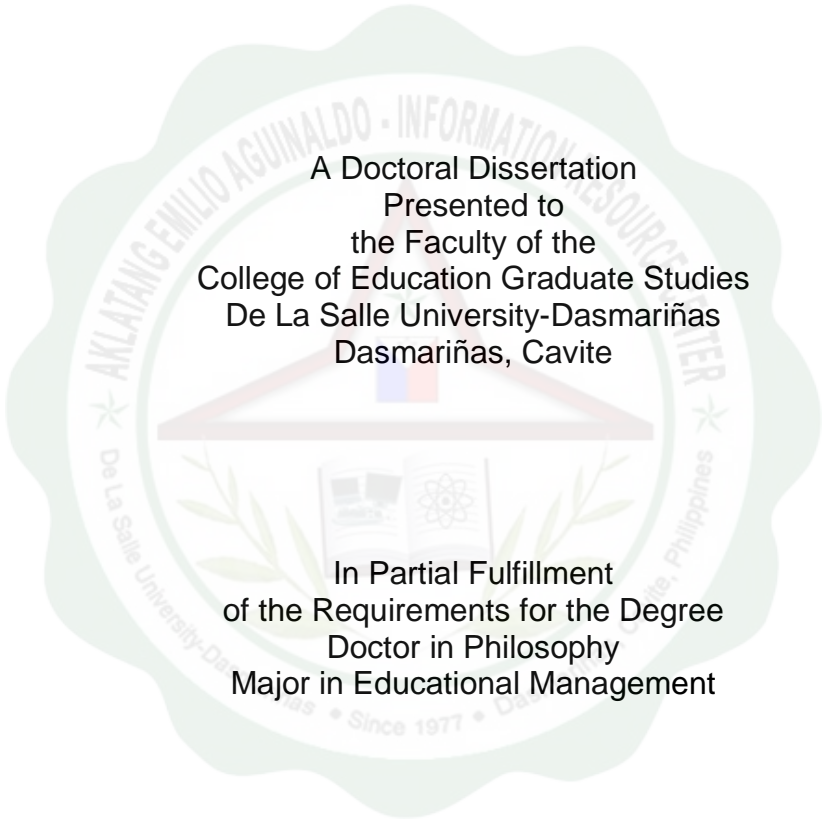


**ANALYSIS OF THE EMOTIONAL/PHYSICAL EXHAUSTION,
REDUCED PERSONAL ACCOMPLISHMENT, SPORTS
DEVALUATION AND SATISFACTION OF FILIPINO ELITE COACHES
AND ATHLETES: BASIS FOR THE DEVELOPMENT OF A PROGRAM
FOR PREVENTION AND INTERVENTION**



A Doctoral Dissertation
Presented to
the Faculty of the
College of Education Graduate Studies
De La Salle University-Dasmariñas
Dasmariñas, Cavite

In Partial Fulfillment
of the Requirements for the Degree
Doctor in Philosophy
Major in Educational Management

VANGIE B. MONTILLANO

March 2010

ABSTRACT

Title of the Research: THE ANALYSIS OF EMOTIONAL/PHYSICAL EXHAUSTION, REDUCED PERSONAL ACCOMPLISHMENT, SPORTS DEVALUATION AND SATISFACTION OF FILIPINO ELITE COACHES AND ATHLETES: BASIS FOR THE DEVELOPMENT OF A PROGRAM FOR PREVENTION AND INTERVENTION

Author : VANGIE B. MONTILLANO
Degree : Philosophy of Education
Major : Educational Management
Date of Completion : March 2010

This descriptive-survey study was conducted to find out and analyze the emotional/physical exhaustion, reduced personal accomplishment, sports devaluation and satisfaction of selected type of sports of Filipino elite coaches and athletes which served as the basis for the development of prevention and intervention program proposal. Thirty five (35) Filipino elite coaches and one hundred ninety seven (197) elite athletes including male and female participated in this study. The participants completed the standardized and self-made instruments: Athlete Satisfaction Questionnaire (ASQ; Reimer & Chelladurai, 1998) and Coaches Satisfaction Questionnaire (Chelladurai,P,& Ogasawara,E. 2003). Emotional/Physical Exhaustion Reduced Personal Accomplishment and Sports Devaluation.

All statistical computations in this study are aided by version 16 of the Statistical Program for Social Sciences (SPSS/PC+). The methods of analysis

for the three problems are: frequency, percentages for the first problem; mean scores and descriptive mean (mean value) for the second problem; and, Analysis of variance (ANOVA) for three or more independent samples for the third problem.

Findings showed that majority of the respondents from Filipino elite coaches and athletes were males. The coaching spectrum was dominated from 40 years and above while athletes show good number of 122 belonged to age bracket of 20-29 years old. The most number of coaches were college degree holder while the athletes' of 102 attain college or still attending schools or universities. In terms of sports involvement the majority of coaches and athletes were belonged to volleyball. In terms of length of coaching experience majority of the coaches belonged to 6 and above while majority of length of playing experience belonged to 0-1 year. Majority of coaches and athletes receives a monthly allowance ranging from P 10,000- 20,000. In the area of days of training per week the majority of the coaches and athletes were scheduled from Monday to Saturday. The coaches and athletes had the same hours of training from 3-4.

