

To the Graduate Council:

I am submitting herewith a thesis written by Anne Cox entitled "Why Collegiate Head Tennis Coaches Enter Into and Remain in the Coaching Profession." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Human Performance and Sport Studies.

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Why Collegiate Head Tennis Coaches Enter Into and Remain in the Coaching Profession

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ABSTRACT

The purpose of this study was to explore and obtain qualitative information regarding why NCAA Division I, II, and III collegiate head tennis coaches enter into and remain in the coaching profession. There has been limited previous research examining this topic. Most of the related previous research has focused on the decrease in the number of women coaches, burnout in coaching, and why coaches choose to leave the profession.

The study involved three men and three women NCAA Division I, II, and III head tennis coaches. Two coaches from each division were interviewed, and the coaches from each division represented one men's and one women's team. The researcher utilized a qualitative research technique in which each participant was interviewed twice. The interview questions were presented in a semi-structured format. Both interviews were audiotaped and subsequently transcribed by a qualified person.

Several themes pertaining to why these coaches entered into and remain in coaching emerged through the interview process. The three common themes were relationships, opportunity to be a role model or teacher-figure, and time factors. Each of these themes consisted of at least two sub-themes. The relationships theme was comprised of family involvement, coach-player relationships, and social and peer associations. The opportunity to be a role model or teacher-figure theme was comprised of two sections, instilling life values and academic achievements. The third theme, time factors, consisted of two sections examining benefits of flexible hours and time demands. These themes and sub-themes were thoroughly discussed utilizing the participants' quotes and descriptions. The relationship among the themes and the relationship between

the literature and the results were also identified and discussed within the text of the study.

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CHAPTER 1

INTRODUCTION

Motivation plays an important part in why athletes choose to participate in sport, and why people choose to participate in physical activity. Although there has been considerable research completed in the general area of motivation, there is a need for more research on motivation in sport. In particular, there has been limited research completed on what motivates coaches to enter into the coaching profession or what keeps coaches in this career. Existing research that includes any information regarding coaching focuses primarily on what factors contribute to burnout in coaching. Some of those studies briefly identify what influenced coaches to enter into coaching, but these studies provide little qualitative or in-depth examination of those factors.

The articles that are included in the review of literature are both qualitative and quantitative in nature, but none of these articles adequately describe why coaches enter into and remain in the coaching profession. The articles contained within the review of literature consist of research which examines coaching women's sport including motivation to enter into, remain in, and leave coaching, as well as burnout.

Utilizing a quantitative methodology, Pastore (1991) investigated why NCAA (National Collegiate Athletic Association) Division I male and female women's coaches entered and would choose to leave the coaching profession. The study concluded that the primary reason both males and females entered coaching was because coaching provided an opportunity to remain involved in competitive athletics. There was also gender agreement in terms of reasons why the coaches would choose to leave the coaching

profession. Both genders indicated that the primary reason for leaving the profession would most likely be to spend more time with family and friends.

Pastore and Meacci (1990) quantitatively examined the effectiveness of seven methods for the recruitment and retention of female collegiate coaches. The participants in the study indicated that the most effective strategy for recruitment and retention of female collegiate coaches was for administrators to actively recruit females for coaching positions. However, this administrative action might include one or more of the other six strategies that were presented for consideration.

Utilizing quantitative research techniques, Sisley, Weiss, Barber, and Ebbeck (1990) examined "attitudes, perceptions, and motives of novice coaches prior to and following an extensive coaching education workshop which was designed to prepare females to enter the coaching field" (Sisley et al, 1990, p. 62). The participants indicated that they entered the profession for several reasons, out of their desire to help or teach children, their enjoyment, love of the sport, or physical activity, and their love of children. The investigators asked the participants to indicate their perceived strengths and weaknesses. The perceived strengths of these novice coaches included communication skills, demonstrating and explaining skills, and motivating athletes. They indicated that their perceived weaknesses were in the areas of legal liability, dealing with parents, and organizing a season plan. The workshop was perceived as a positive experience, and was regarded as a networking opportunity as well as an opportunity to improve their technical knowledge and sport skill knowledge (Sisley et al.,1990).

Sisley, Weiss, Barber and Ebbeck (1991) also conducted a qualitative follow-up study with the participants in the previous article. The investigators examined the participants' affective experiences, attitudes, and perceptions of abilities after a yearlong assistant coaching experience. The participants indicated that the four most positive aspects of their experience included the satisfaction of working with children, development of coaching skills, social support, and fun. There were six categories that defined the most negative aspects of the coaching experience. These categories included negative interactions with the cooperating coach, excessive time demands, low perceived coaching competence, negative working relationships with the athletes, a lack of administrative support, and an overemphasis on winning. The participants perceived their coaching strengths to be in the areas of interpersonal communication skills, teaching sport skills, individual and group motivation, knowledge of the game, discipline, and balancing work with fun. The areas in which the participants perceived their weaknesses included a lack of sport-related knowledge and skills, a lack of positive leadership qualities, poor planning and management skills, poor injury prevention and maintenance skills, and poor physical skills (Sisley et al., 1991).

Caccese and Mayerberg (1984) explored possible gender differences in perceived burnout among college coaches. The results indicated that female coaches reported higher levels of burnout than male coaches. A comparison of the participants' results to a group of subjects involved in helping and service professions revealed that the participants experienced more perceived burnout. However, neither gender was excessively burned out.

Hart, Hasbrook, and Mathes (1986) quantitatively examined why females entered and have left or would leave their head coaching positions. The researchers asked a group of former and present coaches why they entered the coaching profession as well as why they would or did leave the profession. The present coaches indicated that they entered the profession to continue their involvement with sport, and would leave coaching if they felt their coaching was inadequate. In contrast, former coaches entered the profession primarily because they were asked to do so and wanted to work with motivated and advanced students, and they left because of perceived time and role conflicts.

Weiss and Stevens (1993) also conducted a quantitative study that explored the motivation and attrition of female coaches. The participants identified perceived costs and benefits of coaching. Both males and females indicated that they entered the profession primarily as a result of an intrinsic interest in coaching. The benefits the coaches listed included enjoyment of watching and helping athletes achieve goals; the challenges of building successful teams and programs; feelings of self-satisfaction, success, fun; as well as enjoyment of teaching. The costs that were identified with coaching included time conflicts and sacrifices with family, the lack of time for other activities, and the workload and hours required of a coach (Weiss and Stevens, 1993).

Felder and Wishnietsky (1990) conducted a quantitative study regarding role conflict, coaching burnout, and the reduction in the number of female interscholastic coaches. The results indicated that female coaches in this study were experiencing some degree of role conflict. Typically, the female participants were teaching non-physical

education or health classes and were experiencing some feelings of inadequacy in the classroom.

Kelley (1994) examined the relationship between stress and burnout in collegiate coaches using a quantitative methodology. The results indicated that female participants experienced higher levels of perceived stress than their male counterparts. Coaching issues and hardiness were directly related to perceived stress, and stress appraisal predicted all dimensions of burnout for both genders.

The majority of the research articles mentioned are quantitative and therefore offer a limited explanation for the results. These articles deal primarily with factors and situations influencing burnout in coaches, but fail to thoroughly investigate the reasons why coaches enter the profession. It would benefit researchers and coaches to further examine what motivates coaches, both male and female, to enter into and remain in coaching. Knowledge of coaches' motivation might aid in the recruitment and retention of coaches, as well as predicting and coping with coaching burnout.

Another factor to be considered in examining coaches' motivation is related to the differences between the three NCAA divisions. The differences among divisions affect perceptions within the sports world. For example, Division I athletics are looked upon as a business model, where the emphasis is placed on winning and losing as well as ticket sales and gate receipts. The public opinion is that in Division I athletics, the athlete is a tool for earning prestige and money. At the Division III level, where athletic scholarships are forbidden, the perception is that these schools concentrate on education, and the athletes are participating only because they want to. Therefore, there is not much

emphasis placed on winning and losing, nor on prestige and money because the athletes are not “paid” or rewarded with athletic scholarship money. Division II athletics are perceived as being a combination of these two extremes. The perception is that athletes are rewarded by receiving athletic scholarships, but the pressure to win is not as great as it is at the Division I level. In Division II, education is important, but academics at this level do not receive the emphasis they do at the Division III level. With these perceptions, it would be illuminating to examine whether the coaches’ motivation to enter into and remain in sport is influenced by the differing levels of pressure to have a successful program.

Statement of the Purpose

The purpose of this study is to explore and obtain qualitative information regarding why collegiate NCAA Division I, II, and III head tennis coaches enter into and remain in the coaching profession. The researcher utilized a semi-structured interview methodology. The sub-problems that are addressed in this study concerning motivational factors include:

1. What motivates male and female NCAA Division I, II, and III tennis coaches to coach tennis at this level?
2. Are there any differences in motivation between coaches of men’s and women’s tennis teams?
3. Are there any divisional differences in the motivation of the coaches?

Definition of Terms

The following section offers a theoretical and operational definition of terms relevant to this study.

Extrinsic motivation- a source of motivation that is external and focuses attention on an associated return but not on the task action itself (Carron, 1984, p.97). In this study, extrinsic motivation will refer to external rewards such as awards or recognitions received as a result of coaching intercollegiate tennis.

Intrinsic motivation- motivation that is internally controlled by the performer and is intangible (Young and Husak, 1995, p. 125). In this study, intrinsic motivation will refer to coaching tennis for reasons such as a result of an internal love of the sport, of competition and coaching, or of a desire to help others excel.

Motivational influences- any element that defines, determines, or affects motivation. In this study, motivational factors will include rewards, feedback, recognitions.

Qualitative information- information or data gained from qualitative processes which may include observations, interviews, descriptions of information collected, and interpretations of data. In this study, the qualitative information will be defined as information or data collected by the researcher during the two interviews.

Semi-structured Interview- a meeting in which someone obtains information from another person. In this study, the interview will consist of two meetings in which the researcher will probe for information about motivation in collegiate tennis coaches using an open-ended, semi-structured format.

Assumptions

Assumptions of this study include:

1. The subjects answered the demographic and interview questions honestly.
2. The interview questions included in the interview guide (Appendix C) assess the information they were designed to assess.

Limitations

The following are limitations inherent within this study:

1. The information gathered from this study is generalizable only to the subjects who participated in the study.
2. The subject sample includes tennis coaches only.
3. The semi-structured interviews are the only method utilized to examine the perceived motivational factors influencing the subjects' participation in coaching tennis.

Delimitations

The following are delimitations of this study:

1. Participants are male and female head coaches of men's and women's collegiate tennis teams.
2. The subjects are all members of NCAA Division I, II, and III schools.

Significance of the Study

The potential significance of this study includes several factors. There is a need for more qualitative research on motivation in sport because motivation has been proven difficult to measure quantitatively. A qualitative study on motivation in male and female collegiate tennis coaches offers more depth and breadth of information than a quantitative

analysis that does not allow for elaboration upon responses. Additional information in this area can be useful to sport psychology consultants, administrators, and any other persons who work with coaches. This information might also be interesting to individuals who are considering a collegiate athletic coaching career.

CHAPTER 2

REVIEW OF LITERATURE

The purpose of this review is to provide an introduction to previous research involving motivation in sport and coaching. The majority of research focusing on motivation related to coaching has primarily examined why coaches choose to leave the coaching profession. In addition, much of this previous research has focused on women's sport, the decrease in the number of women coaches, and burnout in coaching. To date, there has been limited research examining why men and women coaches decide to enter into the coaching profession and why they choose to remain in coaching. Many of the articles dealing with coaching burnout have been mentioned, however briefly, some reasons why coaches were interested in coaching athletics. The articles included in this review are separated into two groups: (a) articles related to coaches involved in women's sport, and (b) articles dealing primarily with burnout in coaching.

Coaching Women's Sport

Pastore (1991) examined the reasons why NCAA Division I male and female women's basketball, golf, gymnastics, tennis, swimming, volleyball, track, and softball coaches entered and chose to leave the coaching profession. A total of 255 questionnaires were mailed out to coaches of women's athletic teams from the Big East, Pac Ten, Big Ten, and Southeastern conferences. The questionnaires were mailed to 148 men and 107 women, with 192 questionnaires (102 females, 90 males) returned and usable.

The questionnaire's format and content were analyzed by a group of 12 (8 female, 4 male) NCAA Division I coaches and administrators. The group examined the

questionnaire and submitted suggestions pertaining to clarity, length, order, and relevance. There were three parts that comprised the questionnaire: (a) demographic information including gender, age, degree, major, and years of coaching experience; (b) reasons for entering the coaching profession; and (c) reasons for leaving the coaching profession. There were seven reasons listed for entering the coaching profession, from which the participants were asked to choose on a 5-point Likert-type scale the most important reason for entering their career, as well as to indicate the extent of their agreement with the other reasons. These seven reasons for entering the coaching profession included:

desire to follow in the footsteps of a former coach; the opportunity to stay involved in competitive athletics; an increase in the number of head coaching positions that became available with the implementation of Title IX; a mandate of equal pay for coaching women's teams with the implementation of Title IX; the opportunity to work with advanced and motivated athletes; the opportunity to become a role model for young and aspiring athletes; and the opportunity to help female athletes reach their potential. (Pastore, 1991, p. 129)

The participants were also requested to list other pertinent reasons affecting their decision to enter coaching that were not on the questionnaire.

There were twelve reasons listed on the questionnaire related to why the coaches would leave their coaching position. The participants were asked to indicate on a 5-point Likert-type scale the extent of their agreement with the following reasons for leaving coaching:

increase in the amount of time required for coaching; difficulty in properly motivating athletes; decrease in amount of leisure time; decrease in amount of time to spend with family and friends; pressure to win; lack of financial incentive; lack of job security; too much stress; coaching skills and techniques inadequate for highly skilled athletes; discriminatory practices by administrators; increased intensity in the recruitment of student-athletes; and administrative duties involved in coaching becoming too much of a burden. (Pastore, 1991, p. 129)

The participants also selected the most important issue related to leaving the coaching profession, and were asked to list other pertinent reasons not listed on the questionnaire.

