentor relationships between older, master teachers with

new teachers so that realities of classroom life and technical questions about teaching could be shared.

The school health personnel can play an important role in developing, implementing, and evaluating early detection and prevention of burnout through in-service training regarding teacher stress and burnout (Belcastro & Gold, 1983). Through the health personnel's expertise, early symptoms of burnout can be remediated.

Intervention programs should address each aspect of emotional exhaustion, depersonalization and feelings of personal accomplishment at both the individual and institutional levels. Factors contributing to specific burnout dimensions should be singled out and solutions directly confronting the source should be examined for implementation.

As the training ground for future teachers, teacher preparation programs must assume responsibility for orienting their students to the etiology, consequences, and coping strategies for dealing with burnout. Grooming the preservice teacher includes not only the development of skills in pedagogy but developing wholesome attitudes, an open mind, and more resilience to stress for better adaptation to a new environment. Longer exposure to the field through organized practice teaching programs will provide the preservice teacher ample time to become more acquainted with the realities of the teaching situation.

Conflict between the teacher's ideal role and the actual role has been identified to be contributory to burnout. More exposure to realistic situations will minimize the gap between these instances confronting the new teacher.

Teacher-coaches were described by Watson (1984) as "stimulus addicts" (i.e., excitement seekers) in that they experience little joy in their life when their true abilities are not contested. This is evident in the findings of this research. Head coaches who coached fewer sports in the year in emotional exhaustion intensity, and coaching individual sports reported higher burnout in depersonalization frequency. Perhaps these coaches were not getting the excitement they were looking forward to, especially at the start of a new school year. School administrators should be cognizant of these untapped potentials and provide teacher-coaches chances to self-actualize, thus reducing boredom and burnout.

The teacher-coach should be most involved in coping with burnout. Subscription to educational journals and magazines not only widens their knowledge base concerning burnout and coping strategies but also broadens perspectives and helps to develop higher self-confidence and inner strength to combat stress brought about by the nature of the profession. Teacher-coaches should endeavor to attend stress-management interventions not only for themselves but to better understand others

around them. Teacher-coaches should attempt to break the frontiers of the "subculture's" Massengale (1974; 1977) confines by relating to the whole system than just the coaches' sphere of association. Self-awareness programs are more effective as preventive measures than remedial interventions.

Malone and Rotella (1980) identified self-awareness and understanding the nature of coaching to be the best approach to preventing burnout. Awareness of the symptoms of burnout and awareness of one's personal values will promote a balance of the odds confronting the teacher-coach.

#### Recommendations

Future researchers are enjoined to continue investigating causes of burnout among teacher-coaches and developing coping strategies to minimize if not to prevent its occurrence. In the present study new teacher-coaches were found to be more prone to burnout. In addition, problem-focused coping seemed to be the most frequently employed coping strategy. Future studies should endeavor to:

1. Explore the use of the interview technique to survey teacher-coaches. The interview technique may help solve the problem of bias in the sample.

2. Examine the effect on burnout levels of intervening with coping strategy workshops/seminars.
3. Explore more fully the coping strategies of teacher-coaches. In the present study, coping strategies developed for health-care professions were imposed on teacher-coaches.
4. To explore the meaning of burnout including nomenclature for teacher-coaches.

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## **APPENDICES**

## APPENDIX A

## LETTER TO PRINCIPALS REQUESTING TEACHER-COACH LIST

The Department of Physical Education  
Oregon State University  
Corvallis, Oregon 97331 - 3302

September 29, 1988

Dear Sir/ Madam:

Teacher burnout has received much attention recently in the popular press and in the research literature. There is a growing public concern, especially among educators, to develop means for curtailing or minimizing the prevalence of teacher burnout.

In the Department of Physical Education at Oregon State University we are interested specifically in exploring relationships between teacher burnout and the dual role of the teacher-coach with the aim of identifying successful coping strategies for dealing with teacher burnout. Results of such research will be valuable in developing teacher-coach self-awareness, human resource programs, and teacher preparation curricula.

In order to conduct our research it is crucial that we identify secondary school teacher-coaches in the State of Oregon. Your school address was supplied to us by the Oregon School Activities Association. We would appreciate your forwarding to us at your earliest convenience a list of those individuals on your staff who are fulltime teachers with a coaching responsibility (assistant or head coach).

