The Influence of Gender, Race and Intersectionality on Stress in

Division I Head Basketball Coaches

by

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ABSTRACT

Research in intercollegiate athletics has provided a relatively large body of findings about the kinds of stressors found in high profile intercollegiate athletic environments and their effects on student-athletes. Research is less robust regarding stress and its effects on head coaches in high profile collegiate athletics. This study focuses on the types, frequencies, and intensities of stress experienced by NCAA, Division I head coaches. The purpose of the study is to identify the types, frequency, and intensity of stress common to 20 head basketball coaches participating in the study, as well as differences in their experiences based on gender, race and the intersectionality of race and gender. The participants in the study are 20 head coaches (five Black females, five Black males, five White females, and White males). The conceptual framework guiding the study is a definition of stress as an interaction between a person and her or his environment in which the person perceives the resources available to manage the situation to be inadequate (Lazarus & Folkman, 1984). The study's design is an adaptation of prior research conducted by Frey, M., 2007 and Olusoga, P., Butt, J., Hays, K., & Maynard, I., 2009, and Olusoga, P., Butt, J., Maynard, I., & Hays, K., 2011. This study used qualitative and quantitative methods that triangulated results scores on Maslach's Burn-out Inventory and the Perceived Stress Scale with the thick data collected from semi-structured interviews with the 20 head coaches from each of the three data sources to enhance the validity and reliability of the findings. The researcher analyzed the data collected by placing it in one of two categories, one representing attributes of the participants including race and gender; the second category was comprised of attributes of the Division I environment.

DEDICATION

I dedicate the pursuit and attainment of my doctorate degree to two of the most inspiring and motivating people in my life, my parents. My mother has modeled a great work ethic, the pursuit of knowledge and great perseverance. In her work as wife, mother of five children and 16 grandchildren, teacher, mentor, principal, superintendent and college professor, she has shared her knowledge to impact the lives of thousands. My father, although physically absent, will always be alive in me through his spirit of love toward me, my family and countless others. Before my father, who was a pastor for more than 40 years, passed he was in pursuit of his doctorate at Howard University's School of Divinity. Unfortunately, he was unable to complete his doctorate before his death. When my father was in pursuit of his doctoral degree, he envisioned a scenario in which someone would use the term "Dr. Rousseau" to address either him or my mother. He wanted to be able to ask the question, "which one?" For this reason, and several more, I have been in pursuit of this doctorate degree on behalf of fulfilling my father's vision. I now envision a scenario in which I am in the company of my mother and someone addresses us as "Dr. Rousseau". I will then have to ask, "which one?"

I dedicate this work to my former teammates, rival players who made me a better player and person, and the many student-athletes whom I coached. Finally, I dedicate this work to the twenty Division I head basketball coaches in this study, who graciously gave their limited time to share their own journeys and contribute to this study with the desire to improve the coaching profession. Your insights were invaluable.

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The opportunity to reflect and pursue research on behalf of bettering myself, the lives and environment of those in Division I athletics, and the sports profession has been empowering and rewarding. None of these pursuits would have ever been possible without the love, spiritual, emotional and mental support of my family (sisters, brothers, nieces – particularly "Boont", nephews, cousins and countless friends), but none compare to the unwavering love and support from my dear mother. Without her push, support, and at times, her shove, I would not have made it through this rigorous challenge.

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In addition to committee members, I am grateful to Dr. Frank Infurna, who took a chance on my potential to complete this degree and encouraged me to come to Arizona State University. I give special thanks to Coach Charli Turner Thorne for supporting my doctoral pursuits by creating a graduate assistant position with the women's basketball program at Arizona State University.

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CHAPTER 1

INTRODUCTION

Stress

Attempting to understand how stress manifests itself in the life of a Division-I

Intercollegiate head basketball coach is challenging and requires in-depth insights into

the unique range of stressors that head coaches endure. Providing a definition of stress,

as it pertains to the relationship between coach and environment, is essential to the

research process of this study. Lazarus, R. S., and Folkman, S. (1984) offer two meta-

theoretical principles: transaction and appraisal as key components. Transaction considers

how the person influences the environment and how the environment influences the

person. Stress within the person-environment relationship exists because of the ongoing

changes that occur and because there is usually some benefit or risk of loss. Secondly,

the fit between person and environment determines the person's ability to adequately

manage intrinsic and extrinsic demands. If an individual's resources are overtaxed, the

individual is highly likely to encounter stress.

Detailing the stress that elite coaches endure within the organizational culture of

world-class sports, specifically within the Olympic environment, Olusoga, P., Butt, J.,

Hays, K., & Maynard, I. (2009), identified key higher and lower order stress themes (e.g.,

conflict, management cohesion, pressure and expectations, self-imposed expectations) as

common sources of stress for coaches.   Pat Summitt, the late head women's basketball

coach at the University of Tennessee said, "Pressure in coaching was ever present, almost

a state of being," (Robbins, J.E., Gilbert, J. N., Clifton, A. M., 2015).

Thelwell, Weston, Greenlees & Hutchings (2007) defined performance stressors as those related to a coaches' own performance and the performance of their players from environmental stressors that are ongoing and dynamic by nature, resulting in severe health problems (Fletcher & Scott, 2010). Lastly, evidence of limited research invested in understanding the stress that coaches endure suggests that the role of a coach is perceived as one of problem-solving with little consideration for the coach as having their own problems (Frey, M., 2007).

Gender and Stress

Although few studies have been conducted regarding stress among female intercollegiate head coaches, other studies have focused on the tenuous presence of female coaches in intercollegiate sports. This suggests the environment for female coaches is different from the environment for male coaches. In 1970, when Title IX was enacted over 90% of women's intercollegiate teams were coached by women; however, by 2014, a drastic decline in female coaches of women intercollegiate sports had occurred. The proportion of women coaching women's intercollegiate sports was estimated to have fallen to 43.4% (Acosta & Carpenter, 2014). The 2016 College Racial and Gender Report Card (CSRGRC), issued by The Institute for Diversity and Ethics in Sport (TIDES) at the University of Central Florida (UCF) gave College Sport a grade of "C" (73.5 points) for their gender-hiring, a decline from 78.8 points in the 2015 Report (Lapchick, R., Marfatis, S., Bloom, A., & Sylverain, S., 2017). These statistics give cause for considering the differences in the experiences of female coaches compared to that of males in the collegiate sport environment.

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Research (LaVoi, N. M., & Dutove, J. K., 2012) indicates that stress does not manifest itself the same in women as in men. Although stress is ever-present in the athletic environment, research must acknowledge differences in how it is manifested within the organizational culture of intercollegiate sport (Popescu Ljungholm, D., 2016). In a study of male and female head basketball coaches from Division III and the National Association of Intercollegiate Athletics (NAIA) colleges, Kelley, B. C. (1994) and Kelley & Gill, D. L. (1993), identified the numerous sources of stress into two main categories. One is the relationship among personal variables within the individual (e.g. social support, gender and years of experience), and secondly, the role of stress appraisal (e.g., perceived stress, role conflict and coaching issues). He identified differences between male and female stress appraisals. Women holding positions at the intercollegiate level of play are seen as "tokens" (Kanter, 1977; LaVoi, 2016), and have been found to demonstrate a higher tendency than men to identify experiences with stressful issues in coaching (Kelley, Eklund, & Ritter-Taylor, 1999; Vealey et al., 1992). This difference could be the result of what LaVoi and Dutove (2012), called the fourth proximal level of sociocultural variables or norms of gender stereotypes associated with traditional femininity within their ecological model.

Race and Stress

Historically, sports have been one of the first places where some of the barriers in the racial divide have been torn down by Blacks like Jackie Robinson becoming the first to play Major League Baseball in 1947, or in 1966, the all Black line-up of Texas Western University starting five (Zirin, D., 2008). Changes like these sparked opportunities for leveling the playing field of race in sports and beyond. However, the

2017, (TIDES) report (Lapchick, et al., 2017), is evidence of continuing issues related to race in sports that are potentially stress producing for Blacks in sports. It reported a C+ grade for college sports in racial hiring practices (78.5 points), a decline from 83.6 points in the 2015 report. Overall Division I head coach positions held by Black males was 7.7 percent, while 86.1 percent of Division I head coaches were White males. Regarding female head coaches holding positions at the Division I level, White females made up, 84.5 percent of head coaches of female sports at the Division I level. Specifically, highlighting results from the sport of college basketball and its hiring practices, Whites made up 84.2 percent of head coaching positions. This study on intercollegiate male and female Division I head coaches in the sport of basketball show 22.4 percent of all head coaches were Black males, while Black female head coaches held 11.9 percent of the positions in 2018, in their respective sports. These statistics stand in contrast to the disproportionately high numbers of Black student-athletes playing basketball, which is 53.6 percent in men's basketball and 43 percent in women's basketball.