Questionnaire reliability was tested and proved to be high ($r = .95$, $n = 113$). The reasons that received at least 50% agreement were considered reasons why coaches entered into and left the coaching profession. Pastore used a chi-square test of association to determine the amount of agreement between genders for each of the reasons on the questionnaire.

The results of the demographic section of Pastore's questionnaire indicated that coaches ranged in age from 22 to 67 years ($M=38$ years), 51% held a master's degree, and 63% majored in physical education. The coaches had been at their present position for 1 to 28 years ($M=3.3$ years), while only 58% of those coaches were at their present position less than five years, 69% had been coaching at the Division I level less than ten years ($M = 4.1$ years), and their total years of coaching experience were from 1 to 40 years ($M = 10.5$ years). The highest number of participants was from basketball, while softball coaches comprised the smallest number of coaches in the sample.

There were four reasons for entering the coaching profession that received at least 50% agreement. "Staying involved in competitive athletics" received 93% agreement, followed by "to work with advanced and motivated athletes" (91%), "help female athletes reach potential" (88%), and "become role model" (75%) (Pastore, 1991, p. 131). There were gender differences regarding the last three reasons mentioned above. However, both genders agreed that the opportunity to stay involved in competitive

athletics was the most important reason for entering the profession. The only other reason indicated by the coaches as pertinent to entering coaching was a love of the sport.

Of the twelve factors or reasons Pastore (1991) listed for leaving the sport, only three received a 50% or greater agreement. These reasons were: "decrease in time to spend with family and friends" (62%), "lack of financial incentive" (58%), and "increased intensity in recruiting student-athlete (53%)" (Pastore, 119, p. 132). There was no significant difference between gender regarding reasons for leaving coaching. Both men and women agreed on the first two reasons for leaving coaching. The participants did not list any other factors pertinent to leaving coaching.

In summary, Pastore (1991) concluded that the primary reason coaches indicated they entered into the coaching career was to stay involved with competitive athletics. However, the female coaches in this study also indicated stronger agreement in three other factors for entering the profession: (a) "working with advanced and motivated athletes", (b) "helping female athletes reach their athletic potential", and (c) "becoming a role model" (Pastore, 1991, p. 135). The results showed that both genders agreed that the primary reason for leaving the coaching profession would most likely be as a result of a decrease in time to spend with family and friends.

Pastore (1991) also suggested some areas for future research, including further research on why women are leaving the profession, as well as examining the decrease in the number of female coaches. Pastore suggested examining the marital and parental status of coaches as a result of the finding that the primary reason the participants in this study would leave coaching is because of a lack of time with family and friends. Another

area that requires further investigation is the effect of socialization on females entering and leaving the coaching profession (Pastore, 1991).

Pastore and Meacci (1990) examined the effectiveness of seven methods for the recruitment and retention of female collegiate coaches. The participants were 194 Division I women's athletic team coaches from the Pacific Ten, Big Ten, Big East, and Southeastern Conferences. Originally, 255 questionnaires were mailed out, with a return of 90 males, 102 females, and 2 who did not specify gender. The women's athletic team coaches were affiliated with basketball, tennis, swimming, track, golf, volleyball, gymnastics, and softball. The basketball coaches had the highest return rate, while softball had the lowest return rate. The format and content of the questionnaire were analyzed by twelve NCAA Division I coaches and administrators, who provided suggestions regarding clarity, length, order, and attractiveness. The coaches were asked to rate, on a 5-point Likert-type scale, the effectiveness of seven recruitment and retention strategies for female collegiate coaches. The seven strategies included:

(a) administrators actively recruiting females for coaching positions, (b) college and university physical education departments implementing coaching minors, (c) increasing the number of assistant coaching positions, (d) increasing the number of coaching workshops and clinics, (e) implementing a national coaching certification program, (f) recruiting current female athletes into the coaching profession, and (g) increasing the opportunities for physical education majors and female athletes to get more practical experience in coaching (Pastore and Meacci, 1990, p. 87).

The participants were also asked to indicate the strategy they felt was most effective for recruitment and retention, and to add any strategies not listed on the questionnaire.

Pastore and Meacci (1990) used the extent of participant agreement as the coaches' perceptions of strategy effectiveness, and the strategies had at least 50%

agreement in order to be considered effective in recruiting and retaining female collegiate coaches. A chi-square test of association was used to determine agreement between genders. Even though six of the seven strategies were indicated to be effective, the most important strategy was for “administrators actively recruiting females for coaching positions”. The other five effective strategies were:

(a) increasing the number of assistant coaching positions, (b) increasing the number of coaching workshops and clinics, (c) implementing a national coaching certification program, (d) recruiting current female athletes into the coaching profession, and (e) increasing the opportunities for physical education majors and female athletes to get more practical experience in coaching (Pastore and Meacci, 1990, p. 88).

The administrative action, which Pastore and Meacci (1990) indicated as the most important strategy in recruiting women into coaching, might be comprised of a variety or blend of the six effective techniques evaluated in this study. The researchers stated that there was an emphasis placed on internships, workshops, and other methods of providing experience for women. Pastore and Meacci (1990) also emphasized that these opportunities must come from within the profession, perhaps from those already involved in coaching collegiate women's teams.

Similar to Pastore and Meacci; Sisley, Weiss, Barber and Ebbeck (1990) were concerned with the lack of women involved in head coaching positions since the implementation of Title IX. Previous research has provided some evidence as to what may be affecting the number of women in coaching; for example, there are a lack of leadership positions held by women within sport, too many job opportunities for the number of trained women, a lack of networking required for high-profile positions, as well as women's coaching programs being made more attractive to men with increased

salaries as well as more respect and visibility for women's programs. This previous research has led to the formation and identification of programs and workshops designed to assist women in preparing for a career in coaching. The major purpose of this study was to explore an area within these programs and workshops that has not been taken into account. The researchers in this study wanted to "examine the attitudes, perceptions, and motives of novice coaches prior to and following an extensive coaching education workshop which was designed to prepare females to enter the coaching field" (Sisley et al., 1990, p. 62).

Sisley et al. used the Women in Coaching Workshop at the University of Oregon, in June 1987 as the workshop for their study. This workshop was one week in duration, and included topics in sport sciences (sport psychology, sport pedagogy, sport physiology, etc) and specific sport techniques. The sport science section of the workshop was conducted by ACEP certified instructors. Experienced and successful college and high school coaches taught the sport specific techniques. The participants were required to take a knowledge test at the end of the workshop, on which they were expected to score at least 80% correct. After the completion of the weeklong workshop, the participants were also given the option to serve as an assistant coach at the junior or senior high school level for the upcoming season.

The participants were 43 women who were to take part in the workshop and were willing to complete the requirements necessary for inclusion in the post-workshop assistantship. Sisley et al. (1990) developed a questionnaire to assess the participants' perceptions about their knowledge in the areas covered in the workshop (sport science and skill areas). The questionnaire was designed using a 5-point Likert-type scale with

which the participants were to indicate how motivated they were to coach, how important knowledge in 18 areas of sport science and skill themes was for being an effective coach, as well as their perceived ability and knowledge in these areas. The questionnaire also asked the participants to indicate their primary reasons for entering the coaching profession as well as to identify what they felt were their strengths and weaknesses in terms of the 18 sport science and skill areas.

The subjects signed consent forms to participate in the study and then completed the demographic questionnaire and coaching questionnaire. Sisley et al. (1990) also administered a demographic questionnaire that revealed the following information about the participants. The participants were coaches, athletes, and students training to be teachers. Typically, they had limited coaching experience (although their competitive playing experience was more extensive), were single (63.4%), in their mid to late twenties ($M = 27.5$), were not certified to teach (59.1%), and did not major in physical education or recreation (83.7%).

The participants cited the following four reasons for desiring to enter coaching: (a) a desire to help or teach children, (b) enjoyment, (c) love of the sport or physical activity, and (d) marketability. These reasons did slightly change after the workshop was completed, marketability was replaced by a love of children. The participants indicated a high level of motivation to become a coach both pre-workshop (4.6 on a scale of 5) and post-workshop (4.77 on a scale of 5). The participants also indicated their perceptions of their abilities and knowledge for the 18 sport science and skill areas. The pre-workshop measures for perceptions of ability and knowledge were 2.56 to 3.91 on a scale of 1 to 5, whereas the post-workshop measures were 3.61 to 4.77 on the same scale. The

participants indicated that they perceived their weaknesses to be in the areas of legal liability, dealing with parents, and organizing a season plan. Their perceived strengths included communication skills, demonstrating and explaining skills, and motivating athletes.

Sisley et al. (1990) stated that the participants perceived the workshop as a positive experience, based on the improvement in ratings in all areas examined. It is of interest to note that the workshop provided a networking opportunity for these women, and that the participants remained highly motivated throughout the workshop. The responses of the women emphasized that the participants felt they were in need of instruction in sport-specific skills, strategies, and rules. Therefore, Sisley et al. (1990) concluded that, in future workshops, these were the areas that should receive the most attention.

Sisley, Weiss, Barber, and Ebbeck (1991) also conducted a follow-up study on the participants in the previous article. The authors wanted to examine the participants' affective experiences, attitudes, and perceptions of abilities after the yearlong assistant-coaching experience. In particular, this study focused on the positive and negative aspects of their coaching experience, as well as their perceived strengths and weaknesses in terms of coaching.

Twenty-eight of the original 43 coaches involved in the week-long workshop agreed to take part in the season-long assistant-coaching internship and to participate in the Sisley et al. (1991) follow-up study. The participants were in their mid to late twenties, with a mean age of 26.6 years. Their previous coaching experience was minimal ($M=1.6$ years), and their experience had involved some of them being either

head or assistant coaches. The participants were placed in a situation with cooperating coaches at the high school level (N=15), as well as middle school (N=11), local community college (N=1), and university club sport settings (N=1). The sports they were involved in were basketball (N=8), volleyball (N=8), track and field (N=4), soccer (N=3), cross-country (N=2), tennis (N=2), and tai kwon do (N=1).

Sisley et al. (1991) selected a qualitative method of research, utilizing an interview format accompanied by a questionnaire intended to examine the participants' perceived coaching ability after the season-long internship. The questionnaire was designed to probe four areas: (a) background information on the participants' personal athletic experience, (b) competence in terms of the differing coaching roles and mentoring relationship with the cooperating coach, (c) reasons why the participant decided to begin coaching as well as her future in coaching, and (d) the participants' opinions of the workshop they attended and completed prior to the coaching internship. The interviewers were trained in respect to the interview procedures, specifically in asking open-ended questions and probing for elaboration. The interviewers also performed trial and practice interviews that allowed for feedback to be given to the interviewers. The interviews were approximately 90 minutes in duration and were conducted at the convenience of the participant. The interviews were audio taped and then transcribed for use in the data analysis.

Sisley et al. (1991) employed an inductive content analysis of the qualitative material gathered from the interviews, which allowed the data to determine the themes, rather than to fit the data into pre-determined categories. An external reviewer examined

the analysis in order to perform a reliability check. The external reviewer agreed with 84.6% of the inductive decisions made by the researchers.

There were four major categories identified by Sisley et al. (1991) as significant responses to the question about the most positive aspects of the participants' coaching experience. The categories included satisfaction of working with children, development of coaching skills, social support, and fun. Satisfaction of working with children was the most popular response. This category included aiding the children's cognitive, physical, and social development through their athletic experience. The second most popular category, development of coaching skills, involved the feelings of increased competency in coaching the athletes. The social support category involved the support system of peers, coaches, administration, and athletes' respect that provided encouragement and feedback to the participants during the coaching experience. The final category, fun, was not really elaborated upon by the coaches, except through direct quotes taken from the transcripts of the audio tapes.

Sisley et al. (1991) identified six categories that emerged in relation to the negative aspects of the coaching internship experience. The first category identified was the negative interactions with the cooperating coach, which involved the communication patterns that were or were not established with the intern. These negative interactions with the cooperating coach included the lack of communication and delineation of duties and responsibilities, lack of opportunity to coach, and differing coaching philosophies. Excessive time demands was the second category to emerge, and it referred to the amount of time and the scheduling flexibility that is required in order to coach. The third category was low perceived coaching competence. Some of the coaching interns

indicated that they doubted their ability to effectively coach as a result of a lack of sport-specific knowledge, coaching experience, or confidence. Negative working relationships with athletes were also defined by the participants. This category included poor interaction or communication by the coach to the athlete as well as negative attitudes and lack of motivation demonstrated by the athletes to the coach. A lack of administrative support was also a negative aspect for the coaching interns. This category encompassed inadequate funding, personnel, and instructional resources. The final category was an overemphasis on winning from a parental and community standpoint. The intern coaches indicated that often this emphasis on winning overshadowed the goals of the program that the athletes were striving to achieve.

Sisley et al. (1991) asked the participants to indicate their perceived coaching strengths, that is, areas in which they felt confident in their ability and knowledge. The most frequently mentioned category was interpersonal communication skills, which included verbal and non-verbal communication, as well as enthusiasm and positive attitudes. The second strength category that was derived from the responses given by the participants was teaching skill. The intern coaches indicated that they felt confident in their ability to convey and teach physical and social/moral skill development information. Individual and group motivation was the third strength category. This category included confidence in motivating athletes and developing team cohesion. The fourth category was knowledge of the game. The participants indicated that they were comfortable in their knowledge of the sport as well as in methods for appropriate sport-specific training and preparing for competitive performance. Discipline was another category defined by Sisley et al. (1991), which referred to the ability of the participants to establish and

maintain order throughout practice and competition. The final category that was established as a strength was a balance of work and fun. This category involved the coaches' ability to maintain perspective and to provide an atmosphere in which the athletes could simultaneously work hard and have fun.