Your cooperation in this matter is greatly appreciated.

Sincerely,

(Signed)  
Terry M. Wood, Ph.D.  
Assistant Professor

(Signed)  
Boonsong Kosa  
Principal Investigator

## APPENDIX B

## STUDY QUESTIONNAIRE AND COVER LETTER

The Department of Physical Education  
Oregon State University  
Corvallis, Oregon 97331 - 3302

October 29, 1988

Dear Sir/ Madam:

Teacher burnout has received much attention recently in the popular press and in the research literature. There is a growing public concern, especially among educators, to develop means for curtailing or minimizing the prevalence of teacher burnout.

In the Department of Physical Education at Oregon State University we are interested specifically in exploring relationships between teacher burnout and the dual role of the teacher-coach with the aim of identifying successful coping strategies for dealing with teacher burnout. Results of such research will be valuable in developing teacher-coach self-awareness, human resource programs, and teacher preparation curricula.

Your participation in this study by completing the enclosed questionnaire is requested. The sample for this study consists of secondary school teacher-coaches in the State of Oregon. Your name and school address was supplied to us by the Oregon School Activities Association and your school administration. We realize that this is a busy time for you, but we hope that you can find approximately 20 minutes to complete the questionnaire. You can be assured that your name and that of your institution will be treated confidentially.

Your assistance in this project is essential to us. Please return the completed questionnaire in the stamped self-addressed envelop included with this cover letter.

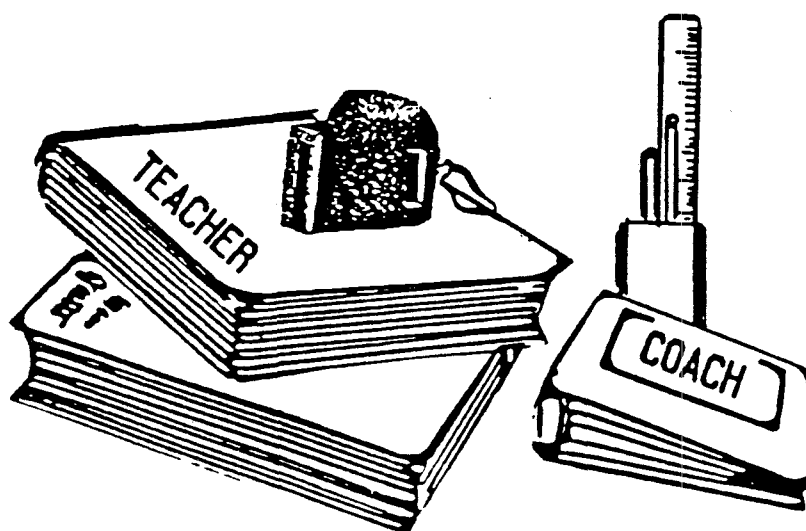
If you would like a copy of the research results, please include a self-addressed, stamped envelop with your reply. In advance, thank you so much for your cooperation and good luck in the upcoming season.

Sincerely,

(Signed)  
Terry M. Wood, Ph.D.  
Assistant Professor

(Signed)  
Boonsong Kosa  
Principal Investigator

# OREGON STATE UNIVERSITY TEACHER/COACH SURVEY



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## WE NEED YOUR HELP!

THIS SURVEY CONSISTS OF THREE SECTIONS WHICH SHOULD TAKE ABOUT 20 MINUTES TO COMPLETE. PLEASE FINISH IT AT YOUR EARLIEST CONVENIENCE AND FOLD THE COMPLETED QUESTIONNAIRE SO THAT THE RETURN ADDRESS SHOWS. STAPLE THE FOLDED QUESTIONNAIRE AND POST AT YOUR EARLIEST POSSIBLE CONVENIENCE.

TERRY M. WOOD, PHD.  
ASSISTANT PROFESSOR  
DEPARTMENT OF PHYSICAL EDUCATION  
OREGON STATE UNIVERSITY

BOONSONG KOSA  
PRINCIPAL INVESTIGATOR

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## SECTION A

Each statement is rated on two dimensions: 'How often' and 'How strong'. Write the number on the scale corresponding to your response on the appropriate column for each of the statements.