Race and gender-rooted discrimination seen in sports subconsciously reflects the longstanding hegemonic ideology in the larger society (Kane, M. J., & Maxwell, H. D., 2011). Hegemony is an ideology of dominance and control by a majority or dominant group (Connell, R.W., & Messerschmidt, J., 2005; and Kane, et al., 2011). In the American culture the dominance and belief in the superiority of White males allows White males to continue to exercise their power of control by excluding those whom they categorize as "others" and by granting or not granting rights or privileges to those they have deemed "others" outside of their group (Douglas, D.D., 2005; McKay, J., & Johnson, H., 2008; Schultz, J., 2005; and Spencer, N., 2004). Cultural hegemony in U.S.

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culture is largely responsible for the negative and resistant discourse regarding Blacks in sports (Birrell, S., & Theberge, N., 2004).   The disproportionality of White male intercollegiate sport coaches reflects the societal process by which the most influential groups mold ideas and values that affect the status of subordinate groups and contribute to the environments they experience.

Intersectionality and Stress

The Black female basketball coach, the most under-represented group in the 2017 (TIDES) report (10.9 percent), is positioned between two manifestations of intersectionality - being a woman in a gender-conscious society and being Black in a race-conscious society (McDowell & Cunningham, 2009), described as "double jeopardy" by King (1988). The Black female head coach in Division I athletics is subject to two separate inequalities (gender and race), as they both are sources of discrimination simultaneously; whereas, White female head coaches are mainly faced with the gender-based inequality which parallels discrimination that Blacks and other groups experience based on their race (Essed, P., 1991) within the athletic environment. Intersectional lens can be used to examine challenges of feminine hierarchy, hegemony and exclusivity (McCall, L., 2005), which is useful in examining stress among Black, White, male, and female Division I head basketball coaches.

The lack of diversity among intercollegiate Division I head basketball coaches perpetuates a hegemonic environment that contributes to differences in the types, frequency, and intensity of stressors experienced by coaches based on race and gender and the intersectionality of these two attributes (LaVoi, N., Dutove, J., and Acosta, R., 2012). Stress produced by this environment has an impact on the performance and the

overall wellbeing of coaches (Lazarus, 1993). Addressing the differences associated with these groups in intercollegiate sport requires environmental changes, including specific administrative support, to embrace diversity among coaches and players alike.

Background

Although a great deal of attention is given to keeping athletes healthy and fit, little attention is given to the health and well-being of their coaches. Occasional reports on the state and health of coaches, reveals a stress producing world which coaches often endure in silence. Some of the reports describe a world in which coaches endure long bouts of sleep deprivation, exhaustion and dehydration, heart attacks, blocked arteries, painful headaches, knee and hip surgery, back pain, arthritis and isolation. This is an accurate description of the world of Division I athletics in which Division I head basketball coaches are provided little to no support within their work environment. Rather than seeking support for themselves, Division I head basketball coaches often see themselves as service agents charged with helping others, but often neglecting their own needs. Pat Summitt, the late great head women's basketball coach at the University of Tennessee said, "Pressure in coaching was ever present, almost a state of being,"

Statement of the Problem

Research in intercollegiate athletics has been rich in investigating the effects of a stressful environment on the experiences and performance of the student-athlete; yet, research is less dense when considering how the stressful environment of intercollegiate athletics affects one of the most prominent figures in this environment, the head coach (Olusoga, et. al., 2009; Olusoga, P., 2011; Olusoga, P., Maynard, I., Hays, K., & Butt, J.

2012; and Frey, 2007). A relatively scant amount of research has centered around

intercollegiate coaches in high profile settings (Frey, 2007 and Olusoga, 2009), which has

focused on the coaching experience as it pertains to stress and coping strategies when

coaches are identified as being "performers". Some research has also focused on gender

differences (Acosta, R. & Carpenter, L., 2004; Kinnaird, M., LaVoi, N., Buysse, J., and

Wiese-Bornstal, D., 2016).

The purpose of using Division I basketball was to both identify differences and

similarities that are unique to the overall sport of Division I basketball, as well as

investigate experiences from both male and female head basketball coaches who have a

similar experience coaching teams whose gender matches their own. No male head

basketball coach in Division I women's basketball was included because women do not

have a parallel cross-gender experience of coaching males in Division I men's basketball.

Purpose of the Study

The purpose of this study is to use mixed methods to identify types of stress

experienced by head basketball coaches within the Division I athletic environment. The

focus is on identifying the differences in frequencies, intensities and types of stress

experienced by head coaches based on gender, race and intersectionality. The qualitative

method used was semi-structured interviews with 20 Division I head basketball coaches

and the quantitative method was used to analyze the two stress surveys administered to

the same group of coaches. These two combined methods provided a fuller picture of

stress in Division I head basketball coaches. The results from this study can contribute to

understanding and improving the environment in which head coaches are expected to

perform, while also strengthening coaches' abilities to appraise and cope with their environment throughout the yearlong schedule.

Significance of the Problem

It's important to address stress in coaches because their physical and mental health play a pivotal role in shaping the immediate environment on behalf of their student-athletes and staff. Their mental health affects their student-athlete's mental health and overall competitive and academic performances (Olusoga et al., 2009). Reducing stress for coaches in a highly competitive environment, would also set a model for universities to invest in the wellbeing of their coaches who are a major source of revenue. Just as universities spend funds to maintain the health of student-athletes, so too should funds be allocated on behalf of the coaches who have responsibility for creating and maintaining a healthy environment for their student-athletes. The NCAA should partner with member institutions to engage in ongoing research about ways to reduce coaches' stress and to support coaches' mental and physical wellbeing.

Hypothesis

Transactional stress is present in the interaction between the Division I environment and head basketball coaches and similarities and differences in their experiences occur based on gender, race and intersectionality.

Research Questions

The following research questions guided the data collection for this study:

1. What are some common themes and categories of stress that all Division I head basketball coaches experience?

2. What are the frequencies, intensities and types of stress experienced by Division I head basketball coaches?

3. What role does the environment play in the stress Division I head basketball coaches experience?

4. How do the effects of stress differ among Division I head basketball coaches within gender, race and intersectionality?

Definition of Terms

Type

The definition of types is an adaptation of higher and lower order themes based on criteria used by previous studies of Frey (2007) and Olusoga (2009). Examples are coaches responses to work-family conflict, the yearlong schedule and media coverage.

Frequency

For the purpose of this study frequency will be defined by common types of stress mentioned by the majority of Division I head basketball coaches in their interviews as well as scores on the MBI-ES and PSS surveys. Examples are the number of times head coaches referred to a specific source of stress within a range of high, moderate and low.

Intensity

In this study intensity is defined by an individual coaches' repeated reference to what they perceived as a source of stress, or lengthy elaboration regarding a perceived stressor or choice of words related to burnout and emotional exhaustion (e.g., superlatives like *most, really bothers me,* and "*est*" suffixes).

Ingroup

A social construct based on similar demographics and traits among the members of a specific group confirming the group's identity. Members of the group enjoy privilege and status (Tajfel, H., & Turner, J., 1979; Nier, Gaertner, Dovidio, Bankerm, and Ward, 2001).

Outgroup

Marginalized by a dominant group based on dissimilar traits, characteristics and demographics. It can result in limited access to resources needed to perform their work

Genderism

Discrimination based on the practice of domination of one gender over the other gender, believing one gender is superior to the other.

Racism

Discrimination and aggression by one race towards one or other races based in the belief that one race is superior to the other. In the US and other parts of the world, there's a belief in the superiority of the White race.

Intersectionality

The overlapping or interdependence between categories of marginalized people. For instance, women can be discriminated against because of their gender and also be discriminated against because of their race; however, they do not experience these two forms of discrimination separately, their experiences involve both sources of marginalization making intersectionality a category of its own.

Category

Category is the term used in the study to identify four critical perspectives among head coaches on stress: (a) all Division I head basketball coaches; (b) gender specific, (c) race specific and (d) intersectionality specific reported data.

Higher Order Themes

In this study, higher order themes are represented by larger and more general sources of stress as described by Division I head basketball coaches.

Lower Order Themes

Lower order themes in this study, are a more specific and granular breakdown of the higher order themes.