In the final section of the study, Sisley et al. (1991) asked the participants to identify their perceived coaching weaknesses, or the areas in which they had the least confidence. A lack of sport-related knowledge and skills was the greatest weakness indicated by the participants. This category included the inability to teach sport-specific skills as a result of inadequate sport-specific knowledge and/or a lack of coaching experience. Another major category in this section was a lack of positive leadership qualities. These qualities included an inability to motivate the athletes, inadequate communication skills, and an inability to discipline effectively. The third category included poor planning and management skills. This category indicated that participants were concerned with a lack of planning and organizational skills that would allow for more effective scheduling and training. Another category in which the participants perceived a weakness included poor injury prevention and maintenance skills, which included a lack of skills and knowledge about sports medicine and legal liability. The final category of weaknesses was poor physical skill. This category included the inability to perform or demonstrate sport skills as well as a poor level of personal fitness.

In summary, the internship experience was viewed by the participants as a worthwhile experience, particularly in terms of interactions with athletes, coaching skill development, and enjoyment or fun. However, the participants identified some negatives, including a difficult mentoring relationship with the cooperating coach, a lack

of administrative support, and time demands associated with coaching. As a result of the findings in this and previous studies, Sisley et al. (1991) suggested that strategies intended to enhance internship experiences ought to be developed and implemented. Also, there is a need for the re-examination of coaching education programs in terms of sport-specific skills. One of the goals of this study was to provide some insight into the attitudes, perceptions, and motivations of women coaches in an attempt to provide direction for future study into effective methods for recruiting, training, and retaining women in the coaching profession.

Weiss and Stevens (1993) conducted a study concerning the motivation and attrition of women coaches. Specifically, they utilized a social exchange theoretical perspective to examine what factors affected women coaches' decisions to continue or withdraw from their coaching position. The study examined the perceptions of women coaches in terms of benefits, costs, and satisfaction in coaching. The investigators formed a hypothesis from the results of previous research on coaching attrition and social exchange theory. Weiss and Stevens (1993) predicted that current coaches would assign greater importance to coaching benefits, indicate higher overall satisfaction with coaching, and reveal lower satisfaction levels with alternative activities, whereas former coaches would indicate the opposite.

The participants in this study were 99 women who were currently coaching, ages 23-58, and 54 former women coaches who were ages 25-50. All were head coaches at the high school level from the state of Montana. The majority of the participants coached basketball, volleyball, or track. The former coaches had also been involved at the high school level, coaching basketball, volleyball, or track.

Weiss and Stevens (1993) utilized a non-experimental design in which the criterion variable was coaching status (former or current) and the benefit/cost responses were predictor variables. Weiss and Stevens conducted a pilot study in which 20 coaches or administrators currently active in youth sport, high school, or collegiate coaching were interviewed in order to develop a cost/benefits analysis questionnaire. The questionnaire identified the positive and negative aspects of coaching, feelings of satisfaction or dissatisfaction with coaching, and cost, benefits, and satisfaction with other professional options. The coaches and administrators were open-endedly asked to identify factors that influenced them to begin coaching as well as to indicate reasons they might choose to leave their coaching careers. Their responses were used to aid in the generation of the items measuring costs and benefits of coaching.

Weiss and Stevens (1993) identified, from the pilot questionnaire and previous 1986 research by Hart et al., ten categories associated with benefits and costs of coaching. Weiss and Stevens (1993) stated the five categories related to benefits included “(a) satisfaction of working with athletes, (b) challenges inherent in athletics, (c) feelings of accomplishment, (d) recognition, and (e) continuing athletic involvement” (Weiss and Stevens, 1993, p. 248). The five categories identified as costs were: “(a) time commitments, (b) pressure and conflicts, (c) feelings of self-doubt, (d) lack of preparation, and (e) inadequate financial compensation” (Weiss and Stevens, 1993, p. 248).

In order to obtain face validity, the items were provided to five experts in the field of coaching or physical education who assessed the items’ accuracy, clarity, and

relevance to the study. The suggestions put forth by these experts were incorporated into the questionnaire.

A total of 60 items were developed by Weiss and Stevens (1993) and put into questionnaire format with a Likert-type response option. Of the 60 total items, 28 were benefit items while the remaining 24 items referred to the costs of coaching. Two items were designed to assess levels of overall satisfaction with coaching and satisfaction with alternative activities. These items were also evaluated on a 5-point Likert-type scale. The current coaches responded to questions regarding age, marital status, educational background, and coaching and athletic experiences. The participants also provided information about why they initially entered coaching. The former coaches were asked to indicate why they left coaching, how long it had been since they stopped coaching, and their present occupation.

The current coaches included in this study were chosen from a list of coaches found in the 1988-1989 Montana High School Association Directory. The former coaches solicited for participation in this study were identified through current coaches, or comparisons of the 1987-1988 and 1988-1989 editions of the Montana High School Association Directory. Schools that noted changes were contacted by Weiss and Stevens (1993) to assess the coaching change, and then the former coaches were contacted through the school or at their home address.

Weiss and Stevens (1993) mailed the costs/benefits questionnaire and personalized cover letter to 249 former and current coaches during April and May, which corresponded to the current coaches' postseason. Of 166 questionnaires mailed to current

coaches, 99 were returned and usable; 54 of the 83 questionnaires sent to former coaches were returned and usable.

The background data on current and former coaches was similar, as were their reasons for entering coaching. Weiss and Stevens (1993) identified love of sports as the main reason why both former and current coaches entered coaching. Two other reason why current coaches entered coaching was for “providing athletes with a good coach and role model” as well as “being asked to coach” (Weiss and Stevens, 1993, p.250). Former coaches also listed two additional reasons they entered coaching, to “continue athletic involvement” and “providing athletes with a good coach and role model” (Weiss and Stevens, 1993, p. 250). The former coaches also provided reasons as to why they chose to leave coaching. The most common reason was “because of family, marriage, and time”, but they also cited a “return to academics” and “sacrifice of personal time” (Weiss and Stevens, 1993, p. 250).

Weiss and Stevens (1993) found that both groups of coaches identified similar benefits to coaching. These benefits primarily reflected an intrinsic interest in coaching. The benefits the coaches listed as being least important to them were generally of a monetary or award-based nature such as prestige, trophies, personal awards, opportunities to travel, and using coaching as a stepping stone into the administration. The benefits that were most important to the coaches included enjoyment of watching and helping athletes achieve goals, the challenges of building successful teams and programs, feelings of self-satisfaction, success, fun, and enjoyment of teaching.

The costs that both groups of coaches attributed to coaching included time conflicts and sacrifices with family, the lack of time for other activities and the workload

and long hours required of a coach. The less important costs of coaching included discipline and administration difficulties, losing seasons, and being unable to gain more technical knowledge.

Weiss and Stevens (1993) conducted two factor analyses to determine whether the benefits and costs items could be reduced to a smaller number of categories. The benefit items factor analysis produced six factors: "positive team experience, program success, feelings of competence, continue athletic experiences, external rewards, and financial gains" (Weiss and Stevens, 1993, p. 253). The factor analysis for the costs items also produced six factors: "time demands, low perceived competence, stress, external pressures, lack of support, and inadequate professional compensation" (Weiss and Stevens, 1993, p. 253).

Weiss and Stevens (1993) conducted a discriminant analysis to determine if the two coaching groups could be distinguished based solely on factor scores. The grouping variable was coaching status and the predictor variables were the factor scores for benefits and costs as well as the satisfaction scores for overall coaching and alternative activities. A direct method was used to obtain the results, which were significant ($p < .01$). There were two factors from costs and two from benefits that contributed the most to the differences between the groups. The cost factors were time demands and low perceived competence; the benefits factors were program success and continued athletic experience. One other factor also contributed to the differences, overall coaching satisfaction.

Based on the combination of the predictor variables, Weiss and Stevens (1993) conducted a classification analysis to "determine the strength of these findings or the probability of correctly predicting group membership" (p. 255). Roughly 3 out of 4

coaches were accurately classified relying on predictions from their scores on benefits, costs, and satisfaction levels.

The hypothesis of Weiss and Stevens (1993) was only partially supported by the results. The current coaches did assign greater importance to the benefits of coaching as well as indicating higher overall satisfaction levels with coaching. However, current coaches rated costs of coaching higher in importance than former coaches and satisfaction levels with alternative activities were similar for the two groups, which does not support the hypothesis. Despite only partial support of the hypothesis, Weiss and Stevens maintained that the social exchange theory still provides a reliable method for studying coaching motivation and attrition.

Weiss and Stevens (1993) suggested that the predictions that the social exchange theory makes regarding continuance and withdrawal from activities still needs further examination in the realm of sport. Future studies focusing on dropout in coaching ought to devise a method for interviewing those individuals who leave coaching before they are unwilling or unable to discuss their coaching experiences. The researchers also suggest testing the social exchange theory quantitatively, producing discrepancy scores, and comparing the scores of current versus former coaches. Weiss and Stevens (1993) also implied that it is important to address issues like perceived lack of support from administration, as well as workload and time demands that may contribute to burnout in female coaches. And finally, Weiss and Stevens recognized that workshops and coaching clinics may increase levels of competence for some coaches.

Burnout in Coaching

Caccese and Mayerberg (1984) conducted a study to examine gender differences in perceived burnout among college coaches. If differences did exist, an additional purpose was to discover the nature of these differences, what factors might explain these differences, and in which aspects of burnout the differences are most extreme. One other purpose was to contribute to the empirical information in this field.

Caccese and Mayerberg (1984) used the National Directory of College Athletics list of 1981-1982 NCAA and ALAW Division I head coaches to randomly choose the participants (N = 375). Each subject was mailed the Maslach Burnout Inventory (MBI), personal demographic sheet, a letter of introduction, and detailed instruction sheet for completing the MBI. Of the 375 surveys sent out, 252 were returned, but for various reasons only 231 questionnaires were analyzed and used in this study.

The MBI is a self-report instrument consisting of 22 items, divided into 3 subscales measuring emotional exhaustion, depersonalization, and personal accomplishment. The participants indicated the frequency of their feelings described on a 7-point Likert-type scale, as well as the intensity of the feeling described on an 8-point Likert-type scale. Caccese and Mayerberg (1984) then calculated the mean scores for each of the three subscales. Higher scores correlated with higher degrees of burnout within the three subscales.

The validity of the MBI has previously been supported and Caccese and Mayerberg (1984) demonstrated its' validity in three ways in this study. First, an individual's MBI scores were correlated with independent scores obtained from someone who was well acquainted with the participant. The MBI scores were then correlated with

characteristics that were predicted to contribute to burnout. Finally, the scores were correlated with “measures of various outcomes that have been hypothesized as related to burnout” (Caccese and Mayerberg, 1984, p. 281).

Caccese and Mayerberg (1984) stated that in the results, women reported more burnout on both the emotional exhaustion (EE) and personal accomplishment (PA) subscales than men. Both EE and PA frequency and intensity scores significantly differentiated between men and women. The depersonalization (D) subscale did not show any differentiation between the genders in terms of frequency or intensity. Women reported higher levels of burnout on the EE subscale, particularly in regard to job frustration on the frequency score and work burnout on the intensity score. On the PA subscale, the most important items were worthwhile accomplishments (frequency) and dealing calmly with emotional problems (intensity). Women indicated that they felt like they had fewer worthwhile accomplishments and dealt less calmly with emotional problems than men.

Caccese and Mayerberg (1984) compared the coaches’ results to the results of a “norm” group of subjects involved in helping and service professions (these results were found in the manual for the MBI). The comparison revealed that these coaches experienced more burnout than the norm group in the PA subscale; however, the norm groups results indicated more burnout in the EE and D subscales than the results for the coaches in this study. The results did not indicate that either gender within the coaching group was excessively burned out. Another result from the comparison of norm versus coaching group signified that women in coaching have lower feelings of PA than women in the norm group.

The demographic questionnaire developed by Caccese and Mayerberg (1984) also revealed several differences between the gender groups. Women coaches typically were younger (mean age= 33.3 years), less experienced in coaching (mean= 9.59 years), had fewer years at their present position (mean= 5.33 years), were single (65%), and felt like they had a lower success rate than men (59% of the women coaches thought their success rate was >60%). In contrast, the mean age for the men coaches was 41.61 years, they were more experienced in coaching (mean= 17.33 years), held their present position for an average of 6.84 years, 83% were married, and they demonstrated a higher perceived success rate (80% thought their success rate was >60%).

Due to the differences in age, Caccese and Mayerberg (1984) decided to do an analysis of the relationship between age and burnout. The results of this analysis showed that the subscale means for the women were higher than the men's subscale means for both the Emotional Exhaustion and Personal Achievement subscales. However, in the Depersonalization subscale, frequency dimensions the women in the oldest age group demonstrated a lower mean than the men in the oldest age group. In the intensity dimension of the Depersonalization subscale, all ages of women coaches had a lower mean than the men in this study. One other result of interest was that while the majority of the results have indicated that older female coaches experience less burnout, the opposite may be true in regards to the Personal Accomplishment subscale.

In summary, the results indicated that women head collegiate coaches did report higher levels of burnout than men head collegiate coaches do. There are several factors that might influence this occurrence, including lack of experience, being younger, and being too idealistic or demanding too much of themselves, and feeling less rewarded for

their efforts and achievements. In terms of future research, Caccese and Mayerberg suggested examining why women coaches are reporting higher levels of burnout than men coaches, and why these differences appear. They also suggested examining whether the competitive aspects or the human relations aspects of coaching contribute the most to coaching burnout.