HOW	0	1	2	3	4	5	6
OFTEN	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

HOW	0	1	2	3	4	5	6	7
STRONG	Never	Very mild barely noticeable			Moderate			Major, very strong

HOW OFTEN (0-6)	HOW STRONG (0-7)	Statements
___	___	a. I feel emotionally drained from my work.
___	___	b. I feel used up at the end of the workday.
___	___	c. I feel fatigued when I get up in the morning and have to face another day on the job.
___	___	d. I feel I can easily understand how my students feel about things.
___	___	e. I feel I treat some students as if they were impersonal objects.
___	___	f. I feel working with people all day is really a strain for me.
___	___	g. I feel I deal very effectively with the problems of my students.
___	___	h. I feel burned out from my work.
___	___	i. I feel I'm positively influencing other people's lives through my work.

HOW OFTEN	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

HOW STRONG	0	1	2	3	4	5	6	7
	Never	Very mild barely noticeable			Moderate			Major, very strong

HOW OFTEN (0-6)	HOW STRONG (0-7)	Statement
— —	j.	I feel I've become more callous toward people since I took this job.
— —	k.	I feel I worry that this job is hardening me emotionally.
— —	l.	I feel very energetic.
— —	m.	I feel frustrated by my job.
— —	n.	I feel I'm working too hard on my job.
— —	o.	I feel I don't really care what happens to some of my students.
— —	p.	I feel working with people directly puts too much stress on me.
— —	q.	I feel I can easily create a relaxed atmosphere with my students.
— —	r.	I feel exhilarated after working closely with my students.
— —	s.	I feel I have accomplished many worthwhile things in this job.
— —	t.	I feel like I'm at the end of my rope.
— —	u.	I feel that in my work, I deal with emotional problems very calmly.
— —	v.	I feel students blame me for some of their problems.

## SECTION B

How often do you use the following attitudes or behaviors to cope with your role as a teacher-coach. (Circle one number for each statement).

Item	5	4	3	2	1
	ALMOST ALWAYS	OFTEN	SOME- TIMES	RARELY	NEVER
a. Hope that things will get better.....	5	4	3	2	1
b. Try to maintain some control over the situation.....	5	4	3	2	1
c. Find out more about the situation so I can handle it better.....	5	4	3	2	1
d. Find different ways to handle the situation.....	5	4	3	2	1
e. Look at the problem objectively.....	5	4	3	2	1
f. Eat; smoke; chew gum.....	5	4	3	2	1
g. Try out different ways to solve the problem to see what works best.....	5	4	3	2	1
h. Draw on past experiences to help me handle the situation.	5	4	3	2	1
i. Try to find meaning in the situation.....	5	4	3	2	1
j. Pray; trust God.....	5	4	3	2	1
k. Get nervous.....	5	4	3	2	1
l. Worry.....	5	4	3	2	1
m. Break the problem down into "small pieces".....	5	4	3	2	1
n. Seek comfort or help from family or friends.....	5	4	3	2	1
o. Set specific goals to solve problems.....	5	4	3	2	1
p. Accept the situation as it is.....	5	4	3	2	1
q. Want to be alone.....	5	4	3	2	1
r. Laugh it off, figuring things could be worse.....	5	4	3	2	1
s. Try to put the problem out of my mind.....	5	4	3	2	1

Item		5 ALMOST ALWAYS	4 OFTEN	3 SOME- TIMES	2 RARELY	1 NEVER
t.	Daydream, fantasize.....	5	4	3	2	1
u.	Get prepared to expect the worst.....	5	4	3	2	1
v.	Talk the problem over with someone who has been in the same situation.....	5	4	3	2	1
w.	Actively try to change the situation.....	5	4	3	2	1
x.	Get mad; curse; swear.....	5	4	3	2	1
y.	Cry; get depressed.....	5	4	3	2	1
z.	Go to sleep figuring things will look better in the morning.....	5	4	3	2	1
a1.	Don't worry about it, every- thing will probably work out.	5	4	3	2	1
b1.	Withdraw from the situation..	5	4	3	2	1
c1.	Work off tension with physical activity.....	5	4	3	2	1
d1.	Settle for the next best thing.....	5	4	3	2	1
e1.	Take out my tensions on someone or something else....	5	4	3	2	1
f1.	Drink alcoholic beverages....	5	4	3	2	1
g1.	Resign myself to the situation because things look hopeless.....	5	4	3	2	1
h1.	Do nothing in the hope that the problem will take care of itself.....	5	4	3	2	1
i1.	Resign myself to the situation because it is my fate.....	5	4	3	2	1
j1.	Do anything just to do something.....	5	4	3	2	1
k1.	Blame someone else for my problems.....	5	4	3	2	1
l1.	Meditation, yoga, biofeedback.	5	4	3	2	1
m1.	Let someone else solve the problem.....	5	4	3	2	1
n1.	Take drugs.....	5	4	3	2	1