In addition, the Filipino elite coaches had rarely or low level of emotional/physical exhaustion while the athletes experienced moderate level of emotional/physical exhaustion. Both the Filipino elite coaches and athletes suffered or experienced rarely or low level of reduced personal accomplishment and sports devaluation. The overall weighted mean of the six factors of

coaches satisfaction in the area of coaching job, autonomy, team performance, job security, amount of work and pay were all satisfied while the athletes satisfaction were all satisfied in the area of personal treatment, individual performance, team performance and training and instruction. For significant difference only sports involvement does showed significant difference among Filipino elite athletes the rest among the respondents showed no significant difference in the level of emotional/physical exhaustion. In the level of reduced personal accomplishment among the coaches there showed no significant in the area of gender, age, highest educational attainment, length of coaching/playing experience, monthly income, and days of training while hours of training per week showed significant difference. For the athletes, there showed no significant in the area of length of playing experience, monthly income, days of training per week, and hours of training per week while gender, age, and highest educational attainment showed significant difference. In the level of coaches satisfaction there showed no significant difference in the area of gender, age, highest educational attainment, sports involvement, length of coaching experience, days of training per week and hours of training per week while monthly income showed significant difference. For the athletes, there showed no significant difference among the coaches and athletes' respondents when grouped according to their profile.

The factors identified above served as the basis for the development of a program for prevention and intervention.

It is recommended therefore, that those athletes and coaches who are still young should attend more seminars, workshop, training and other specific activities avenue to further improve and regain their positive outlook in life and equip them for further competitive demands in sports performance. The wise and experienced coach must recognize the signs and symptoms of emotional/physical exhaustion, reduced personal accomplishment and sports devaluation of performance of his/her athletes and properly direct the concerns and issues to the best reliable people that will help the athletes. Devise and allocate more funds and give more incentives to lessen the problems encountered in their participation in the different sports. Develop a prevention and intervention program for the elite coaches and athletes. It would be of great help if athletes and coaches are made aware of the common causes of burnout and the means to reverse its onset. It strongly recommend that to nip burnout in the bud, athletes and coaches must be oriented on how to recognize the beginning symptoms of this challenging condition and take time to understand how to better deal with it.

The proposed program for prevention and intervention could be given a try and will be evaluated after two years of implementation.

TABLE OF CONTENTS

		Page
	TITLE PAGE	1
	ABSTRACT	2
	APPROVAL SHEET	6
	ACKNOWLEDGEMENTS	7
	TABLE OF CONTENTS	10
	LIST OF TABLES	14
	LIST OF FIGURES	20
Chapter		
1	THE PROBLEM AND ITS BACKGROUND	
	Introduction	21
	Conceptual Framework / Theoretical Framework	30
	Statement of the Problem	31
	Hypothesis	32
	Scope and Delimitation of the Study	33
	Significance of the Study	34
	Definition of Terms	36
2	REVIEW OF RELATED LITERATURE	
	Related/Conceptual Literature	41

	Research Literature	50
	Synthesis	56
3	METHODOLOGY	
	Research Design	58
	Respondents of the Study	58
	Research Instrument	62
	Validation of the Instrument	63
	Interview Guide	63
	Data Gathering Procedure	64
	Statistical Treatment of Data	65
4	PRESENTATION, ANALYSIS AND INTERPRETATION	
	Problem No.1	67
	Problem No. 2	75
	Problem No. 3	78
	Problem No. 4	95
	Problem No. 5	100
	Problem No. 6	116
	Problem No. 7	122
	Problem No. 8	140

	Problem No. 9	147
	Problem No. 10	162
	A Proposed Program for Prevention and Intervention For Filipino Elite Coaches and Athletes	
5	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
	Summary of Findings	170
	Conclusions	173
	Recommendations	176
	REFERENCES	179
	APPENDICES	
A	Letter of Request for Face and Content Validation of the Instrument	183
B	Letter of Request to the President of Rizal Technological University for Administering the Instrument	186
C	Letter of Request to the Philippine Sports Commission and Philippine Olympic Committee	187
D	Letter of Request to the National Sports Association of the Philippines	189
E	Letter of Request to use the instrument	190

F	Self Made Instrument	194
G	Statistical Results	207
H	National Sports Association Documents	234
I.	Results of interview	252
J.	Curriculum Vitae	261