Hart, Hasbrook, and Mathes (1986) also examined the reduction in the number of women coaches. They noted that the percentage of female interscholastic head coaches dropped from 92.7% in 1975 to 46.2% in 1981 despite a significant increase in the number of head coaching positions available. The authors identified two factors that significantly contributed to this trend. These significant factors were that women coaches were leaving their positions, and men coaches were filling these vacant positions.

This study by Hart et al. (1986) examined why women left their coaching roles utilizing the sociological theoretical frameworks of role conflict, incomplete occupational socialization, and discrimination. Previous research in this area indicated that women coaches dropped out for a myriad of reasons incorporated within these three frameworks. Thus, the purpose of this study was twofold: (a) to identify and apply a theoretical framework that could encompass the myriad of reasons women coaches leave their head coaching positions, and (b) to collect and examine empirical data concerning why women have and would leave their coaching careers. Hart et al. (1986) based their study on Prus 1982 career contingencies model which consisted of initial involvement, continuity, disinvolvement, and reinvolvement was used as the primary theoretical framework for this study. Hart et al. (1986) chose this model because it most aptly reflected the different reasons why women coaches have dropped out of their coaching careers.

Hart et al. (1986) utilized a questionnaire consisting of 45 fixed alternative items. These items included demographic questions as well as questions derived from the operationalized processes of initial involvement and disinvolvement. Specifically, the questions included seekership (choosing or seeking a career because of a personal attraction or interest in it), recruitment (involvement in a career as a result of other people encouraging one's involvement in it), closure (choosing a career in order to achieve a goal or meet an obligation that one could not meet otherwise), and drift (involvement in order to feel a greater sense of autonomy outside of one's usual obligations) within the initial involvement constructs (Hart et al., 1986, p. 69). The subjects rated the importance of each statement in regard to how important it was to their decision to become a coach. The rating system was based on a 5-point Likert-type scale. The questions dealing with the five constructs of disinvolvement were also rated on a 5-point Likert-type scale. These answers indicated how important each statement was in terms of quitting coaching.

Hart et al. (1986) used factor analytic techniques to determine the questionnaire's content and construct validity. Specifically, principal component factor analyses were performed on the four data subsets. The four data subsets included "present coaches' reasons for entering coaching, present coaches' anticipated reasons for leaving coaching, former coaches' reasons for entering coaching, and former coaches' reasons for leaving coaching" (Hart et al, 1986, p. 70). These analyses adequately demonstrated the validity of the questionnaire ($p < .01$).

Hart et al. (1986) randomly selected the current coaches to participate from the 1982-1983 Wisconsin Interscholastic Athletic Association Directory of Member Schools.

These coaches were mailed two copies of the questionnaire. The current coach completed one copy, and the current coach gave one copy to a former female Wisconsin interscholastic coach. 359 questionnaires were mailed to current coaches, and 256 were returned and usable. Of the 359 questionnaires given to former coaches, 105 were returned and usable.

An analysis of the results revealed that current and former coaches shared many similar demographic characteristics in terms of number of years coached, number of sports coached, teaching roles, and education level. However, former coaches tended to be slightly older and were more likely to be married. The present coaches were also more likely to have been high school or collegiate athletes than the former coaches were.

Hart et al. (1986) conducted four factor analyses and then compared the results in order to examine any differences between coaching groups regarding reasons for entering and leaving the profession. The analyses determined that former coaches predominantly entered the profession as a result of drift reasons, to continue working with children, but not to further their own involvement with sport or the competitive situation. Present coaches entered the profession mainly for seekership reasons, for the challenge of winning and competition. Present coaches predicted they would leave as a result of a combination of "finding activities disappointing and re-defining or alternately defining themselves" or if they felt they were not a successful coach (Hart et al., 1986, p. 74). Former coaches said that they left as a result of "perceived time and role conflicts with their personal lives" (Hart et al., 1986, p. 74).

Hart et al. (1986) performed a discriminant function analysis using a stepwise analysis to determine if any of the demographic variables or reasons for entering/leaving

the sport characterized current or former coaches. The results concluded that only the reasons for entering or leaving the sport were important in differentiating between the groups. The results also indicated that inadequate equipment or support were not significant contributing factors to coaches deciding to leave the profession.

Hart et al. (1986) surmised that present coaches entered the coaching profession to continue their involvement with the sport and would leave coaching if they felt their coaching was inadequate. In contrast, former coaches entered the profession primarily because they were asked to do so and wanted to work with motivated and advanced students, and they left coaching because of perceived time and role conflicts.

Hart et al. (1986) suggested that future research focus on further examining the reduction in the number of women coaches and the implications of this loss. Another area that merited research was the role that discrimination played in the decision of women to leave coaching. Discriminatory hiring practices might also be examined, as those practices might influence the number of females in head coaching positions. Hart et al. (1986) also suggested that clinics or workshops might aid women coaches in terms of support and professional interaction, as well to improve technical knowledge and coaching skills.

Felder and Wishnietsky (1990) conducted a study regarding role conflict, coaching burnout, and the reduction in the number of female interscholastic coaches. The purpose of their study was threefold: (a) to prove a relationship between burnout and the decrease in the number of women coaches exists, (b) to find out why high school coaches burn out, and (c) to support or refute previous rationale explaining the decrease in the number of female interscholastic coaches. Previous research had indicated that

female coaches leave as a result of role conflict between teaching and coaching.

Coaching often was a dead-end career for women, in which there was less autonomy and freedom of action for women in coaching. There are fewer women in coaching so they also may be treated as tokens.

Felder and Wishnietsky (1990) utilized a survey designed by Robert Hoehn to collect data for this study. The survey was mailed to 100 female high school coaches in North Carolina. The coaches were randomly selected from the 1988 edition of the Directory of the North Carolina High School Athletic Association. The survey consisted of 26 questions dealing with coaching burnout symptoms. The participants answered yes or no to each item, with a yes answer indicating that they may be experiencing symptoms related to coaching burnout. The participants also answered questions concerning gender, certifications, and courses taught.

The results were analyzed using a large-sample statistical test for comparing binomial proportions. The purpose of this analysis was to determine the factors affecting the coaches, and to uncover any gender-related differences. Women frequently answered yes to seven symptoms, whereas the men reported yes for none of the symptoms. Five of the seven top burnout factors were the same between the men and women. Both genders listed these factors as: “(a) low pay, (b) believes today’s athletes lack dedication, (c) loses patience with athletes, (d) blames self when things go wrong, (e) officials occasionally favor other team” (Felder and Wishnietsky, 1990, p. 9). The other two factors listed for each gender were very different. Men were concerned with facility maintenance and physical preparation for coaching, while women were concerned with physical ailments such as sleeplessness and irritability during the season.

The researchers also analyzed the data using a two-factor fixed-effects ANOVA to “explore how the interaction between the number of non-physical education classes taught and gender affects burnout” (Felder and Wishnietsky, 1990, p. 9). There was a significant difference ($p < .05$) in the number of yes responses between men and women, which indicated that role conflict was a significant reason for women leaving coaching. The results indicated that men predominantly taught health and physical education classes whereas women taught English, mathematics, and social studies classes. Therefore, women might be experiencing more role conflict in their teaching and coaching careers, and thus experiencing feelings of inadequacy in the classroom. The ANOVA also indicated that gender, the type of course taught by the coach, and the interaction were significant ($p < .05$). However, the interaction and type of course taught by the coach were the only ones significant at $p < .01$.

This study indicated that female coaches were experiencing some degree of role conflict. Felder and Wishnietsky (1990) stated that this is an issue that needs to be addressed in workshops, as well as by administrators and teachers. Therefore, any models or programs designed to help educate and train female interscholastic coaches should consider and address this issue.

Kelley (1994) conducted a study on the relationship between stress and burnout in collegiate coaches. This study was an extension of previous work and it had three purposes. Kelley wanted to examine the relationship between gender and time of season on personal/situational variables (coaching issues, gender, winning percentages, social support), stress appraisal, and burnout. In addition, she wanted to “examine the severity

of burnout in relation to established norms, and to examine a path model of stress antecedents, stress appraisal, and burnout dimensions” (Kelley, 1994, p. 49).

Kelley (1994) mailed prospective participants (n=600) a cover letter explaining the purpose and requirements of the study, and asked the participants to return a postcard indicating their willingness to participate in the study. The prospective participants were identified through the 1990-1991 edition of The National Directory of College Athletics. Of the 600 letters sent out, 131 male and 118 female NCAA Division III and NAIA head baseball and softball coaches agreed to participate.

The Maslach Burnout Inventory Form Ed was selected to assess the frequency of burnout in three subscales of personal achievement, emotional exhaustion, and depersonalization. The survey consisted of 22 items, and frequency was indicated on a 7-point Likert-type scale. The validity and reliability of this inventory was established in previous research.

Kelley (1994) selected the Perceived Stress Scale to measure perceived stress. The scale consists of 14 items that ask the participants to indicate on a 4-point Likert-type scale how frequently they had thoughts and feelings of stress, control, overload, coping, and experienced actual stress in the last month. The validity and reliability of this scale has also been previously established.

Kelley (1994) utilized the Coaching Issues Survey to assess perceived stress relating to issues in coaching. The survey consists of 30 items in which participants rated the degree of stress the issue caused on a 6-point Likert-type scale. This scale also has demonstrated validity and reliability in previous research.

Social support was assessed using the 6-item short form of the social Support Questionnaire. This form was designed to assess the participant's number and satisfaction with his/her social support network, but only the satisfaction dimension was included in this study. Kelley (1994) asked the participants to list one to nine people who they perceived as providing the support described in the item. Then they indicated their satisfaction with their social support system for that item on a 6-point Likert-type scale. The validity and reliability of this instrument has been documented.

Kelley (1994) assessed hardiness with the third-generation Hardiness test questionnaire. This questionnaire is comprised of 50 items that examine challenge, commitment, and control. The items are measured on a 4-point Likert-type scale.

The coaches also responded to demographic questions on the Coach Survey. The questions included information regarding age, gender, marital status, years in coaching, years coaching at present position, other professional responsibilities, how long he/she intends to remain in coaching or other responsibilities, religious orientation, perceived time requirements for each professional role, and win-loss record for the current season.

A packet with a cover letter, the Coach survey, MBI Form ED, Perceived Stress Scale, Coaching Issues Survey, Social Support Questionnaire, and Hardiness test were mailed to the participating coaches in March to correspond to the beginning of the competitive season. In May, Kelley (1994) sent out survey packets including another cover letter, MBI Form Ed, Perceived Stress Scale, and the Coaching Issues Survey. Only participants who returned both packets were included in the study.

There were 249 coaches who returned both packets and were eligible to be included in Kelley's (1994) study. Almost all of the participants had responsibilities

outside of their coaching roles. Of the 249 participants, 36% were baseball coaches and 64% were softball coaches. 48% of the participants were women, and most of the coaches were teachers as well as coaches (38%). Some of the coaches served in a variety of capacities (30%), 17% were coaches only, and 15% had one responsibility outside of coaching and teaching. Women were mostly single (78%), but the majority of men were married (82%). Many of the coaches exercised regularly (64%), held a master's degree (56%), and 58% had a Protestant religious orientation.

Kelley (1994) utilized the Pearson product-moment correlation to determine the possibilities of multicollinearity. The results of the correlations among variables indicated that collinearity was not evident. Alpha coefficients were conducted to determine reliability of the scales used in this study. All of the alpha coefficients indicated reliability. A 2 x 2 DM MANOVA was conducted with the personal/situational, stress appraisal, and burnout measures as dependent measures. A significant multivariate effect was demonstrated for gender ($p < .001$) and time of season ($p < .001$), but no significant interaction was found. The post hoc analyses "revealed that females were significantly higher than males on coaching issues, perceived stress, and emotional exhaustion" and that "coaches are significantly higher at the end of the season on coaching issues and the burnout dimension of depersonalization" (Kelley, 1994, p. 52). A one-way MANOVA failed to reveal significant gender differences for hardiness and social support.

Kelley (1994) examined the proposed model separately for men and women. The path analysis for men revealed that of the four predictor variables, hardiness, coaching issues, and social support were insignificantly related to perceived stress ($p < .001$). The

results indicated that “male coaches who were lower in hardiness, had more issues related to coaching, and were less satisfied with social support were higher in their perception of stress” (Kelley, 1994, p. 53). A second step in the path analysis revealed that increased levels of emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment resulted in higher stress perceptions.

The path analysis Kelley (1994) conducted for women indicated that of the four predictor variables only coaching issues and hardiness significantly related to perceived stress ($p < .001$). In other words, women whose results were higher in coaching issues and lower in hardiness revealed higher perceptions of stress. The second step in the path analysis revealed results similar to those of the men.

Kelley (1994) conducted a comparison of MBI means and norms for higher education and the coaches’ results to examine the severity of burnout. The results indicated that coaches were higher than educators in all three dimensions of burnout were. The coaches in this study were classified as being in the moderate to high range of emotional exhaustion and the low to moderate range of depersonalization and personal accomplishment.

In summary, Kelley (1994) reported a higher appraisal of perceived stress for female coaches than for their male counterparts. This result could be as a result of socialization, differing perceptions of stressful situations, or a myriad of other reasons. The model proposed in this study was partially supported. Coaching issues and hardiness were predictors of perceived stress, and “stress appraisal was found to be predictive of all dimensions of burnout for both genders” (Kelley, 1994, p. 55). Coaches in this study also

were higher in emotional exhaustion and depersonalization while being lower in personal accomplishment than others in helping professions are.

Kelley (1994) stressed the importance of examining burnout in coaching across all levels of sport. There is a need for more study in this area in order to help coaches cope more effectively with feelings associated with burnout. The issue of stress and burnout is relevant to collegiate coaching and merits further study.