USE THIS SPACE TO MAKE ANY COMMENTS ABOUT SECTIONS A AND B:

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## SECTION C

1. Your gender. (Circle number of your answer).
  - 1 MALE
  - 2 FEMALE
2. Your age.  
\_\_\_\_\_ YEARS
3. Your present marital status. (Circle number).
  - 1 SINGLE
  - 2 MARRIED
  - 3 DIVORCED
  - 4 SEPARATED
  - 5 WIDOWED
4. Number of dependents living with you. (Circle number).
  - 1 NONE
  - 2 ONE
  - 3 TWO
  - 4 THREE
  - 5 FOUR OR MORE
5. Your school ADA classification. (Circle one number).
  - 1 B (75 OR LESS)
  - 2 A (76 - 200)
  - 3 AA (201 - 600)
  - 4 AAA (MORE THAN 600)
6. Your total years teaching experience.  
\_\_\_\_\_ YEARS
7. Your total years at present school.  
\_\_\_\_\_ YEARS
8. Primary specialization area in which you currently teach.  
(Circle one number only).
  - 1 MATHEMATICS
  - 2 SCIENCES
  - 3 ENGLISH
  - 4 SOCIAL STUDIES/HISTORY
  - 5 PHYSICAL EDUCATION
  - 6 BUSINESS
  - 7 OTHER (Please specify). \_\_\_\_\_
9. How many classes in total are you currently teaching? \_\_\_\_\_

10. How many years have you coached?

\_\_\_\_\_ YEARS

11. Which of these roles (teacher or coach) do you prefer?  
(Circle one number).

1 TEACHING      2 COACHING      3 NO PREFERENCE

12. What is your annual salary? \$ \_\_\_\_\_

13. How many sports do you coach in a school year? \_\_\_\_\_

14. How many sports are you coaching this season? \_\_\_\_\_

15. For each team for which you are currently the head coach please record the following:

SPORT	TEAM GENDER		<u>CURRENT</u> SEASON RECORD		VARSITY	JV	FRESH
	BOYS	GIRLS	WIN	LOSS			
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

16. For each team for which you are currently the assistant coach please record the following:

SPORT	TEAM GENDER		<u>CURRENT</u> SEASON RECORD		VARSITY	JV	FRESH
	BOYS	GIRLS	WIN	LOSS			
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

17. What percentage of your working day is concerned with coaching?

PERCENT

a. CURRENT SEASON AVERAGE ..... %

b. AVERAGE FOR A SCHOOL YEAR ..... %

18. What percentage of your working day is concerned with teaching?

PERCENT

a. CURRENT SEASON AVERAGE ..... %

b. AVERAGE FOR A SCHOOL YEAR ..... %

APPENDIX C  
STUDY FOLLOWUP CARD

November 11, 1988

Dear Teacher-Coach:

Last month you were sent a questionnaire which was designed to survey teacher-coaches in Oregon. As of this date your completed questionnaire has not been received.

Your response is essential to securing accurate representation of the teacher-coaches in the State. Please return the completed questionnaire before November 30, 1988. If you have already returned your questionnaire please accept my sincerest appreciation.

Thank you so much for your cooperation.

Sincerely,  
(Signed)  
Boonsong Kosa

## APPENDIX D

MASLACH BURNOUT INVENTORY  
(MODIFIED VERSION)

Each statement is rated on two dimensions: 'How often' and 'How strong'. Write the number on the scale corresponding to your response on the appropriate column for each of the statements.