Stress

The operational definition of stress, in this study, is the relationship between head basketball coaches and the Division I athletic environment, represented by two meta-theoretical principles: transaction and appraisal. Transaction considers the reciprocal influence between the person and the environment and the environment and the person. The fit between person and environment determines the person's ability to adequately manage intrinsic and extrinsic demands. If an individual's resources are overtaxed, the individual is highly likely to encounter stress.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews what is already known from previous studies about stress and coaching, as a foundation for further research. Topics explored in the literature review include the nature of stress and issues related to gender, race and intersectionality in the world of Division I athletics. This literature review brings together key findings from the sparse amount of research conducted on coaches within athletics.

The specific aim of this research is to illuminate within a three-pronged approach the psychological impact of stress on coaches. The review of prior research will focus on stress as it is experienced and perceived by male and female head coaches in the environment of Division I basketball, the highest level of intercollegiate basketball competition. The literature review provides: (1) a definition and theoretical framework of transactional stress theory to illuminate the interplay between head basketball coaches and their highly-pressured environment; (2) an investigation into the social context of coaching and what psychological need and stress differences may exist based on gender and race, and (3) the intersection of gender and race, and the different perceptions of stress within the framework of intersectionality theory. Using this framework, the review of literature focuses on identifying differences in the type, frequency and intensity of stress experienced by coaches.

Definitions of Stress

Before delving into the study of stress and coaching, defining stress is paramount. The use of the term *stress* is ubiquitous in research, but the definition of the term *stress* is also found to be elusive and difficult to define. However, regardless of the field of

interest, stress has common threads essential to its definition. Two important

characteristics of stress are 1) it possesses the ability to both positively and negatively

affect the organism/human with whom it interacts; 2) applied to the studies of biology

and ecology, stress might be conveyed positively, as stressors are needed for the growth

and the development of cells from beginning stages into a mature state, and 3) stressors

elicit responses that require adaption or the development of strategies essential to

continuing the cycle of life (Martin, C., 2014).

 Conversely, research in psychology and physiology explores the negative

connotation of stress as a contributor to an unhealthy life with the potential to produce

harmful or challenging outcomes (Lazarus, R. S., 1966). The underlying commonality of

stress is the interaction that takes place between organism(s)/humans and the

environment in which they reside (Lazarus, R.S.,1991). The study of stress in Division I

head basketball coaches aims to understand how stress manifests itself in the

environment/culture of Division I athletics, and how male and female, Black and White

head basketball coaches might be affected.

 From the perspective of researchers in the field of psychology, (Lazarus, 1966;

Lazarus and Launier, 1978; Lazarus & Folkman, 1984, 1987; Lazarus, 2000), the

definition of stress begins with the relationship between person and environment.   It is

depicted by demands, emanating from the environment, that are overtaxing to the

resources that an individual possesses or perceives himself or herself to have (Lazarus,

R.S., & Folkman, S., 1984). The perpetual interplay that takes place between the person

and the environment is considered a transaction or encounter that evokes an appraisal

from the person involved (Lazarus, R.S., 1999). Appraisals are either considered to be

harmful and threatening or positive and mobilizing. Both can be viewed as challenges.

It is important to clarify that the stress transactions come neither from the person alone

nor the environment alone, but the conjunction of the person's motives and beliefs with

the environment that is deemed to produced either a threat or a challenge (Lazarus, R. S.,

1998, 1999). Additionally, since the stress relationship is constantly evolving, it can be

inferred that transaction is a multivariate process that involves input, output, appraisal,

coping, and feedback, thus, making the definition of stress an ongoing and complex

process (Fletcher, D., Hanton, S., & Mellalieu, S. D., 2006).

Added to the complexity of defining stress are physiologists such as Selye (1956

and 1974), who illustrated two types of stress that arise from the person-environment

interaction. One type is *eustress*, which positively affects and promotes socially

constructive desires of success; the second type being *distress*, which is deleterious in

nature and generates anger and aggression or "wear and tear on the body" (Selye, 1974).

Lazarus (1999) elaborated on the work of (Selye, 1974), by extending Selye's definition

of stress and offering the term *emotion*, which is also a by-product of the interaction

between person and environment. Lazarus (1999) suggested that the causal thoughts

(cognition), motivational and relational variables associated with the person-environment

paradigm, psychologically help to determine if the transaction between person and

environment is either harmful or threatening. Lazarus (1998, 1999) further explains that

emotions are inextricably tied to the achievement of set goals and the belief (appraisal) of

effectively determining if the stress is a threat or a challenge in achieving the set goal(s).

This is especially important when emotions and stress are coupled together. Lastly,

Lazarus (1999), explains that emotions are different between and within each individual,

even when several persons are experiencing a similar encounter. Emotions might also be aroused and changed into different emotions based on the ever-changing relationship constructed within the person-environment interplay, which is based on the relational meaning created by each person. If a meaning is changed, the emotion also changes (Lazarus & Folkman, 1984). These various findings on stress provide a context for understanding the behaviors of coaches in high stress situations that are charged with multiple short-and long-term goals to be met.

Another vital piece in understanding stress is the coping process within the person-environment relationship. Without coping emotions (happiness, anger, sadness, pride, fear), (Lazarus, 1991) individuals would lack the ability to manage, regulate, or reappraise and "mediate" the appropriate response to an aroused emotional state. On the outset of an emotion, the coping and appraisal processes are ignited to determine which emotion will occur. The ability to reappraise allows individuals opportunity to give socially appropriate responses and curtail inappropriate responses by maintaining control of the emotion that might be expressed in the person-environment relationship (Lazarus, R.S., & Folkman, S., 1987). This is a vital feature in the emotion process.

For the purposes of this study and identifying the complexities associated with stress within a highly stressful environment, such as Division I athletics, the positive and negative characteristics associated with stress, coupled with the expression of emotions associated with stress will be helpful in investigating the uniquely stressful encounters associated within the coach-environment relationship. Although most individuals encounter acute, intermittent or somewhat lower levels of stress, those who endure chronic and high levels of stress are more likely to report higher levels of emotional

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exhaustion (Raedeke, Granzyk, & Warren, 2000), which has been linked to burnout, a prevalent negative consequence of psychological stress in sports coaches who are associated with higher levels of perceived stress relating issues and role conflict, an entrapment-based commitment profile, and low social support (Fletcher, D. & Scott, M., 2009).

The environment that people interact with determines a great deal about the types of stress they will endure, and some occupations are more stressful or less stressful than others. Two occupational environments that produce similar levels of stress, are service-oriented and competitive environments. Service-oriented professionals (e.g., nurses, doctors, social workers, firefighters, military personnel, etc.) encounter high-levels of stressors in their ever-changing environment (e.g., Schaufeli & Buunk, 2003; Frey, M. 2007), such as making life and death decisions, meeting excessive job demands and an imbalance between job demands and what is expected from each worker in the work environment. Similarly, highly competitive environments, which are found in sports, are inundated with the chronic stressors requiring daily decisions that affect others, managing personnel and athletes, media obligations, facing scrutiny from administration, media and fans, fundraising efforts and recruiting new athletes into the program (Frey, 2007). The highly demanding, lengthy hours and the extreme pressure undergone in both of these types of positions make these occupations significantly susceptible to "burnout" (Knight, C. J., Reade, I.L., Selzer A. M., & Rodgers, W. M., 2013; Olusoga, P., & Kenttä, G., 2017), which is a deleterious effect of experiencing a large amount of absorbed chronic stress, and found to be most common in individuals with lofty goals and expectations (Pines, A. M., 1993). Understanding stress and how each component (e.g., emotion,

appraisal, and coping) influences the coach-environment relationship, will assist in learning more about how Division I head basketball coaches deal with common stressors associated in this domain (Fletcher, D., Hanton, S., & Wagstaff, C.R.D., 2012).

The theoretical framework of transactional stress theory first offered by Lazarus and Launier (1978) and used by Olusoga, P., Butt, J., Hays, K., & Maynard, I.W. (2009) within a three-series study, specifically details the uniquely stressful nature of the coach-environment relationship and presents the theoretical foundation of this study. Illustrated in this theory, are the roles and responsibilities that a Division I head basketball coach perpetually faces, which further detail the enormous number of stressors that Division I head coaches must sift through and the coping mechanisms needed to overcome and achieve success (Norris, A. N., Didymus, F. F., and Kaiseler, M., 2017). The three tenets involved in the coach-environment relationship, provides perspective in this field of study.