CHAPTER 3

PROCEDURES

The purpose of this study was to explore and obtain qualitative information regarding why NCAA Division I, II, and III collegiate head tennis coaches enter into and remain in the coaching profession. This section of the study contains information regarding: (a) a description of participants, (b) the rationale for selection of information-gathering techniques, (c) an overview of scheduling for data collection, and (d) the methodology to be used for analyzing and evaluating the data.

Description of Participants

The participants included in this study were men and women NCAA Division I, II, and III head tennis coaches ($N = 6$). Two coaches from each division were interviewed, and the coaches from each division represented one men's and one women's team. All six participants were employees of universities or colleges within the southeastern United States. The coaches were asked to complete a statement of informed consent (Appendix A). The participants were also asked to complete a brief demographic questionnaire to provide the investigator with background information on each participant (Appendix B). After completing the informed consent statement and the demographic questionnaire, the participants chose a pseudonym to be used during the interview process, data analysis, and presentation of results.

Rationale

This investigation only included data collection from NCAA Division I, II, and III men and women head tennis coaches in order to: (a) obtain qualitative information on

perceived motivational influences of these coaches, (b) to examine any perceived motivational differences between the divisions, and (c) to examine or uncover any motivational differences in terms of gender. The general perceptions associated with the NCAA divisions influenced the researcher to include two coaches from each of the three divisions. Due to the lack of qualitative research on motivation in NCAA tennis coaches, a qualitative research design was utilized in this study. The researcher conducted a pilot interview that was audio taped. The pilot interview audio tape allowed the researcher to check the validity of the interview questions and to make any necessary modifications to the interview process.

Two in-person interviews were conducted with each participant to collect data and to allow the participants to review, clarify, and elaborate on the data collected. The participants' interviews were audio taped and professionally transcribed to allow the researcher to examine the data more thoroughly.

Preliminary Work

Pilot practice of interviewing was used in order to develop and refine interview techniques, such as probing for further information without leading the participant, actively listening to the interviewee, recognizing and recalling important themes, and learning to ask non-biased questions. The pilot interviews included having another experienced qualitative researcher review the interview and discuss the results.

A bracketing interview conducted by an experienced qualitative researcher also helped me to identify my personal biases in the questions that were subsequently used in the interviews with the actual participants, as well as uncovering my personal

perceptions. I learned that as a result of my past experience as a collegiate tennis player and current position as an assistant collegiate tennis coach, I possessed personal biases and perceptions formed through my involvement with collegiate tennis. These perceptions included differing levels of job-related stress and pressure to win between divisions, as well as perceptions of differing scholarship and program funding available in each NCAA division.

It was a challenge to remain an impartial interviewer, and not to assume that the researcher understood what the coaches were conveying in their responses to the interview questions. However, the researcher made a conscious effort during data collection and analysis not to allow assumptions or personal biases to affect the outcome of this study.

Overview of Scheduling

The subjects for this study were interviewed twice during summer, 1998. Both interviews were audio taped by the researcher. The participants were asked to choose a place in which to conduct the interview, and the meeting was arranged at their convenience. The first interviews ranged from approximately thirty to ninety minutes in duration, and consisted of the subjects selecting a pseudonym to be used throughout the interview process, data analysis, and presentation of results in order to protect their identity and maintain confidentiality. They also completed a statement of informed consent (Appendix A), the demographics questionnaire (Appendix B), and then answered open-ended questions presented in a semi-structured format (Appendix C).

The second interviews were approximately 20-45 minutes in duration. The participants were given the opportunity to read the transcript of the audio tape from the first interview as well as discuss the summary the researcher presented from the information obtained in the first interview. The participants were asked to verify or clarify any information presented in the summary. At the end of the second interview, the participants were given the opportunity to add to or to change any statements they made in the previous interviews and to react to any questions brought up throughout the interview process.

Evaluation of the Information

The two interviews were audio taped and then transcribed by a qualified transcriber who signed a statement of confidentiality (Appendix D). The researcher then read the transcripts and prepared a summary of each subject's first interview. The subjects had the opportunity during the second interview to read the transcript, as well as validate and clarify the information presented within the transcript and my summary. The transcripts of both interviews were read and re-read to identify common themes across participants. After identifying the themes, I utilized the expertise of a group of three experienced qualitative researchers to validate the thematic interpretation of the data collected in the interview process. I identified and presented five common themes from the transcripts to the group. However, as I discussed them with the group, I realized that only three of the themes were discussed by all of the participants. The other two themes were not discussed or implied by all of the participants, therefore, the decision was made only to focus on the three common themes.

CHAPTER 4

THE PARTICIPANTS

The purpose of this chapter is to provide an introduction to the participants in this study (Table 1). The six participants chose a pseudonym by which they were identified throughout the data collection, analysis, and presentation processes. The participants were collegiate head tennis coaches whose schools were members of the National Collegiate Athletic Association (NCAA). One of the schools was a public university; the other two schools were privately funded colleges. The public university was a large institution, and both the men's and women's programs were funded through the athletic budget and private donations. The two private colleges were smaller institutions, and their tennis programs were also funded primarily through the college's athletic budget and private donations. All of the coaches both played collegiate tennis and had coached tennis for at least three years. None of the coaches have coached any other sport at the collegiate level. All of the participants in this study had similar teaching responsibilities outside of their coaching obligations.

The three women participants, Ashton, Michelle, and Taffy, coach women's tennis teams, and the three men participants, Don, Buster, and Johnny, coach men's tennis teams. Two coaches from each NCAA division were interviewed, and both coaches in each division were employed at the same institution. Collectively, these coaches have won 25 Conference championships, the Division I and II teams have received bids to appear in regional tournaments 4 times, and the tennis teams from all three colleges have appeared in the National Championships 25 times. Two of the

Table 1. Demographics

Participant	Years in Coaching (Range)	Gender	Men's or Women's Coach	NCAA Divisional Affiliation
Ashton	0-5	Female	Women	I
Buster	15-20	Male	Men	III
Don	25-30	Male	Men	I
Johnny	15-20	Male	Men	II
Michelle	10-15	Female	Women	III
Taffy	15-20	Female	Women	II

women have received Conference Coach-of-the-Year awards at least once, and two of the men have been similarly honored at least twice. All of the coaches in this study are Caucasian-Americans.

Johnny

Johnny has been a tennis coach for 17 years and he is the only coach in this study who is currently employed at the institution from which he graduated. Johnny's father and brother have been important role models throughout his tennis career. Both his father and brother are tennis coaches, and Johnny first entered coaching as his brother's assistant coach. Johnny primarily worked with the women's team, but when his brother left the program, Johnny became the head coach of both men's and women's teams. In 1987, he became the men's head coach.

Johnny's father was most likely the strongest role model for him. He repeatedly mentioned his father and how his positive family experiences influenced his decision to coach. Johnny also said, "every experience that I've had really, has been in some way related to tennis". He said that all of these tennis experiences, from family involvement to social development to the benefits of being involved in tennis, have all been very positive influences on his life. His experience with players he has coached was positively relayed to me. Johnny also exhibited a strong feeling of faith and stated that he feels like he has been led by the Lord to be where he is doing this job.

Taffy

Taffy has been a tennis coach for 16 years, and even though she was an assistant coach for men's and women's teams, she has been the head coach only for women's teams. Taffy began her coaching career when she was asked to accept a Graduate

Assistant position in the Physical Education department of the college that she had attended. One of her responsibilities in addition to the Graduate Assistant position was to be the assistant men's and women's tennis coach for the first three years she was at the institution. After the initial three years, Taffy became the head women's tennis coach for the next two years. After a budget cut at that institution, Taffy decided to pursue her coaching career in another setting, so she accepted the head women's tennis coaching position at the institution at which she is currently employed.

She stated that she did not go to college with the intent to get a degree that would allow her to coach, but "the opportunity just happened to be there and so I felt it was just something I needed to do at the time". Taffy is the only one of the coaches involved in this study who mentioned that she was ready to move on to another place and profession. She talked about the pressure that she puts on herself to maintain a very successful program, and the effect that the pressure and the time requirements have had on her desire as well as her physical and emotional ability to continue coaching.

Buster

Buster has been involved with coaching tennis for 15 years. He played four years of tennis at the NCAA Division I level, and then was employed as a country club teaching pro as well as part-time head tennis coach. He did not enjoy the country club setting "because in that situation I was basically a servant, working for others as opposed to being a teacher working with students who wanted to work" (Buster). Buster really enjoys and appreciates his current coaching position because it allows him the opportunity to work with players who understand that they must study, but who also are there because they want to play, and play for fun.

Buster is very happy in his current position because he has the opportunity to work with “good kids” in a situation where he has “autonomy...and we have a more than adequate budget for our team...we’re successful” (Buster). He is also in a position where he is able to have a more flexible schedule which allows him to spend time with his family, which is very important to him. Buster had a very positive outlook on his coaching career and the opportunities it has afforded him.

Michelle

Michelle has been a tennis coach for 12 years, and all of those years have been spent at the NCAA level. She is the only women’s tennis coach in this study whose position is considered part-time. Her part-time status has worked well for her because it has allowed her flexibility with her hours. Michelle said that she likes to be part-time because “I can still have off all summer...I still have the time that I can be with my children, I can come and go as I please, schedule my practices when I want.” She likes the community in which the college is located, and is basically happy with her position.

Michelle received a business degree from the school at which she played collegiate tennis and she was working as a secretary before she accepted the position at her present institution. She decided to coach at this level because the position was open and her husband had accepted a position at the same institution. Michelle indicated that she feels like she is in a very positive environment that allows her to remain very active and involved with her children while still maintaining a coaching career.

Don

Don has been coaching tennis for 26 years. He has been involved with tennis programs at the community, high school, community college, and collegiate levels. He

went to graduate school, and ended up getting into coaching “somewhat by accident...it wasn’t really a conscious choice” (Don). He started a tennis team at the high school at which he was teaching, and eventually moved on to other programs. Don was interested in promoting the sport of tennis, and he did not coach full time until he accepted his present position. Don was hired as the full time men’s and women’s tennis coach, and served in that capacity for eight years, until the school hired a full time women’s head tennis coach.

Don described himself as a very highly self-motivated person. He said that he really enjoys promoting a sport that he loves, and he also enjoys the competitiveness and challenge of coaching tennis. Don thinks “it’s just part of the education experience” and he is excited by and interested in academics and athletics “meshing” (Don). He is responsible for all of his own fundraising, and he believes that he is also responsible for what the team has and how it performs.

Ashton

Ashton has been a head women’s tennis coach for 3 years, which makes her the least experienced of the participants. She was a Graduate Assistant for two years at the school where she played collegiate tennis. Even though she said “I really didn’t know that I wanted to go into coaching” she enjoyed her experiences as a Graduate Assistant coach as well as her experiences teaching club tennis. She was interested in coaching the women’s team at the institution at which she is now employed, and so she expressed her interest in this position to the coach who was responsible for both the men’s and women’s tennis teams as well as to the new Athletic Director. She was offered the job five days after she wrote to the Athletic Director, and so Ashton felt like she “kind of

created her own position” in becoming a full time women’s tennis coach at this institution.

Ashton also is a self-motivated individual, and she believes that meshing athletics with academics is very important. Her players are expected to maintain good grades as well as perform on the tennis court. Ashton has been involved in tennis since she was young, and her father was a role model and a source of encouragement for her throughout her playing and coaching careers. She said that her experiences with tennis were always positive, and she really enjoys teaching and coaching tennis at this level.

CHAPTER 5

RESULTS

The purpose of this study was to explore and obtain qualitative information regarding why NCAA Division I, II, and III collegiate head tennis coaches enter into and remain in the coaching profession. After completing the interview process, the researcher read and re-read the transcripts of the participants' interviews for content that answered the question why these individuals decided to become involved in coaching and why they continue to coach. Three themes emerged through the interview process. These themes included relationships, opportunity to be a role model or teacher-figure, and time demands and flexible hours.

Relationships

All of the coaches involved in this study referred to the importance of developing and maintaining relationships. These relationships involved family involvement, coach-player relationships, and peer associations. This portion of the presentation of results will be subdivided into these three sections. Family involvement seems to have influenced the coaches to enter the coaching profession, whereas coach-player relationships and social/peer associations may influence them to remain in coaching.

Family Involvement

Many of the coaches talked about how their families had influenced their decision to become a coach. They talked about the positive sport experiences they had with their families, and how for some of them, their families were a major reason why they chose to enter the career. For three of the coaches, their coaching careers have affected their family involvement. Therefore, the section on family involvement focuses on family

involvement from the standpoint of family as an influence on deciding to coach, and how coaching has affected the family life of some of the participants.

Johnny said that tennis has always been a big part of his family. His father and brother are tennis coaches, and their passion and love for their jobs greatly influenced him to become involved in coaching. Johnny watched the positive experiences his older brother had while playing at the collegiate level, and he decided that coaching at the collegiate level afforded some great opportunities for the players to develop as people and to learn to form lasting relationships. His family always supported Johnny in his tennis and he said that "this [coaching] is always what I wanted to do".