HOW OFTEN	0 Never	1 A few times a year or less	2 Once a month or less	3 A few times a month	4 Once a week	5 A few times a week	6 Every day
HOW STRONG	0 Never	1 Very mild barely noticeable	2	3	4 Moderate	5	6 Major, very strong

HOW OFTEN (0-6)	HOW STRONG (0-7)	Statements
— —	a.	I feel emotionally drained from my work.
— —	b.	I feel used up at the end of the workday.
— —	c.	I feel fatigued when I get up in the morning and have to face another day on the job.
— —	d.	I feel I can easily understand how my students feel about things.
— —	e.	I feel I treat some students as if they were impersonal objects.
— —	f.	I feel working with people all day is really a strain for me.
— —	g.	I feel I deal very effectively with the problems of my students.
— —	h.	I feel burned out from my work.
— —	i.	I feel I'm positively influencing other people's lives through my work.
— —	j.	I feel I've become more callous toward people since I took this job.
— —	k.	I feel I worry that this job is hardening me emotionally.
— —	l.	I feel very energetic.
— —	m.	I feel frustrated by my job.
— —	n.	I feel I'm working too hard on my job.
— —	o.	I feel I don't really care what happens to some of my students.
— —	p.	I feel working with people directly puts too much stress on me.
— —	q.	I feel I can easily create a relaxed atmosphere with my students.
— —	r.	I feel exhilarated after working closely with my students.
— —	s.	I feel I have accomplished many worthwhile things in this job.
— —	t.	I feel like I'm at the end of my rope.
— —	u.	I feel that in my work, I deal with emotional problems very calmly.
— —	v.	I feel students blame me for some of their problems.

## APPENDIX E

## MODIFIED JALOWEIC COPING STRATEGIES INVENTORY

How often do you do the following to cope with your role as a teacher-coach. (Circle one number for each statement).

Item	ALMOST ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
a. Hope that things will get better.....	5	4	3	2	1
b. Try to maintain some control over the situation.....	5	4	3	2	1
c. Find out more about the situation so I can handle it better.....	5	4	3	2	1
d. Find different ways to handle the situation.....	5	4	3	2	1
e. Look at the problem objectively.....	5	4	3	2	1
f. Eat; smoke; chew gum.....	5	4	3	2	1
g. Try out different ways to solve the problem to see what works best.....	5	4	3	2	1
h. Draw on past experiences to help me handle the situation.....	5	4	3	2	1
i. Try to find meaning in the situation.....	5	4	3	2	1
j. Pray; trust God.....	5	4	3	2	1
k. Get nervous.....	5	4	3	2	1
l. Worry.....	5	4	3	2	1
m. Break the problem down into "small pieces".....	5	4	3	2	1
n. Seek comfort or help from family or friends.....	5	4	3	2	1
o. Set specific goals to solve problems.....	5	4	3	2	1
p. Accept the situation as it is.....	5	4	3	2	1
q. Want to be alone.....	5	4	3	2	1
r. Laugh it off, figuring things could be worse.....	5	4	3	2	1
s. Try to put the problem out of my mind.....	5	4	3	2	1
t. Daydream, fantasize.....	5	4	3	2	1
u. Get prepared to expect the worst.....	5	4	3	2	1
v. Talk the problem over with someone who has been in the same situation.....	5	4	3	2	1
w. Actively try to change the situation.....	5	4	3	2	1
x. Get mad; curse; swear.....	5	4	3	2	1
y. Cry; get depressed.....	5	4	3	2	1
z. Go to sleep figuring things will look better in the morning.....	5	4	3	2	1
ai. Don't worry about it, everything will probably work out.....	5	4	3	2	1
bi. Withdraw from the situation.....	5	4	3	2	1
ci. Work off tension with physical activity.....	5	4	3	2	1
di. Settle for the next best thing.....	5	4	3	2	1
ei. Take out my tensions on someone or something else.....	5	4	3	2	1
fi. Drink alcoholic beverages.....	5	4	3	2	1
gi. Resign myself to the situation because things look hopeless.....	5	4	3	2	1
hi. Do nothing in the hope that the problem will take care of itself.....	5	4	3	2	1
il. Resign myself to the situation because it is my fate.....	5	4	3	2	1
jl. Do anything just to do something.....	5	4	3	2	1
kl. Blame someone else for my problems.....	5	4	3	2	1
ll. Meditation, yoga, biofeedback.....	5	4	3	2	1
ml. Let someone else solve the problem.....	5	4	3	2	1
nl. Take drugs.....	5	4	3	2	1