Types of Stress

Stress as a transactional process that is entangled with emotions, appraisal and coping mechanisms indicative of the person-environment relationship (Lazarus & Folkman, 1984). Regardless of the occupation, there is a level of stress that all persons will endure and appraise as being either positive or negative, threatening or challenging. Understanding that stress subjected to an individual's appraisal process determines whether the demand is greater than their own resources, Olusoga and Butt (2009), sought to discover the origin and common types of stressors faced by that 12 elite coaches (six male and six female) in the United Kingdom. Early research efforts made it difficult for researchers to identify the origin of stressors, which limited many opportunities for

research on the topic of stress in elite coaches (Woodman and Hardy, 2001). Building on the work of Hanton, S., Fletcher, D., & Coughlan, G. (2005), Olusoga, continued research efforts to unveil the many sources of stress that coaches experience. His work elaborates on the findings that the combination of organizational and competitive factors is important when discussing stress that all coaches experience. Sources of stress should be considered in the rarely examined population (Hanton et al., 2005; Woodman & Hardy, 2001) of elite coaches.

Discovered in the first series of research efforts by Olusoga & Butt (2009) were common themes that included coach-athlete conflict, lack of trust, lack of cohesion, feelings of isolation and an atmosphere of tension which influenced the lines of communication within the coach-environment relationship. This study identified times coaches' faced stressors that were not isolated or distinct but occurred in combination with one another. Coaches acknowledged that stress affected their emotional state, making it difficult to cope, thus producing poor behaviors and adversely affecting their ability to make clear decisions and be their best when coaching their athletes.

Olusoga, et al, (2009) suggested, unlike earlier researchers in athletics, that coaches should be viewed in a similar manner as athletes, which is as 'performers', and further highlighted the importance of sports organizations providing appropriate support for coaches to 'perform' their job, well. Further, exploration into the cognitive effect that coaches experience when they encounter organizational stress helps to identify appraisals required to evaluate their transactions with the environment (Lazarus, 1964, 1966, 1981; Lazarus & Launier, 1978; Speisman, Lazarus, Mordkoff, & Davison, 1964). Research (Sparks, Faragher, & Cooper, 2001) in the field of organizational psychology delved into

the person-environment relationship; they explored the link between an employee's health, well-being and performance within the working environment. Fletcher & Wagstaff, 2009; Wagstaff, Fletcher, & Hanton (2012) focused on the impact that organizational environments had on an athlete's performance. The significant premise of transactional stress placed on the individual, stemming from the environment, further demonstrates the direct relationship and influence of organizational stressors placed on the performance and well-being of the person operating in the environment of his or her occupation (Fletcher, Hanton, & Mellalieu, 2006, p. 329). The barrage of stressors that elite coaches face is not only constant or chronic, but a combination of successive internal organizational demands and external demands in a highly competitive external environment over time. The occupation of elite coaching is identified as extremely taxing and complex, requiring dynamic (constantly changing) coping skills needed to navigate through the transactional stress process (Lazarus & Launier, 1978), associated within the coach-environment relationship.

Stress-Causing Factors for Elite Coaches

Olusoga (2009) collected and analyzed raw data from semi-structured interviews of 12 elite coaches in eight different sports, with a range between 6 and 22 years of coaching experience, along with coaching stints in the Olympics, world championships, world cup or Commonwealth games. Coaches interviewed answered four main segments of questioning that asked each coach to stay mindful of their Olympic coaching experiences throughout the interview process. The first segment of questioning encouraged coaches to respond elaborately (Patton, M.Q., 2002), and asked questions about background and coaching experiences. The second segment of questioning asked

coaches to describe Olympic coaching and the specific factors that help make their coaching most effective amidst a pressure packed environment like that of the Olympic Games. The third segment asked about factors that influence coaches' successful performance and the fourth segment asked coaches to provide examples of persons or skills they used in developing their ability to cope (manage) the stressful Olympic Games environment. The results produced 16 lower order themes (e.g., common themes associated with "athlete focus"), were categorized as lower-ordered themes.

After the data collection, each coaches' interview was transcribed verbatim and the procedure of qualitative inductive analysis (Miles, M. B., & Huberman, A.M., 1994) were performed to create common themes organized into higher order (greater generality) themes, a method of data analysis derived from (Scanlan, T.K., Ravizza, K., & Stein, G.L., 1989) and lower order themes that included items that helped coaches perform successfully at the Olympics: psychological attributes (traits ad characteristics essential for successful coaches), preparation (strategies used prior to competing in Olympics), and coping mechanisms (specific strategies put in place prior to the start of the Olympics, to use when faced with inevitable stressors that arise while at the Olympics).   Overall, common stressors identified by all coaches included: conflict, pressure and expectation, managing a competitive environment, athlete concerns, coaching responsibilities to the athlete, consequences of sport status, competition preparation, organizational management, sacrificing personal time, and isolation. This study is derived from the study of elite coaches in Division I collegiate sports conducted by Frey (2007).

Stress Appraisal

As established in several studies, the coaching profession is steeped in goal-setting amid high levels of competition (Hanton, et. al., 2005). This chronic barrage of stressors found in competitive work environments elicits the need for constant appraising. Appraisal begins when an individual engages in the process which consists of two important primary and secondary appraisal features (Lazarus, 1966). Primary appraisal allows a person to assess the situation and assign value, make a commitment to goals, develop situational intentions, and give meaning and significance to situations based on the environment. Three additional types of primary appraisals were offered by Folkman (1984), which included: 1) 'irrelevant' appraisals (used when the experience is deemed as non-threatening or potentially beneficial); 2) 'benign-positive' appraisals (consists of the potential opportunity for personal enhancement); 3) 'stressful' appraisals (which result from assessing whether a situation might present substantial threat to one's well-being or attainment of set goals. When a stressor is appraised as negative (causing threat or harm), and there are limited resources to change the stressor, an emotion-focused coping effort ensues, which is an effort to manage one's emotional response. Conversely, if the appraisal deems that a stressor might cause one to reap benefit (e.g., challenge), problem-focused coping strategies are enlisted (Lazarus, 1966). Dewe, P. J. (1991), further developed the primary appraisal process as a huge contributor relating to the influence of desire to perform well for the organization, job security and perceived control over workplace stressors as vital.

The secondary appraisal process emphasizes the ability of an individual to act once reflection has occurred from the initial appraisal (e.g., reappraisal), but the reflection may reveal there is little that he or she can do to change the situation. Lazarus (1998 &

1999) defined situational variables as influencers of the appraisal process; they include demands, constraints, opportunities, culture and personal variables as they relate to goals and goal hierarchies, beliefs about self and world, and personal resources. This is why the intersectional lens is so important. Researchers place a high value on the role organizations play in an individual's ability to appraise and cope with the stressors that confront them. Much of the work on appraisals has examined individuals' appraisals of workplace stressors (Frederikson & Dewe, 1996a; Troup & Dewe, 2002), again suggesting that the role of the organizational environment may affect individuals' appraisals of coping options, and ultimately, their coping response and outcome (Oakland, 1991).

Coping and Stress

After identifying stressors from the perspective of elite coaches in the United Kingdom (UK), Olusoga conducted a second study in transactional stress theory offering a glimpse into the psychological responses to stress among 12 world-class coaches (six male and six female), along with the positive and negative ways of coping with the effects of stress (Olusoga, Butt, Maynard, & Hays, 2010). Most coaches exhibited negative responses to stress such as negative mood, thoughts and behaviors that also negatively affected their relationship with their athletes, and even more, coaches experienced extreme cases of burnout, "a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment", (McCann, 1997; Maslach & Jackson, 2007; Goodger, Gorley, Lavallee & Hardwood, 2007).

Responses and Effects of Stress

First, from the raw data of 25 overall themes associated with responses to stress, four higher order themes emerged: psychological, behavioral, physical responses and negative effects on the coach (Olusoga, et, al., 2010). Additionally, the study analyzed raw data and identified fifty-two themes focused on coaches' perceived effects of stress. From the fifty-two themes identifying coaches' perceptions of stress, three additional themes were found related to negative and positive effects on both coaches and athletes. Details of the higher order themes of psychological stress responses included lower order themes of mainly emotional responses (e.g., anger and frustration); negative cognitions (e.g., self-doubts, and negative decision-making); and diminished confidence.

The second higher order theme of behavioral stress responses included acts of pacing, constantly checking ones' watch, bouts of crying, as well as a display of poor body language. The third identified higher order theme of stress-related responses is physical response, which includes, somatic symptoms of elevated heartrate, muscle tension and feelings of being physically ill. The last of the higher order themes are the negative effects of longstanding/chronic stress on the coach. From this last theme, four additional lower order themes emerged: 1) depression and emotional fatigue, 2) low levels of motivation (giving up on the season and one's career), 3) poor relationships with others (short and terse and avoidance of certain people), and 4) withdrawal (increasingly quiet, distant and introspective).