...Just from the experiences of my family guiding me in that direction...never, ever did they push me in that direction- but just seeing their experiences and what it all meant to them...That's why I got into it....I keep going back to my dad because it's just the love of every day going out and no matter what it is, the smallest detail, the most insignificant thing, perhaps that he does, it doesn't matter. He just loves doing everything. And it's not money driven. It's not power-driven. You know, because coaching, you're not going to make a lot of money, you're not going to get a lot of power.... (Johnny)

Much like Johnny's father, Ashton's father played an important role in her tennis career. She stated that he had always been there for her throughout junior tournaments and collegiate tennis, and has continued to support her in her coaching career. She said about her father:

He'd always take me out to play tennis...It's just kind of real exciting to him that I always stuck with the tennis and all the money that they put into it...the lessons and the tournaments and school...and it's like...Wow, she really stuck with it. Now she's making a life of this and it's like a perfect, it's a perfect fit....And it's like, you know, your, your parents, both of them, are very, very proud of what I'm doing and never dreamt that it would ever happen. But especially my dad. I always call him for tips or advice for this and that with what's going on with the team with the girls...It's just really neat that it's all happened this way and I guess I like having my dad proud of me and really excited for what I am doing. (Ashton)

Taffy's father influenced her decision to coach in a different manner, and she discussed the advice that he gave her.

I never had a dream of coaching. My dad coached and I saw what he went through and he was totally against...I mean, he did everything, but my brother and I coached. He said, you know, "don't go into coaching". You know, don't do it. I mean, not that he ever said don't do it, but we saw what he went through and I'm sure he thought, "How in the world did they ever want to do this?". But I guess I was always around sports and I love sports, all kinds of sports.... (Taffy)

Michelle's family also played a role in her decision to coach. She is one of seven children in her family, and she credits her motivation to "stick out" and be successful to working hard to distinguish herself from others. Michelle said:

I came from a family where I had a lot of brothers and sisters who also played tennis as well as other stuff. Tennis has always been a big part of my life. I really enjoyed it.

Don and Buster described a different type of family involvement. It is still a positive situation for Buster, because his coaching career allows him to spend more time with his family. He is happy with his career and the flexibility of hours that it offers, as well as the divisional level and institution at which he is employed. He stated that he felt, if he was at the Division I level or at a different institution, his family life would be different.

I feel that if I were coaching at the University of Tennessee, the only way that I could be successful would really be to put in some long days...making a lot of recruiting efforts...travelling a lot, being away from my family...total devotion to my program.....You look at a basketball coach like Rick Patino. That's why he's successful. He's willing to sacrifice all those things. In my life, I'm not willing to do that. My family, my children would come first and this is a situation where that works, and so maybe that's why I like this level. (Buster)

Don's coaching career did not have a positive impact on his marriage and family. He said that for him, coaching and tennis can be all-consuming. Don said the fact that sometimes he could not get away from his coaching and tennis responsibilities was:

Part of the negatives, too. You know, I've been through a divorce. And part of that's tennis, probably. You know, coaches' wives and all of those stories. You've got to have support and...you know, a wife that didn't really understand all of that, had made the joke that [if] she were reincarnated, she would come back as a tennis racquet, you know....See more of me that way...but she didn't understand, you know, we just had such a totally different interests that she didn't really understand the tennis and the coaching and it was kind of an infringement on our time....And then I thought I was doing a pretty good job...Being a husband, probably I didn't understand all about that. So...I was away a lot, and gone...and I think she talked to my girls about that....I remember when my oldest daughter was about 7 or 8, I think she heard her mom talking about me being gone, teaching tennis all the time. And she said, "Dad," you know, "just kind of don't mention tennis and you'll be fine." You know, she....she'd gotten all these negatives about tennis, so I mean that's...she's never learned to play. But my younger daughter did, but did not play with her father. So they probably had negatives there. And just getting so involved with it, and not...not understanding maybe what it was doing to that relationship. (Don)

Coach-Player Relationships

Of the six coaches, Taffy talked the most about the value she placed on the relationships she enjoys with her players. Taffy specifically talked about the one-on-one relationship that is inherent in coaching tennis:

Coaching tennis...you do deal with the players one on one a lot more than you do if you're coaching a team sport. So, I think you get to know the players a lot better and individually, and I think you do form a relationship, a friendship. And, yeah, that's pretty much how I've always related to my players. And I think the relationship and the bond the team has and the bond I have with my players, you know, when they graduate, then we're on a friendship level. (Taffy)

Taffy went on to discuss that she begins to form the desired relationships with the players when she initially recruits the players.

Day in and day out, they are the reason I come to work. It's not to sit in the office, it's not to see our names in the paper or have somebody say, hey coach, good job. It's those players. They are my family and they are why I am here. And I make sure I have, when I recruit, good people. I don't necessarily go for good tennis players. I go for good people and people I know I can be around day in and day out because we spend an awful lot of time together. And if it's going to be a troublemaker, I don't want anything to do with them...And you know, I

have a bad day or come in to the office and things don't go well, they know it, and they, and I tell them, you know, going to practice or being around them, that's why I'm here and they are what gets me out of the bad mood or they know I've had a bad day, they help me get through it. We're one big, happy family. We stick together and support each other and that's why I do it. (Taffy)

The main reason Taffy has remained in coaching is because of the relationships she has with her players. She stated that she "...could leave today and never probably speak to another person here, but those girls. That's why I'm here." (Taffy). As the previous statements demonstrated, she places a high priority on her relationships with her players.

Taffy was not the only coach who voiced strong opinions about the relationships they have with their players. Johnny talked about how important the relationships were that he formed during his collegiate tennis career. He feels like this is an important developmental period in a person's life and he wants to be involved in building relationships with people and encouraging his players to form and maintain relationships that will last beyond their college years.

...I do want relationships. I don't want to be buddies with my players, you know, not necessarily buddies, but I want them to be able to come in here and talk to me and, you know, if they have a problem they know that they can come in here. If they have a concern, they know they can come in here and talk to me and, you know, it's that kind of relationship...I want to develop the kind of team where the players want to give because they know they're on a special team and they know that I give them that effort and love and so they're going to just return it...There have been a number of cases where you give of yourself and you know, you don't get it back, but that's unimportant. I mean, I'm doing this because I want to do it. You know, I'm going to give to every single player that comes in here, and if they give back in return, that's great. If they don't, that's fine. That's all a part of it. But in most cases...when they see what kind, what kind of program this, you know, we have here, and they see the relationships, then they'll want to become a part of it. And they're willing to give and give and give. (Johnny)

Michelle also talked about how important her players were to her. She said that these athletes were the most rewarding aspect of her job, and "...sitting in an office is not

what it's all about. It's being with the players, travelling with your players, and coaching those girls. All the other stuff is unnecessary." Michelle wants to bond with a team that is comprised of good players who want to work hard. She really enjoys being with them and watching them mature and grow over the four years they play on her team. Michelle places a great deal of importance on trusting her players, and earning their trust in return.

I think you have to have some trust in each other and some faith in each other, and...me- also be able to trust me. To know that what I'm doing, I'm doing in their best interest. I'm not doing it to try to hurt them in any way. I'm not trying to use them in any way...It is one sport I think a lot of times players go out and just get used. I don't want them to ever feel that way. You know, whether they win or lose is...is not my goal for them, I guess. They're out there doing the best to their ability. That's all I can ask of them. That's all their teammates can ask of them. (Michelle)

Ashton said that the most rewarding aspect about her job are the relationships that she has formed with her players. Ashton formed many positive relationships through her tennis experiences, and she is very concerned that her players have the same opportunities.

They're my girls. I've recruited them. I feel like they're mine. They're a part of me. It's just forming a relationship and always having that relationship with someone...seeing them grow from their freshman year and seeing the change that they go through. I'm a very emotional, sensitive, tender-hearted person. And they know that they can come and talk to me...It's just the love that you form between you and your players. (Ashton)

She understands that not everyone is going to get along perfectly, but she says the very least she expects from the players is for them to respect one another and to work hard for each other on the court.

Don said , "...the relationships with the players...was what really got me into it."

Later in the interview, he spoke of the relationships he felt he ought to have with his players.

I think it's people who are the most important part of this whole equation. I think relationships with players helps you to motivate them...or helps you attract players to your program in the first place. I think how they're treated, as individuals, has a lot to do with how they perform, whether they recommend your program to their friends...I think I place a premium on people and relationships I recruit people that I want to spend time a lot of time with. I don't recruit jerks that are good tennis players, that I don't want to have anything to do with. Because I've seen a lot of coaches that have gotten great players, and they don't speak to each other...Let's enjoy our relationship. That doesn't mean that everything is always hunkey-dorey, and we don't have standards...but I think if you treat...if you let your players know up front that you have certain expectations, and that you want them to be good people first, and good players second...they pick up on that. (Don)

All of the coaches interviewed felt very strongly about providing their players with a stable and positive player/coach relationship. Some of the coaches described how rewarding it is for players to return to visit after they graduate. In particular, Buster said that one of the most rewarding parts of his job was "just dealing with your kids on a day to day basis with...even when they graduate...helping them find jobs, trying to talk about what they're going to do...". (Buster).

Johnny discussed the importance of his players leaving with a positive feeling for the program and for their collegiate tennis experiences. For him, "more than anything, ten years from now, they'll [coaches] still have a relationship with the player on their team, and they'll have that for the rest of their life". Johnny feels like one of the most important components to having a successful team is that his players

...all accepted who we were and we dealt with it. You know, even though there were some things maybe some people didn't like the kind of music certain people listen to and all...But you know, all of those little things we accept, and we accept each other as they are. Because we know that we are part of a special group and that makes...that makes all the difference. (Johnny)

Social and Peer Relationships

The coaches discussed the role that tennis has played in their lives in terms of the people that they have met as well as the places they have visited. They credit many of their friendships to their involvement in tennis and coaching. Some of the coaches talked about the relationships they have formed with people in the community through coaching and teaching, and how those relationships have affected their lives.

Don talked about how coaching and being involved with tennis have given him some friendships he probably would not have cultivated without his coaching career.

It's part of what I do....Just meeting great people, and enjoying things together....It's given me an opportunity to work with a lot of really good colleagues, you know, other coaches that I have a lot of respect for. (Don).

The relationships that Taffy has formed through tennis are meaningful to her. She said, "....I've met a lot of people, have a lot of good friends in coaching and I wouldn't trade that for anything."

Ashton described the relationships she has formed by being involved in tennis, and that tennis has, over the years, provided her with some great travel opportunities.

Every friend, every relationship that I can look back on, it's evolved somehow through tennis. Whether it was in juniors playing the tournaments, whether it was playing adult tournaments, whether it was in the summers, going up to Rhode Island, to Davidson College, to different areas to teach camps, and work in, you know, pro shops. So everyone I feel like that I know or am related to somehow, has been through tennis. I just feel like I've had.. a lot of tennis has, just taken me places that I've.. may or may not have ever been. All over the United States, and over to Bermuda. I just feel like I've seen the Northeast, up in Rhode Island and New York, and I've been up to Minnesota, when I played for junior college. I've been out to California, to Florida, to Texas, to Alabama, Colorado. You know, I've been places all over the.. I don't know if I were in another profession, or working, you know, at a desk 9 to 5, that I would ever have experienced these places and met all these people..." (Ashton)

For Johnny, tennis has always been a social anchor. His family moved around when he was younger, and he used tennis as a basis for his social life. Johnny said that tennis is how he “.....reached out to people.....developed my friendship base.” He went on to say that tennis and coaching have

...certainly been a way that I have developed friendships and you know, my lifelong friends here, lifelong friends are the ones that I still have. So, yeah. I mean, I think it's been great for me in all those areas. (Johnny)

Michelle and Buster did not refer to the social and peer relationships in the same manner as the other coaches. For Michelle, coaching has been a way for her to remain active in tennis. With young children, it is difficult for Michelle and her husband to play tennis like they used to. She said that “at the beginning it [coaching] was...great”, but now because of her children it is more difficult for them to go off to tournaments because they have to schedule sitters to take care of their children. Therefore, she and her husband no longer play the amount of social and recreational tennis they used to.

Buster did not specifically address social or peer relationships, but he did talk a little bit about why he thinks other coaches might not be motivated to continue coaching. He has formed some relationships in which other coaches confided in him about their careers.

I can understand why there would be tennis coaches that wouldn't be motivated to continue based on salaries and benefits, and I deal with a lot of coaches that teach physical education classes and things, and something else on the side. (Buster)

Opportunity to be a Role Model or Teacher-Figure

Being a role model or teacher-figure is an important factor in why these coaches remain in the profession. The coaches discussed their desire to encourage players to demonstrate excellence both on and off the court. This portion of the chapter is divided

into two sections. The first section, instilling life values, refers to the coaches' perceived ability to instill in their players certain positive life values. The second section, academic achievements, discusses the coaches' goals and expectations for their athletes.

Instilling Life Values

Several of the coaches discussed the types of lessons they desired for their players to learn from their tennis experience. These coaches wanted to demonstrate and teach their players certain lessons they could use throughout their lives. Some of these lessons or values were striving to be the very best person possible, instilling a sense of integrity and responsibility, as well as forming relationships and developing communication skills.

Buster worked as a tennis pro at a country club before becoming a collegiate coach. He wanted out of the country club setting "because in that situation I was basically a servant working for others as opposed to being a teacher working with students who wanted to work." Buster perceives himself as a teacher/coach and he stated, "I'd say that this is probably what I always set out to do, and am cut out for. I think I'm a good teacher. And so that's what I do. I teach." Buster also indicated how important and rewarding it is for him to see his athletes strive for excellence. It is important to him for his players to be the best they can possibly be in the situation at hand.

When I see them being married, or see them with kids, or..just to see how their lives turned out, to me that's the most rewarding thing....Success is much less important to us than excellence, and that is excellence in doing the best that you can do, controlling what you can control. (Buster)

Taffy seemed to feel similarly about her role in helping athletes become better people as well as helping them prepare for life after college. She feels very strongly

about her players being “good” people, and she strives to teach and give them rules that will aid them in their lives. One of the goals she has for her players is for them to leave her program as stronger and more responsible people.

Probably the most rewarding is seeing the players develop as tennis players, but also as people. Because I’m big on right and wrong, good and bad, and making the players be that also. You know, making, trying to make them good people and trying to teach them things that they’re going to have to deal with in life. I’m probably more concerned about them as a person than I am as a tennis player.
(Taffy)

Johnny also talked about the role a coach plays in leading a team.