APPENDIX F  
DEMOGRAPHIC QUESTIONNAIRE

SECTION C

1. Your gender. (Circle number of your answer).
  1. MALE
  2. FEMALE
2. Your age.  
\_\_\_\_\_ YEARS
3. Your present marital status. (Circle number).
  1. SINGLE
  2. MARRIED
  3. DIVORCED
  4. SEPARATED
  5. WIDOWED
4. Number of dependents living with you. (Circle number).
  1. NONE
  2. ONE
  3. TWO
  4. THREE
  5. FOUR OR MORE
5. Your school classification. (Circle one number).
  1. B (75 OR FEWER)
  2. A (76 - 200)
  3. AA (201 - 600)
  4. AAA (MORE THAN 600)
6. Total years teaching experience.  
\_\_\_\_\_ YEARS
7. Total years at present school.  
\_\_\_\_\_ YEARS



16. For each team for which you are currently the assistant coach please record the following:

<u>SPORT</u>	<u>TEAM GENDER</u>		<u>CURRENT SEASON RECORD</u>		<u>VAR.</u>	<u>JV</u>	<u>FRESH</u>
	<u>BOYS</u>	<u>GIRLS</u>	<u>WIN</u>	<u>LOSS</u>			
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

17. What percentage of your working day is concerned with coaching?

a. CURRENT SEASON AVERAGE \_\_\_\_\_%

b. AVERAGE FOR A SCHOOL YEAR \_\_\_\_\_%

18. What percentage of your working day is concerned with teaching?

a. CURRENT SEASON AVERAGE \_\_\_\_\_%

b. AVERAGE FOR A SCHOOL YEAR \_\_\_\_\_%

APPENDIX G  
CATEGORIZATION OF MBI SCORES

MBI Subscale	Range of Experienced Burnout		
	Low (lower third)	Moderate (middle third)	High (upper third)
Emotional Exhaustion			
Frequency	$\leq 17$	18-29	$\geq 30$
Intensity	$\leq 25$	26-39	$\geq 40$
Depersonalization			
Frequency	$\leq 5$	6-11	$\geq 12$
Intensity	$\leq 6$	7-14	$\geq 15$
Personal Accomplishment			
Frequency	$\geq 40$	39-34	$\leq 33$
Intensity	$\geq 44$	43-37	$\leq 36$
From Maslach & Jackson (1981a)			

## APPENDIX H

## SUBSCALES OF THE JALOWEIC COPING STRATEGIES INVENTORY

## A. Problem-Focused

1. Try to maintain some control over the situation.
2. Find out more about the situation so you can handle it better.
3. Think through different ways to handle the situation.
4. Look at the problem objectively.
5. Try out different ways to solve the problem to see which works the best.
6. Draw on past experiences to help you handle the situation.
7. Try to find meaning in the situation.
8. Break the problem down into "small pieces".
9. Set specific goals to help solve the problem.
10. Actively try to change the situation.

## B. Tension-Releasing

1. Eat; smoke; chew gum.
2. Get nervous.
3. Worry.
4. Want to be alone.
5. Daydream, fantasize.
6. Get prepared to accept the worst.
7. Get mad; curse; swear.
8. Cry; get depressed.
9. Withdraw from the situation.

10. Work off tension with physical activity.
11. Settle for the next best thing.
12. Take out your tensions on someone or something else.
13. Drink alcoholic beverages.
14. Resign yourself to the situation because things look hopeless.
15. Do anything just to do something.
16. Blame someone else for your problems.
17. Meditation, yoga, biofeedback.
18. Take drugs.

C. Morale-Maintaining

1. Hope that things will get better.
2. Pray; trust God.
3. Accept the situation as it is.
4. Laugh it off figuring things could be worse.
5. Try to put the problem out of your mind.
6. Go to sleep figuring things will look better in the morning.
7. Don't worry about it, everything will probably work out.
8. Do nothing in the hope that the problem will take care of itself.
9. Resign yourself to the situation because it is your fate.

D. Other-Directed

1. Seek comfort or help from family or friends.
2. Talk the problem over with someone's help between members of team coached and burnout.
3. Let someone else solve the problem.