Frey's (2007) study also revealed fewer positive responses to stress including heightened awareness, a spike in energy and motivation. The wide spectrum of positive and negative responses ignited more attention towards research on coaching research and coaches' responses to stress (Olusoga et al', 2010). Prior to Olusoga et., al (2010), the

most noted research focused on coping strategies of stress, identified by Frey (2007). Frey (2007), uncovered coping strategies known and utilized by Division I college head coaches in a variety of seven sports (baseball, basketball, diving, softball, swimming, tennis, and volleyball). The research involved the participation of ten head coaches (six male, four females, made-up of nine Whites and one Asian-American, between the ages of 35 to 55, with a range of 14 to 30 years of coaching experience, and no one with less than 5 years of coaching experience). Five major dimensions of stress were identified: 1) contextual/conditional factors (structure of coaches' environment); 2) sources of stress (most prominent stress was working with others/non-compliant student-athletes, physical impairment, losing games or wanting more free time); 3) responses and effects of stress (positive stress created more motivation and focus; negative stress impacted behaviors, emotions, thoughts and indirect impact of stress on student- athletes); 4) stress management (cognitive strategies to control thoughts and focus, regulation of emotions, preparation, exercise, and reading as behavioral strategies); and 5) sources of enjoyment (interpersonal/personal enjoyment of role in developing student-athletes, teaching their sport, and strategy involved in game play). First and second order themes were also derived from the five major dimensions.

The results from the work of (Olusoga et, al, 2010 and Frey, 2007) revealed that coaches have access to a myriad of coping strategies (e.g., structuring and planning, developing psychological skills, support from other coaches, family and friends, distraction with off-task activities, learning and professional development, taking time away from coaching, and maintaining a positive athlete-coach relationship) were skills that enabled coaches to effectively and successfully meet the challenges they faced.

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Although there is a litany of the types of stressors coaches deal with, their most common responses are negative, rather than positive, which might suggest that head coaches appraise the chronic demands of the high-profile position of a Division I head coach as 'stressful' (Folkman, 1984), viewed as a threat to achieving goals, which eventually creates an imbalance between demand and resources to handle the numerous demands.

Coaches' responses to stress are worthy of research, given the pivotal role they play in athletics. Coaches are considered the focal point in athletics, voices of reason and gatekeepers to the knowledge and strategies needed in competition (Gould, D., & Maynard, I., 2009). A coaches' ability to remain calm in stressful situations is an expectation among athletes, administrators and fans, especially during the competitive season. Coaches can be an excellent model to student-athletes in helping them know how to appraise and manage stress, which can enhance the training techniques that aid in achieving success (Olusoga, P., Maynard, I., Hays, K., & Butt, J., 2012).

Coaches' Successful Coping Strategies

In a second study of transactional stress (Olusoga, et al', 2010) identified common coping responses to stress and their deleterious effects on the success of coaches within the coaching environment. A third study (Olusoga, Maynard, Hays & Butt, 2012), focused on specific training techniques that coaches could incorporate and apply as coping strategies to combat the ills caused by stress. These strategies included managing the environment and venues where competition takes place; interacting with coaching staff, administrators and student-athletes; preparing athletes for competition, and contingency planning).

The purpose of the third study in the series of stress-related research by Olusoga, et, al, (2012), was to identify the factors that influence successful coaching performance in a highly demanding environment (e.g., Olympic Games). Described are the ways in which elite coaches developed the psychological skills they need to attain success at the highest level of competition.   Further, the study provided advice to coaches on training techniques and skills development to share and help other coaches be more successful in managing their own stress uniquely related to their own environments.

Psychological Attributes of Coaches Coping with Stress

Olympic coaches in Olusoga's study (2012) served as proxies for Division I elite coaches. This study included eight male, medal winning coaches, between 33 to 53 years of age from one of Great Britain most successful Olympic teams who responded to interviews. Questions were presented in identical fashion as the first of the three-research series on stress conducted by Olusoga, et al (2009). After inductive analysis, both higher and lower order themes were assigned and grouped into four sections: 1) psychological attributes, 2) preparation, 3) coping at competition and 4) developmental factors. Coaches expressed eleven key psychological attributes that positively influenced their coaching performance in a highly pressured and stressful environment such as the Olympics. A few of the themes coaches found important were emotion control, confidence, consistency and fun.

Concerning preparation, a lifestyle of conserving energy before the Olympic games and having a contingency plan were important (Olusoga, 2012). Coping while at the Olympic games required coaches to develop strategies prior to competition and routinely practice the psychological skills needed. The last theme, of the third study,

focused on ways that coaches could mentor other coaches to improve the performance of all coaches in highly stressful competitions like the Olympics and beyond. Suggestions of leading a healthy lifestyle so that energy levels were sufficient for a physically and mentally demanding competitive environment were also deemed important. Loehr and Schwartz (2001) suggested that the peak performance of leaders and managers might be supported by their physical, as well as their spiritual, emotional, and mental capacity. While the focus of physical preparation is usually on the athlete leading up to competition, the physical well-being and preparation of the coach for significant events is also worthy of consideration.

The above section on stress has reviewed research literature related to common stresses experienced by elite head coaches. It also provided research findings on elite coaches' responses to stress and some of the coping strategies they have used in the highly competitive environment of Division I intercollegiate athletics and Olympic coaching. The following sections examine existing research literature findings related to differences in sources of stress, responses to stress, and coping strategies used by elite coaches depending on their gender, race and/or the intersectionality of race and gender. The literature review also provides a synthesis of critical theories that deepen understanding of the reasons for some of these stresses.

Taken together with findings from previous research, the above findings clearly indicate that to perform under pressure, coaches need mental preparation and development of key psychological skills and attributes in preparation for competitive events (Olusoga et al., 2012).

Gender in the Sport Environment

Continuing to build on the concept of transactional stress theory and its relationship to the coaching domain, the significance of gender (self-identified as male and female) is essential to providing an accurate description of the roles and presence of male and female coaches in the environment of sports. At the foreground of this argument is the enactment of Title IX, one of the most influential laws passed in recent history dedicated to changing the landscape of sports participation. The initial intent of Title IX emanated from the Civil Rights Act of 1964, written to address and eradicate discrimination based on individuals' sex, religion, race, color, or national origin, as it pertained to employment (Library of Congress. Congressional Research Service, 2003). The 1964 law lacked language prohibiting gender discrimination in public education and federally funded programs; however, in 1967, the National Organization for Women (NOW) persuaded President Lyndon B. Johnson to include in his executive orders the prohibition of gender discrimination in hiring practices in public and federally funded organizations (National Organization for Women., 2010). Johnson's executive orders were signed into Title IX law by President Richard Nixon.

The original intent of Title IX was not to support equal opportunity and participation for women in high school and intercollegiate sports, but policies that followed designed to implement the law, included high school and intercollegiate sports (Kwak, S., 2012). In 1980, under President Jimmy Carter, the implementation of Title IX was further clarified through policies enforced by the Office of Civil Rights (OCR), which mandated that universities have comparable facilities and financial assistance for women and men (Snyder, P., & Thomas, Stephen B., 2008). Later, in 1994, the Equity in

Athletics Disclosure Act required disclosure by federally funded institutions of their male and female team roster size, budgets for recruiting, scholarships, coaches' salaries, and other expenses to ensure accountability for gender equity in sports in the implementation of Title IX (Marsh, J., Osborne, Barbara, Brossman, Curt, & Cooper, Coyte., 2012). Although these measures have aided in the fight for equality and advancement of women, Title IX has not promoted equal status for women of color in sports, particularly Black women (LaVoi, N. M., & Dutove, J. K., 2012). This population has been scarcely researched to date. Although many strides have been made for women in multiple areas, especially education, since the passing of Title IX, there continues to be a disparity in the opportunities afforded women.

Hiring Practices

Although there are many reasons to celebrate the enactment of Title IX, there has been a steady decline in job opportunities for women within the work force, including the field of sports. Before Title IX, women assumed 90% of coaching assignments for women's sports teams (Acosta, R. V., & Carpenter, L., 2012). The Association of Intercollegiate Athletics for Women (AIAW), formed in 1971, a result of the growing interest in women's sports. Its formation might have been sparked by the hot issue of Women's Rights and equality concerns emerging at the time of its passage (Russell, R., Harper, William A., Blankenship, Bonnie, Klenosky, David, & Templin, Thomas., 2015). From 1971 to 1980, the AIAW hosted national tournaments in numerous sports. Coaching women's sports became more desirable, followed by higher pay and visibility (Acosta & Carpenter, 2014). This increased attention created more female athletes and teams, but fewer coaches to fill the growing demand. By 1981, the previously

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disinterested National Collegiate Athletic Association (NCAA), began capitalizing on this phenomenon and began hosting women's tournaments. By 1983, the NCAA had full control over men and women's sports and the AIAW became revenue deprived and defunct. This phenomenon is reflective of the dominance of males which has categorically placed White males in positions of privilege with opportunities to perpetuate their privileged status through hiring practices that those who look like them (Greenwell, M., 2012; Cunningham, G. B., and Sagas, M., 2008).