I think what a coach can do is provide opportunity and it’s up to the players to do the effort, you know, to supply the heart and the effort behind it. Of course we do, too.... Tennis, in itself, the sport, the challenge, is what you have. You know, you see, you get the opportunity to see somebody grow up. And I think it spills over because being an athlete, and in our case, tennis, you know, so much that they can learn about themselves, and you really get the opportunity to see a lot of growth in an individual. You know, coming in their first year and struggling and learning each particular match. I mean, there’s so much teaching involved. Okay? And I guess, being a tennis coach, I enjoy that teaching....I’m responsible for how I perceive things...how I act, the decisions I make. And if something isn’t within my control, I’m responsible for how I react to it, so I guess everything comes back to my own attitude. So if I don’t like something about something, that’s my problem. And that’s what I stress to the players a lot, you know, because when they come in here as freshmen and sophomores, it’s “Oh, I’m tired, the schedule, my professor.” Well, if you can do things to change that, then work on it, If you can’t, then you have to accept that and in your mind you will have to deal with it. (Johnny)

Ashton feels like part of her responsibility as a coach is to show her players that she is not only a good tennis coach, but that she is a good person as well. She indicated that she thought there are opportunities for coaches to teach and demonstrate positive interactions by the relationships coaches form with other coaches and people in the community.

“We’re then teaching our players the communication skills, you know, forming good relationships, how to be honest, how to be true with people. And they

learned a lot, you know, from the coach, and the coach being the role model and setting up, hey gosh, you know, not only are they a good coach, they're also a good person. They're also, you know, showing us how to, how to learn, you know, for future experiences. (Ashton)

Academic Achievements

Part of being a coach involves teaching players how to prioritize and set goals.

One of the areas that these coaches placed an emphasis on prioritizing is in academic achievements and in contributing beyond the tennis court. Several of the coaches talked about what they expect from their players off the tennis court, be it academically or in other aspects of their lives.

I probably expect a lot from them, and probably sometimes more than I should and some players maybe more than others. And I learn what makes them click and which ones I need to talk to and which ones I need to stay away from. But when they're not doing what they should be doing, what I so, I just, I mean, not just as a tennis player, but as a coach and in classes, also, I get on them. I say something to them, like, you know, and sometimes they don't want to hear it. Most of the time they don't want to hear it, but they hear it anyway. You know, listen to me now and hear it later or think about it later and whatever, but..and usually when they're not succeeding and not doing as well as I know they can, just getting, just talking to them and sitting them down...making them see it a lot of times. A lot of times they just, I guess if they, if you don't talk to them, they think you don't care. So, a lot of times you just talk to them to let them think you care and then they're fine. So, and knowing...that they could do better than what they're doing and you say something to them and then, yeah, then they realize and say yeah, you're right or you know, let's do this, and it comes out the next day and they do it. (Taffy)

You expect them to be good students, and what's important after tennis is as important, or more important, than the tennis itself....I think it [tennis] is just part of the education experience. I mean playing tennis at this school is part of getting an education. And I think if you keep it in some perspective, that this is just a part of these players becoming whole people, at being contributing members of the community, of their community down the road, then you know winning and losing a match is not the ultimate thing in life. (Don)

A few of the other coaches talked about academics in a little different light. Most of their players are academically self-motivated and they take pride in the fact that their

team is successful athletically and academically. When asked how she would define success off the court, Ashton described her team's academic achievements.

I'll just kind of brag a little, from the standpoint of academics our academics with the team have jumped tremendously. In the past two years we have been ..for the past four semesters we've been .. of the sixteen varsity sports, we've been number one. At the top of the GPA, this season we ended up with a 3.589, I do believe....I mean success off the court definitely is in the classroom and that's where their number one priority is, and they've done a super job. Like I said we finished first among the 15 or 16 varsity sports...and have been recognized the ITA [Intercollegiate Tennis Association] All-American Academic team. And have had some individuals, you know, individually be Academic All-Americans. So I guess success, you know, off the court is definitely with the academics. (Ashton)

It's the whole, the whole picture I guess of coaching. Being able to work with individuals, being able to help them grow as a tennis player, and you know, I can't help them academically that much. I can help them learn how to study, how to budget their time, you know, so many things at this point in their life that would help them, you know, move on and perhaps be, help them be successful at whatever they want to pursue afterwards. (Johnny)

Michelle and Buster explained that academics are an issue for athletes to be able to be admitted to the school in the first place.

Actually, if most of the people that come here, are motivated academically first and I've never had anyone, obviously, have to drop out of school because of academics. And I think maybe I've had maybe two people say "Oh, I can't do it-school and tennis", but I really think that -that was an excuse because they probably wanted to party more. And if you looked at their grades later on they didn't improve, and so academics, really, that's really, that's never been an issue at this level... (Michelle)

The players play because they want to play, play for fun. They've been told they have to study....I've got good kids that want to play tennis, and want to come to school....This is a great environment. It's not like I'm trying to sell a used car. I mean I do enjoy the fact that we have something good here to offer. I think if I were in a situation where the school was not so good, it [recruiting] would be even more difficult for me, but in- in our situation with no scholarships, trying to find good students, trying to find players that have to be very good students...it's an extremely difficult situation. (Buster)

Being a role model or teacher-figure is a part of why these coaches decided to enter and remain in the profession. They have a passion for aiding their players, and that passion is also evident in the hours that they are willing to spend tending to matters concerning tennis and their players.

Time Factors

All of the coaches talked about the hours that are required of a tennis coach. They discussed the benefits of flexible hours and the time demands of this profession.

Benefits of Flexible Hours

Michelle and Buster talked about how positive it is for them to have flexibility in their hours. When Michelle was asked why she continues to coach tennis, she replied:

Well, first of all, because I do really enjoy it; second of all because of the flexibility. Because they [the school] never did make me full time. So I can still have off all summer, you know, I still have the time that I can be with my children. I can come and go as I please, schedule my practices when I want. And still have, you know, I'm a mother but still have that job that I like, and I enjoy.... It has turned out to be everything I did want in a job; the pay is not great. It isn't that much. But I wouldn't trade the pay for hours. I wouldn't want a full time job, and get more pay. I don't want to put in those hours. (Michelle)

Buster also discussed the flexible hours, and he thinks his life would be very different if he was involved in another profession.

I guess the comparison would be the folks I see and have a typical 9 to 5 job, or more.... Our hours are very flexible, we have three young children. And for me to be able to go home and be with them...that's what I enjoy about coaching. Basically the hours. So I mean the fact.....that we can live in a nice community, that we...that I'm not leaving my children at 8:00 every morning, and not seeing them until 6:00 that night, to me that would keep me in it forever.... But, you know, it's a game. And if it's not fun, if I'm not having fun, then it's really not working. I'm not.. that's probably one reason I don't want to wear a coat and tie every day. And work 9 to 5. Because I enjoy tennis playing. That's a great motivator. (Buster)

Like Buster, Don mentioned that he did not think that he was cut out to be a 9 to 5 office

person.

I'm not a 9 to 5 office person. Although, you know, when you get as many things going as you seem to do, with all these fund-raising things, and I try to go to some of those, and so it is not 9 to 5. It's like 6 AM til midnight. You know. But, but it's all related, it's not like work. You know? It's not really work.... It's part of what I do.... I don't dread going to work, and you know, and I do some private teaching, but only, only when I want to. If I want to teach an hour or two, I do. I'm not out there ten hours a day feeding balls, you know, baking my brains or whatever...like a lot of tennis pros, you know? (Don)

Time Demands

Coaches are sometimes required to work long hours preparing for practices, matches, or supporting their players. These time demands affect the coaches differently. Taffy discussed the time requirements of a tennis coach in a little different light than Don and Buster. She emphasized that even though the hours may be "flexible", it does not mean that she works fewer hours than someone with a 9 to 5 job.

I give my 110% of myself seven days a week, twenty-four hours a day, all year....The negative now, for me, is the travel and the long hours, because with the way classes are run here, like, I come to work early in the morning and teach classes. I'm here all day and then we start practice at 4:00...and I may only have two or three [players] and then I have three or four more at 6:00. So, you're looking at sixteen hour days, seven days a week, from January to May, middle of May, and from September 'til December. I mean, from September 'til May, basically. It's a seven day a week job, twenty-four hours a day, because I'm on call. If one of them needs me during the night, I'm on call and I'm there. That's where my mother instinct comes in. Sometimes I'm their mother. But, the time that is involved, you know, to me that is a negative.... And travelling, yeah, it is very tiring and a lot of times it really gets old. But looking back, I've seen places and been places I would never, ever go had I not been coaching. So, you know, yeah, I gripe and complain. Everybody does, you know, and it's torture and all this stuff, but there are, you know, I'm sure that's with every job. Goods and bads, pluses and minuses. (Taffy)

Ashton had also mentioned that coaching tennis is not a 9 to 5 job. She discussed how some of her other coaching responsibilities, and the time she has to spend on them, sometimes takes away from the time that she could spend concentrating on her team.

Ashton says that she spends “60, 70% of our time out fund raising and raising money for the program so we can meet our budget needs”. She said that even though her fund-raising is successful and enjoyable, she feels like “I need to be in the office, you know, making the phone calls, worrying about the players and the program....We need to be coaching. We need to be recruiting...”. (Ashton)

Johnny also talked about the travel and time demands in respect to how he thought it might be different coaching at a different level.

And now that I have a family, some of the things about being at a Division I level maybe aren't as intense. Maybe the recruiting isn't as intense, and maybe I don't have to spend as much time out on the road, away from my family. The schedule perhaps is not as demanding- that we don't have to travel as much. Although, I take that back, because this year we went over 6,000 miles with travel this year. So I was gone quite a bit. (Johnny)

Summary

Three major themes emerged from this study on what influences collegiate tennis coaches to enter into and remain in the profession. These themes were relationships, opportunity to be a role model or teacher, and time factors. Sub-themes were also identified. The relationship theme was comprised of family involvement, coach-player relationships, and social/peer relationships. The coaches all mentioned that relationships were the main reason why they entered the coaching profession. They share a passion for people, and tennis is a tool that they utilize to establish relationships.

The opportunity to be a role model is another important factor for these coaches. This factor may be more related to why these six coaches have remained in coaching than to why they entered the profession. All of these coaches, irrespective of NCAA division, are involved in some sort of classroom teaching, as well as the teaching that takes place

on the tennis court. The coaches feel strongly that playing tennis on a collegiate team is an opportunity for their players to learn some lessons that they can use throughout their lives to become positive, contributing members of society. These coaches try to set a positive example for their players, and to provide them with an environment in which they can learn life skills like responsibility, prioritizing, commitment, and hard work.

Coaches are faced with many decisions concerning time. There are many responsibilities that must be completed, such as paperwork, recruiting, fund-raising, and being available for their players. Some of the coaches indicated that part of the reason why they remain in coaching is because of the flexibility of hours that coaching allows them. None of the coaches described themselves as “9 to 5” people, and some of them do not mind the long hours year in and year out. However, for others, the long hours and time required to travel with the team and to recruit seems to be a little more difficult. They all spoke of time as a precious commodity, whether it is spent with their families or preparing for the next match or season. The coaches voiced some negatives about being involved in coaching, such as the time demands and the fact that they do not always have the positive relationships with their players that they desire. However, they remain involved in coaching because, for them, the positives outweigh the negatives.

CHAPTER 6

DISCUSSION

The purpose of this investigation was to obtain qualitative information regarding why NCAA Division I, II, and III collegiate head tennis coaches enter into and remain in the coaching profession. A qualitative methodology was utilized, in which the researcher used open-ended interviews to collect data. The participants were six collegiate tennis coaches who represented the three NCAA divisions. One men's and one women's coach from the same institutions completed the interview process.

The review of literature presented previous research discussing primarily why coaches choose to leave the sport or why they burnout. There was not much previous research focusing on why coaches enter into and remain in their sport. Therefore, the researcher had to utilize the small amount of information regarding why coaches enter into and remain in coaching that was presented in the burnout literature.

Three main themes emerged from the coaches' interviews. These themes were relationships, opportunity to be a role model or teacher-figure, and time factors. This chapter discusses how these themes relate to each other, and do or do not relate to the information contained within the review of literature.

Relationships among Themes

The researcher found it of interest to note that the three themes that emerged in this study are all inter-related, and it could be argued that these are inherent factors in the nature of the sport and career. The primary reason these coaches entered into and remain in coaching is for the relationships that they have formed either through family involvement, or with players and peers. This theme was consistent across divisions and

genders. All of the coaches stressed the importance of the relationships they have formed through their coaching careers. The coaches talked about the opportunities that they have had, i.e., to travel and to meet people through coaching. They discussed their lifelong friendships and the opportunities they have had to cultivate those friendships. Only Michelle and Buster did not specifically address any opportunities that coaching had given them to travel or to meet people.

In contrast, all of the coaches identified the opportunity to be a role model or teacher-figure as being important in remaining in the profession. Being a role model or teacher-figure is definitely an example of a relationship. Without some level of a relationship, or at least trust, the opportunity to be a role model or teacher-figure would not exist. As Taffy stated, tennis is an individual sport that allows one-on-one relationships to be cultivated. Some of the other coaches discussed the ability they have to help these players become successful people. For those coaches, the opportunity to set an example and be a role model for the athletes is definitely part of why they coach. Important to these coaches is stressing positive life values, such as striving to be the best possible person, developing integrity, relationships and communication skills, as well as academic excellence.

Academic achievement is the only area where there were any noteworthy differences among divisions. Buster and Michelle, both Division III coaches, stated that academics are a non-issue for them because their athletes are motivated to study first and foremost. Ashton (Division I) also mentioned her team's academic accomplishments. The other three coaches encouraged their athletes to maintain high academic standards.