## APPENDIX I

## LETTER OF APPLICATION TO SURVEY RESEARCH CENTER

Department of Physical Education  
Oregon State University  
Corvallis, Oregon 97331 - 3302

November 3, 1988

Dr. Helen Berg, Director  
Survey Research Center  
Oregon State University  
Corvallis, Oregon 97331

Dear Dr. Berg:

I am a doctoral candidate in the School of Education. I am working on my thesis "The Relationship between Burnout and Selected Demographic and Job-related Variables among Public School Teacher-Coaches: Identifying Coping Strategies."

I will appreciate very much if you could help me on how to enter data and how to run the analysis in SPSS or SAS on the computer. My major professor has approved the statistical procedures that I will be using.

Sincerely,

(Signed)  
Boonsong Kosa

(Signed)  
Terry M. Wood, Ph.D.  
Major Professor

## APPENDIX J

### PROTECTION OF HUMAN SUBJECTS FORMS

#### APPLICATION FOR EXEMPTION

#### COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS

Principal Investigator Terry M. Wood (Major Professor) Phone x3718  
 Student's Name (if any) Boonsong Kosa Phone x3222  
 Department Physical Education  
 Source of Funding Student  
 Project Title The Relationship Between Burnout and Selected Demographic and Job-Related Variables Among Oregon Public School Teacher-Coaches: Identifying Coping Strategies

Certain categories of research are exempt from human subjects review. These categories are reproduced for your information on the back of this form. Feel free to call the Research Office, 754-3437, if you have questions.

The following information should be attached to this form and two copies of the complete Application for Exemption should be submitted to the Research Office, AdS A312:

1. A copy of any questionnaire, survey, testing instrument, etc. to be used in this project.
2. A copy of the informed consent document, survey cover letter, or other informed consent information, and a description of the methods by which informed consent will be obtained from the subjects.
3. A brief description of the methods and procedures to be used during this research project, including:
  - (a) A short paragraph describing the objectives of this research,
  - (b) A description of the methods by which anonymity of the subjects will be maintained,
  - (c) A description of the subject population, and
  - (d) Information regarding any other approvals which have been or will be obtained (e.g., school districts, hospitals, cooperating institutions).

Redacted for privacy

Signed \_\_\_\_\_ Date 10/31/88  
 Principal Investigator

\*Note: Student projects should be submitted by the Major Professor as Principal Investigator.

Vice President for  
Research, Graduate Studies,  
and International Programs



Corvallis, Oregon 97331-2135

(503) 754-3437

November 1, 1988

Principal Investigator:

It has been determined that the following project is exempt from review by Oregon State University's Committee for the Protection of Human Subjects under guidelines from the U.S. Department of Health and Human Services:

Principal Investigator: Terry M. Wood

Student's Name (if any): Boonsong Kosa

Department: Physical Education

Source of Funding: \_\_\_\_\_

Project Title: The Relationship Between Burnout and Selected Demographic and Job-Related Variables Among Oregon Public School Teacher-Coaches: Identifying Coping Strategies

Comments: It is understood that the questionnaires were mailed to the subjects prior to receiving human subjects approval. In the future, please include a telephone number and information regarding the fact that this is a student thesis project in the contact letter.

A copy of this information will be provided to the Chair of the Committee for the Protection of Human Subjects. If questions arise, you may be contacted further.

Redacted for privacy

-----  
Mary E. Perkins

Research Development Officer

cc: CPHS Chair  
7-87

Teacher burnout has received much attention recently in the popular press and in the research literature. There is a growing public concern, especially among educators, to develop means for curtailing or minimizing the prevalence of teacher burnout.

In the Department of Physical Education at Oregon State University we are interested in exploring relationships between teacher burnout and the dual role of the teacher-coach with the aim of identifying successful coping strategies for dealing with teacher burnout. Results of such research will be valuable in developing teacher-coach self-awareness, human resource programs, and teacher preparation curricula.

The subject population consists of fulltime public school teachers with a coaching responsibility at the high school level in the State of Oregon. Identification of the sample frame was initiated with a letter sent to all Oregon high school principals requesting a list of the fulltime teachers with a coaching responsibility in their school. Approximately 250 of these teacher-coaches will be sampled using a stratified random sampling procedure with gender as the stratification variable.

Confidentiality of subject responses will be maintained at all times. Subjects will be assigned a numeric identification and subject names will not appear on any document except for a master list of names and associated ID numbers (to be used for followup purposes only) which will be stored in a locked file cabinet in the principal investigator's office. Furthermore, any oral or written presentation of the research will give group summary results only.