Costs and Benefits of Title IX on Division I Basketball

From 1970 to 1978, women held prominent and significant positions in women's sports; occupying nearly 90% of the job market. Although some argue that high visibility and increased interest might have disproportionately affected the game, (leaving it vulnerable to the interest of male coaches' participation), the ideology and gender gap that exists in society, specifically sports culture, might be considered as a precipitating factor (Greenwell, 2012). From 1978 to 2012, the number of women coaching women's teams is reflected in the decline from almost 90% of positions held to 42.9% of women coaching women's teams, compared to 57.1% of men coaching women's teams. Data also indicate that as women's teams and athletic participation grew, the number of female coaches declined. No longer are women sports teams coached for reasons of passion for the game they love to play. Coaching women's teams has become a viable career with salaries that are commensurate with men's salaries now making them more appealing to men to seek these positions (Greenwell, 2012; Norman, L., 2012).

Patriarchy in Sports Culture

The gender ideology of patriarchy in society has been perpetuated in sports to legitimize male participation in sports while maintaining power over women's contributions to sports (Sage, G. H.,1998). In notable ways, the landscape reflects the control by men (Cooky, Messner, and Musto, 2015). Women were successfully running the AIAW before the male-dominated NCAA took interest in women's sports (Hult, J., 1980). Although women assumed the majority of leadership positions (e.g., head and assistant coaches, and administrative positions) associated with women's sports within the AIAW, pay was lower and there were fewer participating teams and athletes involved (Acosta & Carpenter, 2012). Not until women's sports began gaining more popularity, visibility, increased salaries, and opportunity for male coach participation were women's sports validated and welcomed into the sports arena (Acosta & Carpenter, 2012; Knoppers, Meyer, Ewing, & Forrest, 1991; Knoppers, 1992; Whisenant, 2003). Despite these gains, the historical participation and opportunity for male participation in sports continues to support the ideology that sport is innately a part of being male and that sports are men's rightful place in society (Coakley, 2008), for men to predominantly occupy and for women to be ignored (Messner, 2002).

Despite the prominence of White women in leadership roles in the AIAW, Black women were severely underrepresented (5 percent) in numbers that are similar to their representation (11.9 percent) in Division I head coaching positions today (Borland, J.F. and Bruening, J. F., 2010).

Hegemony and Ideology

Hegemony poses the greatest threat to women (both Black and White) and Black males in the coaching profession. The cultural norms and values of gender discrimination

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are ubiquitous in most work environments (Connell, 2005; Kim, Sagas, & Walker, 2010).

In the sports culture, hegemony is present in who holds positions of power, which

perpetuates male dominance through an ideology that women are inferior to men

(Trujillo, N., 1991; Norman, L., 2012). The ideals surrounding hegemony are

perpetuated and played out in subtle tones (Willis, 1982; Connell, 1987; Kian, Vincent &

Mondello, 2008) through gender hierarchy of social relationships characterized by the

dominance of men and the subordination of women. These conceptual norms stifle the

progress of women's opportunities to be hired in positions they have rightfully earned

through their academic credentials and playing experience. The National Center for

Education Statistics (NCES, 2013), reported more than 52% of doctorate degrees were

earned by women, and more than half of all bachelor's and master's degrees in the United

States (Perry, M. 2014) in sports. The covert and insidious practice of hegemony keeps

marginalized communities (Black males and White and Black female) coaches in

positions that offer only limited growth opportunities.

Women in the Sports Workplace

The culture of American society has disproportionately given access of

opportunity to males, particularly White males, in nearly every field. In academia,

specifically in positions as postsecondary faculty, women were less likely to have tenure

(15% tenured positions) as well as unlikely to be in positions (32% non-tenured

positions) that led to tenure opportunities (Nettles, M. T., Perna, L.W., & Bradburn,

E.M., 2000). This entrenched practice in U.S. hiring was one of the reasons for laws such

as Title IX. Societal norms have also influenced how women are viewed in the roles and

positions to which they have access.   These practices have continued even though

educational achievement statistically has shown women to be higher achievers of master's and doctorate degrees (Acosta, & Carpenter, 2014).

All coaches face the common challenges of long hours, recruiting, travel, surrogate parenting and high demand for a winning culture, particularly at the collegiate level of play (Dixon & Bruening, 2007; Knoppers, 1992). Women, however, face an even greater challenge than their male counterparts due to the expectations fostered by cultural norms of women assuming nurturing roles at home and at work (Dixon, M.A., & Bruening, J.E., 2005). These assumptions play a pivotal role in the thinking around hiring and retention of female coaches. The creation of work-family conflict has the potential of creating what Greenhaus, J.H., & Beutell, N.J. (1985) described as "inter-role", which is the conflict and incompatibility between work and family responsibilities. These conflicts typically result in stress on the job that affects the work-family dynamic (DiRenzo, M. S., Greenhaus, J. H., & Weer, C. H., 2011). Research on the work-family dynamic, and the amount of stress that both male and female coaches identified, showed differences between the two genders, although both male and female coaches reportedly found work-family dynamics stressful (LaVoi, & Dutove, 2012).

Research with Canadian coaches conducted by Mercier (2000), highlights the significant role that North American cultural norms play in perpetuating the interplay between work and family practices. Work for pay is associated with men, while family responsibilities (e.g., home upkeep and child rearing efforts) have been assigned primarily to women without pay. Ranson, G. (2005) researched female engineers and discovered the incongruence between the role of an engineer and the prescribed role of woman. As an engineer, women are viewed equally as men. Consequently, when

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women desire to have children, they quickly lose their "male" status and are abruptly returned to an "inferior" status of being a "wife". This incongruence can also apply to the coaching profession, where the ability to perform both roles (e.g., work for pay and homemaking) is assumed to be impossible. Men are rarely expected to assume family responsibilities if they work full-time in their careers (Acker, 1990; Minnotte, K. L., Minnotte, M. C., & Pedersen, D. E., 2013). This double standard and conformity to past practices might stem from the limited educational and job opportunities made available to women for decades (LaVoi, & Dutove, 2012). These dual expectations possibly constitute disproportionate stressors for women. Since some opportunities for women's employment have recently increased, the number of women finding themselves assuming the dual roles of occupying employment and maintaining household responsibilities has also increased. Hochschild, A. (1989) coined the phrase, "second shift", which refers to the dual role of working full-time for pay and returning home to take care of the family needs, referenced as 'unpaid labor' which is furthered explained as 'unpaid work done to maintain family members and/or a home' (Shelton and John 1996, 30). These societal restrictions raise questions about their effect on women emotionally as they appraise their situations to determine whether they are negative and threatening or positive with potential benefits to them.

The Glass Ceiling Effect

At first glance there appears to be an increase in diversity in the workforce, due to women and minorities occupying more positions in the workforce. At a closer look Burns, C., Barton, K., & Kerby, S. (2012) discovered that the increase of diversity was related to the hiring of more racial and ethnic minorities. Burns et al., (2012) reported

47% of the workforce was made up of women; 36% were people of color, which included males and females. It should be noted that in 2011, women held 51% of jobs related to management, professional occupations, but only 14.3% of those jobs were considered executive office positions. The most staggering statistic in this report is that, from 2010 to 2012, there was a decrease of 1% in the hiring practice of female (Catalyst, 2012a; Dreher, 2003; Kennedy, 2009; Lockwood, 2004; Morrison, White, & Van Velsor, 1994; Pai & Vaidya, 2006; Powell & Butterfield, 1994; Ragins, 1998).