Even though none of the coaches placed the most emphasis on winning, all three of these programs are very successful. They focus on helping to prepare their players for life after college and tennis. Even though relationships may have been a deciding factor in why these individuals entered the profession, relationships also influence why they remain in coaching.

Being involved in this profession also requires that coaches sometimes spend time working with players or preparing for matches and seasons that would not be spent in a more traditional job. However, it is through this flexibility of time that the coaches and athletes have the opportunity to develop relationships that are more than superficial. Without the time factors inherent in coaching, there would not be the opportunity for the cultivation of these lasting relationships. Michelle, Buster, and Don all enjoy the hours that are required of a tennis coach. For Michelle and Buster, the flexible hours provide an opportunity for them to spend more time with their families, but also allow them to have relationships with their players. Johnny (Division II) appreciates his situation because he believes that at the Division I level, he might have to spend more time away from his family recruiting and travelling. Buster (Division III) also mentioned that he thought he would have to spend more time totally committed to his program if he were at a different division. Don (Division I) understands that unusual hours are part of the nature of being involved in collegiate sport, and he enjoys those hours because he is not a 9 to 5 person. Ashton (Division I) spends the majority of her time doing job-related tasks not related to actually coaching and spending time with her players. She would like to have more time to spend on her players and meeting their needs rather than the financial needs of the program. For Taffy (Division II), the time demands are less positive. She

puts in many hours a day, and she feels like even when she is away from the office or courts, she is still on call for her players. However, all of these coaches are willing to give of themselves sometimes without reward or recognition in order to help their players be more prepared to deal with life situations.

In conclusion, the purpose of this study was to explore and obtain qualitative information about why collegiate head tennis coaches entered into and remain in the coaching profession. This study revealed that across divisions, coaches entered into this profession as the result of relationships, be they family involvement, coach-player relationships, or social/peer relationships. These coaches have remained in coaching also as a result of the relationships they have formed throughout their career, and they enjoy the opportunity to be a role model or teacher-figure to their athletes. Academic achievements and instilling life values is important to these coaches. They want for their players to walk away with more than a diploma and four years of tennis under their belt. Even though the hours can be very demanding and long, these coaches are willing to sacrifice their time in order to promote the sport of tennis as well as to encourage and support their athletes.

Relationship between Literature Review and Results

The researcher believes that the themes the coaches presented as being factors influencing why they entered and remain in the coaching profession are of an intrinsic nature. The three themes described behaviors that were not necessarily driven by the need for extrinsic or tangible rewards. All of the relationships, opportunities to be a role model or teacher-figure, as well as the time factors were not self-serving. These coaches genuinely seemed to care first and foremost about their players' well being.

Pastore and Meacci (1990), Pastore (1991), and Weiss and Stevens (1993) conducted studies that focused primarily on coaching women's sport. These studies examined the motivation and attrition of female coaches, as well as identifying methods to recruit and retain female coaches.

Pastore and Meacci (1990) identified six methods that might aid in the recruitment and retention of female collegiate coaches. They found that the most effective strategy for recruiting and retaining female collegiate coaches was for administrators to become actively involved in recruiting female coaches. The present study did not support or refute Pastore and Meacci's findings; however, it would be interesting to examine the relationships that exist between the administration and coaches involved in the present study.

The results of the Pastore (1991) study indicated that the main reason that these coaches entered the sport was to continue their involvement in competitive athletics. Three other reasons were for the opportunity to work with advanced and motivated athletes, to aid female athletes in reaching their potential, and to become a role model. In contrast, this present investigation examined why coaches enter and stay in, rather than leave, the coaching profession. The coaches in this study emphasized the relationships they have with their players rather than the continuation of their involvement in athletics. However, this study is similar to the Pastore (1991) study in that the six collegiate coaches wanted to help their athletes strive for excellence. Another similarity is that one of the factors that influenced coaches to remain in the profession was the opportunity to be a role model or teacher-figure. It is also noteworthy that the Pastore study involved only NCAA Division I coaches whereas this study included coaches from all three

NCAA Divisions, and the findings of this study only partially support the findings of Pastore (1991).

Weiss and Stevens (1993) conducted a study in which discovering the costs, benefits and satisfaction in coaching were the purposes. The current and former female coaches open-endedly identified factors that influenced their decision to enter the coaching profession, as well as reasons they might choose to leave their coaching careers. Responses to the question of why enter the profession of the participants in the Weiss and Stevens study was somewhat similar to the responses presented by the participants in the present study. Both groups mentioned the opportunity to be a good coach and role model; however, the participants in the Weiss and Stevens (1993) study identified love of sport as the main reason they entered the coaching profession. The coaches in this study identified relationships as the dominant reason why they entered the profession.

The previous research focusing on burnout and role conflict in coaching (Caccese and Mayerberg, 1984; Hart, Hasbrook, and Mathes, 1986; Felder and Wishnietsky, 1990) emphasized gender differences. These studies revealed that female coaches have reported higher levels of burnout than males, and females have tended to leave the profession as a result of perceived stress and role conflicts as well as perceptions that they are no longer effective coaches. The present study did not examine burnout or perceived stress, or role conflicts, and did not reveal the same degree of differing motivation between the genders. The only coach to mention burnout was a female coach, Taffy. Don, who has coached for more than 25 years, mentioned that he might consider leaving coaching in a few years, but it would most likely be as a result of wanting to try a different career. The rest of the coaches indicated that they were very happy with their current coaching positions.

Conclusions

Based on the results of the interview process, the following conclusions are offered.

1. These coaches entered the profession because of relationships. These relationships included family, coach-player, as well as social and peer-oriented relationships. The relationships were also a determining factor in why the coaches remain in coaching.
2. The opportunity to be a role model or teacher-figure was also an important factor for these coaches. This opportunity may have influenced the coaches to enter into the profession, and it definitely is a reason for the continuation of their coaching career.
3. Coaches must deal with time factors. For some of the coaches, the flexibility of hours is a positive factor explaining why they remain in coaching. For other coaches, the time demands of the job are a disadvantage and have negatively affected their personal life.
4. There were not any notable differences in motivation between the genders. Both men and women identified the three themes, relationships, opportunity to be a role model or teacher-figure, and time demands or flexible hours, as the main factors determining why they entered into and remain in the coaching profession.
5. There were not any motivational differences among the tennis coaches of the three NCAA divisions. These six coaches entered into and have remained in coaching for similar reasons.

Implications for Future Research

There is a need for more qualitative information regarding why coaches enter into and remain in the coaching profession. The review of literature demonstrated that there is a lack of female coaches, and more research is necessary before a determination can be made as to why females are not entering or remaining in tennis. Two of the three women's coaches in this study were very happy with their present coaching positions and were in what they perceived as a mostly positive environment. Taffy was the only coach in this study who verbalized any desire to leave the profession in the near future. As demonstrated in the Weiss and Stevens study (1993), one of the factors that might have influenced these coaches to enter into the coaching profession was love of sport or of competition. This could be a major factor in why coaches would enter the profession, but a majority of the coaches in this study did not emphasize it. Only Don and Johnny discussed their love of the sport, and Michelle was the only coach to talk about the pleasure she received from watching her athletes compete.

There were two other factors, success and lack of recognition that may influence a coach's desire to enter into and remain in the profession. Several of the coaches talked about their definitions of success in terms of coaching tennis, and it would be interesting to examine whether those definitions are based on intrinsic or extrinsic motivation. Even though some of the coaches did identify some factors that they perceived as success, there was not enough information to warrant including this factor as a theme or sub-theme.

Lack of recognition was an issue for Don, Taffy, and Michelle. It is interesting to note that this concern was not limited to one gender. More research is needed to

determine whether lack of recognition and publicity is a result of tennis being considered a minor sport, or whether there are gender discrimination issues to be examined.

There is also a need for future research that might uncover any gender and racial differences in what motivates coaches to enter into and to remain in the coaching profession. The sample size for the present study was small, and there was not cultural diversity within the participant pool. A more in-depth study including cultural diversity and a larger sample size might uncover other factors that would influence a decision to enter into and remain in coaching.

The present study is not intended to be an all-inclusive report on what motivates coaches to enter into and remain in the profession. However, the data presented here is a valid base for future research on coaching motivation in terms of entrance into and remaining in the coaching profession. It is the hope of this researcher that the data and results from this study pique the interest of other researchers who are interested in discovering why coaches at any level are willing to give freely of themselves to promote a sport and the athletes involved in it.

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APPENDICES

APPENDIX A

INFORMED CONSENT

Title: Motivational Influences on Coach Involvement in NCAA Tennis

Purpose: The purpose of this thesis study is to explore the perceived motivational influences of collegiate tennis coaches. In other words, the purpose is to determine what factors influenced you to enter into coaching tennis at this level, and what influences you to continue coaching at this level. Your participation in this study will consist of two interviews that will each last approximately 45-60 minutes. During the first interview, you will be asked to choose a pseudonym to be used during the interview process, data analysis, and presentation of results in order to protect your identity. You will also be asked to complete a demographic questionnaire that will ask for information about your coaching history. After completing the demographic questionnaire, you will participate in an oral interview that will be audiotaped. The second interview will provide you the opportunity to review the transcript and summary of the first interview. You may choose to verify or clarify any of the information from the first interview. You may choose to skip any of the questions presented by the researcher, and you may choose to end the interview at any time.

Confidentiality: Your identity and any information you provide will remain confidential. The researcher will be the only person with access to any of the written or verbal information provided. The audio tapes of the interviews will be transcribed anonymously, and the audio tapes will be kept in a locked filing cabinet. The transcriber will complete a statement of confidentiality, recognizing that he/she may not reproduce or share any information contained within the audio tapes. At the conclusion of the study, the audio tapes will be erased. The information gathered from the demographics questionnaire will be presented as a whole to protect your identity. The researcher will use the pseudonym that you choose in any discussion of results.

Potential Risks: There are no potential physical and minimal psychological risks associated with participation in this study. The only risk associated with participation in this study is the confidentiality of the coaches' identities. However, the subjects will choose pseudonyms in an effort to safeguard against a breach in confidentiality. Your participation in this study is voluntary. You may choose to withdraw from this study at any time, without penalty.

Potential Benefits: Your participation in this study will help sport psychologists, coaches of other sports, as well as administrators to better understand why coaches enter into and remain in a coaching career. This information might also be pertinent to individuals who are considering a collegiate coaching career, and may provide some information that might be generalizable to other levels and areas of coaching.

I have read and understand my role in this study and I agree to participate in this research project.

Signature _____ Date _____

Print name _____ Date _____

If you have any questions or would like more information about this research project, please contact Anne Cox, (423) 475-2065, or Dr. Patricia Beitel, (423) 974-5111.

APPENDIX B

DEMOGRAPHIC QUESTIONNAIRE

1. How long have you been coaching tennis? _____
2. How long have you been coaching at the NCAA level? _____
3. Have you coached any other sport at the collegiate level? _____ If so, what other sport(s) have you coached? _____
4. Do you have any other responsibilities outside of your coaching position? _____
5. Do you have an assistant coach? _____
6. Did you participate in tennis or any other sport at the collegiate level? _____
7. Did you graduate from the institution at which you are now employed? _____
8. Has your team ever won the conference title? _____ If so, how many times while you have been the head coach? _____
9. Has your team appeared in post-season play? _____ If so, how many times have they received a bid to appear in regional tournaments? _____ National championships? _____
10. Have you ever received conference coach of the year award? _____ If so, how many times? _____

APPENDIX C

INTERVIEW GUIDE

1. How did you decide to become a tennis coach?
2. Why did you decide to coach tennis at the NCAA Division I/II/III level?
3. What do you think are the most rewarding aspects of coaching tennis?
4. What is most rewarding about your coaching experience?
5. What is your definition of success?
6. When your team is having a successful season, to what do you attribute the success?
7. What encourages you to continue to coach tennis even when your team is not having a successful season?
8. What do you think are the most negative aspects of coaching tennis?
9. If you could change one thing about your coaching position, what would it be?
10. How has coaching tennis affected your life?
11. Have you faced any adversity during your coaching experiences, and how has that affected your motivation to continue coaching tennis?
12. Why do you continue to coach tennis?
13. What is your definition of motivation in terms of coaching tennis?

At the end of both interviews, the interviewer will ask the following debriefing questions:

1. How do you feel about the interview process?
2. Is there anything that you would like to add to any of your statements?

The researcher will also use questions such as: (a) Could you tell me more about that?, and (b) Why do think that is? to probe for more information.

APPENDIX D

STATEMENT OF CONFIDENTIALITY-TRANSCRIBER

I, _____, understand that the content of the tapes that I am transcribing are to be kept completely confidential. Furthermore, I will not repeat or refer to the information of the material revealed by those on the tapes I transcribe. I am considered a member of the research team and will abide by confidentiality in the degree that my exposure to this information is a guarantee that the researcher and the University of Tennessee, Knoxville have to the participants of this investigation for involvement. As such, I am both legally and ethically bound to maintain the strictest confidence as it pertains to this examination. I fully accept this responsibility and promise to maintain confidence.

Transcriber

Date

Primary Investigator

VITA

Anne Miller Cox was born in Orlando, Florida, on October 21, 1974. She attended elementary school in Winter Park, Florida, and Signal Mountain, Tennessee. In 1992, she graduated from Girls' Preparatory School in Chattanooga, Tennessee, and chose to attend Carson-Newman College. She received a B. S. in Physical Education and a B. A. in Political Science in 1996. She entered the Master's program at the University of Tennessee, Knoxville, in the fall of 1996, and will receive the Master of Science degree with a major in Human Performance and Sport Studies and a concentration in Sport Psychology, in August 1998.