LIST OF TABLES

TABLE

		Page
□	Presentation of athletes per event	60
2	Presentation of coaches per event	61
3	Frequency and Percentage Distribution of Filipino Elite Coaches and Athletes in terms of Gender	68
4	Frequency and Percentage Distribution of Filipino Elite Coaches and Athletes in terms of Age	69
5	Frequency and Percentage Distribution of Filipino Elite Coaches and Athletes in terms of Highest Educational Attainment	70
6	Frequency and Percentage Distribution of Filipino Elite Coaches and Athletes in terms of Sports Involvement	71
7	Frequency and Percentage Distribution of Filipino Elite Coaches and Athletes in terms of Length of coaching/playing experience	72
8	Frequency and Percentage Distribution of Filipino Elite Coaches and Athletes in terms of Monthly Income Received	73
9	Frequency and Percentage Distribution of Filipino Elite Coaches and Athletes in terms of Days of Training per day	74

10	Frequency and Percentage Distribution of Filipino Elite Coaches and Athletes in terms of Hours of Training per week	75
11	Level of Emotional/Physical Exhaustion of Coaches	76
12	Level of Emotional/Physical Exhaustion of Athletes	78
13	Age difference of emotional/physical exhaustion of coaches	80
14	Highest educational attainment difference of emotional/physical exhaustion of coaches	81
15	Coaching involvement difference of emotional/physical exhaustion of coaches	82
16	Coaching experience difference of emotional/physical exhaustion of coaches	83
17	Monthly income difference in of emotional/physical exhaustion of coaches	84
18	Days of training per week difference of emotional/physical exhaustion of coaches	85
19	Hours of training per day difference of emotional/physical exhaustion of coaches	86
20	Age difference of emotional/physical exhaustion of athletes	88
21	Highest educational attainment difference of emotional/physical exhaustion of athletes	89
22	Sports involvement difference of emotional/physical exhaustion of coaches	90

23	Playing experience difference of emotional/physical exhaustion of athletes	91
24	Monthly income difference of emotional/physical exhaustion of athletes	92
25	Days of training per week difference of emotional/physical exhaustion of athletes	94
26	Hours of training per day difference of emotional/physical exhaustion of athletes	95
27	Level of Reduced Personal Accomplishment of Coaches	97
28	Level of Reduced Personal Accomplishment of Athletes	99
29	Age difference of reduced personal accomplishment of coaches	101
30	Highest educational attainment difference of reduced personal accomplishment of coaches	102
31	Coaching involvement difference of reduced personal accomplishment of coaches	103
32	Coaching experience difference of reduced personal accomplishment of coaches	104
33	Monthly income difference of reduced personal accomplishment of coaches	105
34	Days of training per week difference of reduced personal accomplishment of coaches	106

35	Hours of training per day difference of reduced personal accomplishment of coaches	107
36	Age difference of reduced personal accomplishment of athletes	109
37	Highest Educational Attainment difference of reduced personal accomplishment of athletes	110
38	Sports involvement difference of reduced personal accomplishment of coaches	111
39	Playing experience difference of reduce personal accomplishment of athletes	112
40	Monthly income difference of reduced personal accomplishment of athletes	113
41	Days of training per week difference of reduced personal accomplishment of athletes	115
42	Hours of training per day difference of reduced personal accomplishment of athletes	116
43	Level of Sports Devaluation of Coaches	118
44	Level of Sports Devaluation of Athletes	120
45	Summary of Emotional/Physical Exhaustion, Reduced Personal Accomplishment and Sports Devaluation of Filipino Elite Coaches and Athletes	122

46	Age difference of sports devaluation of coaches	123
47	Highest educational attainment difference of sports devaluation of coaches	124
48	Coaching involvement difference of sports devaluation of coaches	126
49	Coaching experience difference of sports devaluation of coaches	127
50	Monthly income difference of sports devaluation of coaches	128
51	Days of training per week difference of sports devaluation of coaches	129
52	Hours of training per day difference of sports devaluation of coaches	131
53	Age difference of sports devaluation of athletes	132
54	Highest Educational Attainment difference of sports devaluation of athletes	133
55	Sports involvement difference of sports devaluation of athletes	135
56	Playing experience difference of sports devaluation of athletes	136
57	Monthly income difference of sports devaluation of athletes	137
58	Days of training per week difference of sports devaluation of athletes	138

59	Hours of training per day difference of sports devaluation of athletes	140
60	Level of Coaches Satisfaction	142
61	Level of Athletes' Satisfaction	145
62	Summary of Coaches and Athletes Satisfaction	146
63	Age difference of coaches' satisfaction	148
64	Highest educational attainment difference of coaches' satisfaction	149
65	Coaching involvement difference of coaches' satisfaction	150
66	Coaching experience difference of coaches' satisfaction	151
67	Monthly income difference of coaches' satisfaction	152
68	Days of training per week difference of coaches' satisfaction	153
69	Hours of training per day difference of coaches' satisfaction	154
70	Age difference of athletes' satisfaction	155
71	Highest Educational Attainment difference of athletes' satisfaction	156
72	Sports involvement difference of athletes' satisfaction	157
73	Playing experience difference of athletes' satisfaction	158
74	Monthly income difference of athletes' satisfaction	159
75	Days of training per week difference of athletes' satisfaction	160
76	Hours of training per day difference of athletes' satisfaction	161

LIST OF FIGURE

FIGURE		Page
1	Proposed Model of the Study	126