The "glass ceiling" effect that is an implicit and explicit form of gender and race discrimination has continued to prevent access to executive position in most occupations, including sports (Cunningham, 2010). At the gender level of discrimination, the proverbial "glass ceiling" was deemed real when the Glass Ceiling Act of 1991, coupled with the Civil Rights Act of 1991, exposed the covert practice of preventing women from advancing to executive positions in corporations, education, government and non-profit organizations (Lockwood, N., 2004, p. 2). The Glass Ceiling Commission was assembled in 1995, and their findings identified three areas in which discrimination was rampant and found to, "contradict this nation's ethic of individual worth and accountability—the belief that education, training, dedication, and hard work will lead to a better life" (Glass Ceiling Commission, 2005, p. 7). The first area of discrimination was named societal barriers, which might be considered outside the direct control of businesses. One type of societal barrier is labeled the "supply barrier", which is found in educational opportunity and attainment.   The other societal barrier is referred to as the "difference barrier" which is associated with stereotyping, prejudice and bias applied to gender, race and ethnicity. The second societal barrier is "internal structural barriers"

where outreach, recruitment, and training are limited and do not aim to target, recruit or develop women and minorities. The term "pipeline barriers" is associated with the Commission's second identifier of discriminatory practices evident in a lack of mentoring, management training, and scarce opportunity for development. Oakley (2000) expounded on the second area of discrimination that detailed common practices and policies of corporations to maintain their levels of discrimination through promotion policies, compensation practices, behavior and cultural explanations, communication styles, preferred leadership styles, power in a corporate culture and maintenance of the status quo – "good old boys network" (Ervin, S., 2013). Government barriers was the final example of discrimination as the result of scant monitoring and enforcement of law-breaking practices out of step with Title IX and discriminatory hiring and training practices, along with poor reporting of glass ceiling issues (Glass Ceiling Commission, 1995). The stereotypes and "glass ceiling" effect that female coaches experience, is creating a decline in women interested in pursuing occupations in sports (Glass Ceiling Commission, 1995). Discriminatory practices and unyielding barriers that stifle progress, work-family conflict, and non-traditional work environment (Abney, R. 2000), is increasingly negatively affecting the satisfaction that female coaches have in their work. These heightened levels of stress demand too many of the resources that coaches need, and thereby increase negative responses that have more of a deleterious effect on women's ability to perform their jobs well (Frone, M.R., Russell, M., & Cooper, M.L., 1992) inconsistent with some findings on PSS scale and work satisfaction.

Race in Sports

Unfortunately, much of the same underrepresentation and institutional practice of gender discrimination is even more prominent as it pertains to race discrimination (LaVoi, N., 2016). Title IX played a significant role in providing access to higher education and jobs for women (Acosta & Carpenter, 2012), but it has been even less accommodating for minorities, specifically Black males and females. White males and females continue to thrive in attaining leadership positions in most occupational domains, that are even more evident in sports (Pattnayak & Leonard, 1994). Although barriers preventing Black athletes from participating in sports has declined, racist ideology suggests that Blacks are incapable of assuming leadership positions (Salles, 2000; Sack, Singh, & Thiel, 2005), and Whites as being more intelligent and ethical, than Blacks (Coakley, 2009). Sociologists assert that there is a continuance of racialized representation of athletes in sports that is played via media outlets (Hoberman, 1997), that send false messaging that presents inferences of overall upward social mobility of Blacks through the narrow lens of success of a few Black athletes and coaches. The repercussions of these inaccuracies continue to turn a blind-eye to the real issues surrounding sports and the racial discrimination that exists, such as disparity in pay and hiring of Blacks in leadership position (Lapchick, et. al., 2017).

Beginning in 1997, the Racial and Gender Report Card (RGRC) has provided an annual report on the hiring practices of women and people of color from the leading sports organizations in the U.S.: National Basketball Association (NBA), National Football League (NFL), Major League Baseball (MLB), Major League Soccer (MLS), the Women's National Basketball Association (WNBA), as well as the National Collegiate Athletic Association (NCAA). The Institute for Diversity and Ethics in Sport,

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(TIDES) or the (Institute), publishes the findings that (RGRC) studies report. Upon the

release of the 2016 TIDES report, Richard Lapchick, founder, summed up the state of

NCAA hiring practices (Lapchick, 2017, p.1):

> "College Sport, which has had difficulty increasing opportunities for women and
> people of color, faced further challenges in this reporting period as it experienced
> decreases in both gender and racial hiring. College sport still had the lowest grade
> for racial hiring practices and gender hiring practices among all of the college and
> professional sports covered by the respective Racial and Gender Report Cards.
> The only area covered in the RGRC which had high grades was the NCAA
> Headquarters." Lapchick, (2016), continued his report, "While there was some
> improvement for women as athletic administrators in all three Divisions (e.g.,
> Divisions I, II, and III), it was negatively balanced by the fact that 45 years after
> the passage of Title IX, more than 60 percent of all women's teams are still
> coached by men." Opportunities for coaches of color continued to be a significant
> area of concern in all divisions. For the 2016 season, 86.1 percent of Division I,
> 88.1 percent of Division II and 91.7 percent of Division III men's coaches were
> white. On the women's side, whites held 84.5 percent, 87.5 percent and 91.6
> percent in Divisions I, II, and III, respectively."

Interpretation of the data pertaining to the under-representation of Black head

coaching positions varies. Statistics from the 2016 TIDES report indicates that Black

head coaches make up 10.2% of Division I basketball programs, yet, the NCAA received

a letter grade of C+, which in most grading systems, is equivalent to work that is

considered slightly above average. This disparity suggests a possible flaw in the grading

process (Cunningham, 2007), especially when results are clear cut (e.g., 2015-2016 head

coaches of men's teams – 247 White males versus 67 Black males). These statistics are a

clear indication of institutional practices of racism in American sport institutions, and

they demonstrate the "normalization" of practices that maintain the underrepresentation

of male and female Black head coaches (Scott, 2001; Zucker, 1987) over long periods of

time. Continuing to create homologous environments (Lovett & Lowery, 1994; Stangl &

Kane, 1991), is an illustration of self-categorization theory (Tajfel & Turner, 1979) that

maintains the practice of hiring fewer dissimilar members of a group. This practice

bolsters high levels of self-esteem and confidence for those in power (Cunningham, &

Saga), and those within the homologous group.

The ramifications of being a part of the "outgroup" (e.g., Black males and

females) is that these members, are not exposed to the same amount and type of support

given to members in the "in-group". Negative and poor job evaluations, as well as limited

access of exposure to networking opportunity for career advancements (Nier, Gaertner,

Dovidio, Bankerm, and Ward, 2001; Cunningham, & Sagas, 2005) further perpetuate

hiring practices of racially similar group members and coaches, a form of access

discrimination (Everhart & Chelladurai, 1998).

Race and Stress

Returning to research of transactional stress theory that defines stress as a

product of the interplay between the person and the environment (Lazarus, 1966), creates

first an appraisal process that determines if the stressor is a threat or a challenge. The

next phase of the appraisal, the person determines if they have adequate resources to cope

with the demands being presented. With this in mind, based on societal biases (Belzer, J.

& Boettger, E., n.d.; Carington, W. & Troske, K., 1998) that have infiltrated the sports

world, Black coaches (and women) experience their environment as outgroup members

(Cunningham, G. & Sagas, M., 2005). This position, in the environment, might cause

them to appraise challenges as greater threats than ingroup members (e.g., Whites and

males), who are found to have more support within their environment, more confidence,

opportunity to advance, and higher levels of self-esteem (Lovett & Lowery, 1994; Stangl

& Kane, 1991; Cunningham, & Saga, 2005).

Intersectionality and Stress

Intersectionality describes overlapping or intersecting social identities as they interact with systems of oppression, domination, or discrimination, (Collins, P., 2000) which are active in sports organizations, especially in Division I schools. This definition of intersectionality, aides in understanding how systemic injustice and social inequality occur on a multidimensional basis within various systems (Collins, 2000).

Although the concept of intersectionality has gained wide acceptance, its definition and applicability remain open ended. Some have argued, however, this concept, which draws from Critical Race Theory (CRT) makes it a useful tool in multiple contexts of inquiry. "Everyone is positioned at the intersections of a cluster of identity categories that together interact and produce an effect that is different from the sum of its parts" (Duncan, 2007, p. 69). Given these insights, CRT is useful in constructing complex matrices to ensure social justice in contexts where domination and subordination are at work simultaneously (Collins, 1990). This concept may have significance when considering how intersecting identities affect the way people respond differently to their environment and appraise their stressors.

Intersectionality in Sports

The literature review presented gender and race as independent identities to account for differences in coaches' experiences within the same organization. Intersectionality addresses multiple identities intersecting to create a whole that is different from the component identities. Much of the research in sports management with regard to diversity in leadership positions of college athletics has focused separately on race (Cunningham & Sagas, 2004a, 2004b; Cunningham, Sagas, & Ashley, 2001;

Cunningham, Bruening, & Straub, 2006) or gender (Inglis, Danylchuk, & Pastore, 1996; Inglis, Danylchuk, & Pastore, 2000; Knoppers, Meyer, Ewing, & Forrest, 1991; NCAA, 2009a; Sartore & Cunningham, 2007). Few studies have examined the confluence of race and gender – and other social identities – and thus, research on the sport experiences of Black women, in whom gender, and race intersect has received little attention. Not only does sport research ignore the experience of women and people of color in independent studies, it ''most specifically ignores women who are people of color'' (Bruening, 2005, p. 330).

While the theory of intersectionality began as an exploration of the oppression of women of color within American society, today the analysis is often applied to all identities (including status usually seen as dominant and when seen as stand-alone status). Race and gender are two prominent intersecting identities that have a large impact in sports, especially at the coaching level. These identities are not "unitary, or mutually exclusive entities, but rather reciprocal (Hancock, A. M.,2007). They do not act independent of each other. Instead, these forms of identity interact with systems of oppression to demonstrate the multiple forms of discrimination (Hancock, 2007). This is a useful explanation when considering the data showing the disproportionate number of Black female coaches in Division I basketball compared to the number of White female coaches in Division I basketball.

The focus in this study is on the intersectionality of race and gender, although class and sexuality are other intersecting identities. It is necessary to consider both racism and sexism (gender discrimination) as interacting forces within and outside the field of sport affecting coaches' experiences and contributing to differentiated perceptions of the

coaching experience. The last decade has seen an increased appreciation for intersectional analysis, partially because of the rather recent acknowledgment that identities are always multiple, shifting, and shaped by power via cultural categories such as social class, sexuality, and nationality (McDonald & Birrell, 1999).

Intersectionality and Oppression

Because laws and policies usually only address one form of marginalized identity, intersectional identities are often ignored. Therefore, there is often a lack of resources available to combat the discrimination, and oppression experienced from the perspective of intersecting identities (Hancock, 2007). The framework of intersectionality provides an insight into how multiple systems of oppression interrelate and are interactive. For example, intersectionality asserts there is no singular experience of one identity (Collins, P., & Bilge, S., 2016). As an example, to understand a women's health it is necessary to consider other identities besides gender, such as class, ability, nation or race to grasp the full spectrum of the woman's health concerns. In the case of sports, addressing race without examining the intersectionality between race and gender fails to conceptualize the full experience of Black female and male coaches and White female and male coaches within a hegemonic Division I athletic environment where cultural norms (e.g., masculinity, femininity and gender roles) determined by a White male dominant culture (Messner, 2002).

The theory of intersectionality also suggests that seemingly discrete forms and expressions of oppression shape one another. In a reciprocal manner, to fully understand the racialization of oppressed groups, it is also necessary to examine the ways in which

racializing structures, social processes and social representations are shaped by gender, class, sexuality (Carbado, D., Crenshaw, K., Mays, V., & Tomlinson, B.,2013).

Black Women as Women and Women as Black

Black women have been studied in a stand-alone category of women and/or in a stand-alone category of Black (Bruening, 2005), but not as Black women, having their own category. This skewed research lens has ignored the convergence of ''non-White'' and ''woman'' as an area to study (Everhart & Chelladurai, 1998; NCAA, 2009b). However, demographic data collected by the National Collegiate Athletic Association (NCAA) make a case that, because Black women are under-represented in the coaching ranks of U.S. women's collegiate basketball, they are worthy of studies NCAA, 2009b, 2009c) to anyone interested in improving their level of representation.

The NCAA data indicate that among Division I head coaches for the 2007–2008 season (excluding historically Black institutions), 10.7 percent of the positions were occupied by Black females. The other percentages include White males at 31.9 percent, White females at 53.7 and Black males at 2.9 percent (NCAA, 2009c). The 10.7 percent of Black females stands in contrast to the approximately 50.1 percent the student-athletes playing Division I women's basketball who are Black (NCAA, 2009b). However, statistics on White females coaching (53.7%) and White females playing (42.6%) are much closer in percentage points (NCAA, 2009b, 2009c)

The most recent numbers show that at the assistant coach level in Division I women's basketball Black women make up 16.1 percent of the coaches; White women comprise 47.9 percent (NCAA, 2009c). This under-representation of Black women in sport dates to the early stages of women's basketball (Alexander, 1978), who found that 5

percent of head coaches and 5 percent of athletic directors in the Association of Intercollegiate Athletics for Women (AIAW) were Black women. Houzer, (1974) stated that visibility of Black women was necessary to inspire future generations of Black women to become athletic administrators. Abney (1988) argued the need for young Black women to have role models for future generations to emulate, who are interested in sports administration as a career. Stress research identifies mentors as an effective strategy for coping with stress (Avery, D., Tonidandel, S., & Phillips, M., 2008). Women who ascend to leadership positions need experienced role models or mentors to make the necessary changes in behavior required to function in these positions. This effective coping strategy (Jones & Shorter-Gooden, 2003) allows them to exercise different parts of their identities (McDowell, 2008), but they need female mentors with coaching experience to show them how to navigate athletic departments dominated by White males (LaVoi, 2016).

Black women are still seen more as players rather than coaches and seen more as ''designated recruiters'' rather than assistant coaches who can do a variety of tasks (as cited in Borland, J. & Bruening, J., 2010). One study, (Borland & Bruening, 2010) compared the designated recruiter tag to the Black quarterback in football. One participant, in that study stated, "you are perceived as ''a recruiting coordinator" who doesn't really understand X's and O's." It's the same argument used against making Black men quarterbacks, as if they are not intelligent enough to learn the plays (Borland & Bruening, 2010). This is an example of how Critical Race Theory works in the context of intersectionality.

Another coach, in the study (Nicole) felt Black females may not be pursuing head coach positions because they are afraid they won't be hired (Borland & Bruening, 2010). They don't want to risk getting fired and do not necessarily see themselves succeeding. She explained, ''They might not want to run the risk of becoming a head coach, possibly failing and getting fired.'' The women confirmed that there is a lot of pressure for Black women to succeed once they become head coaches because they carry the hopes of many Black female assistant coaches who want to become head coaches (Borland & Bruening, 2010).

Role Identity Negotiation

Being collectively Black, female and unmarried can serve as a powerful silencer, according to the women (Borland & Bruening, 2010). Another participant in this study, Keisha, captured the idea of intersection and oppression collectively when she revealed that Black women often have three strikes against them (race, gender and sexuality). The role of identity negotiation, once again presents an additional demand of low-self-esteem and feelings of outgroup discrimination that has the potential of adding additional stress…

Conclusion

The literature review has provided a conceptual framework for addressing stress among elite Division I head basketball coaches. Transactional Stress Theory, Critical Race Theory, and Intersectionality Theory discussed in the literature review provides a structure for conducting my study to test my hypothesis that stressors experienced by high profile Division I head basketball coaches differ in type, frequency, and intensity,

based on race and gender of the coach, particularly Blacks. These differences are

exacerbated by the intersectionality of gender and race.

CHAPTER 3

METHODS

Chapter three presents the methodology of the study, which used a mixed method approach, combining quantitative (e.g., a descriptive design) and qualitative (e.g., a phenomenological and critical research design) methods. Qualitative research methods provide thick descriptive data that contribute to understanding the meaning people make of their experiences; which is an inductive phenomenological process (Merriam, S. B., 2009). The intent of this method was to help the reader gain insight and understanding about Black and White female and male head basketball coaches' experiences with stress. In addition, this qualitative study, is based in critical research. Its purpose is to not only study data provided by the participants, but to critique the data in hopes of making change within the environment of Division I athletics (Merriam, 2009).   This design is for the purpose of learning to explore ways to structure the environment of Division I basketball, in ways that maximize coaches' talent and performance (Merriam, 2009).

The three key sources of the conceptual framework for this study are transactional stress theory (Lazarus, 1991), critical race theory (Carbado, D., Crenshaw, K., Mays, V., & Tomlinson, B., 2013) and intersectionality (Crenshaw, 1989). To support this framework, the researcher identified input variables (e.g., the four groups of coaches) that can lead to environmental change as well as well as environmental variables (e.g., the yearlong schedule) that can influence the participant variable. Inputs refer to the fixed attributes that each participant brings to the study (e.g., gender, race and intersectional identities), and environmental inputs refers to actual experiences that Division I head

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coaches have (e.g., an intense yearlong schedule and infiltrated societal beliefs on gender and race) in their role as Division I head coaches.

The mixed method approach was used to answer the four research questions stated in chapter one.

1. What are some common themes and categories of stress that all Division I head basketball coaches experience?

2. What are the frequencies, intensities and types of stress experienced by Division I head basketball coaches?

3. What role does the environment play in the stress Division I head basketball coaches experience?

4. How do the effects of stress differ among Division I head basketball coaches within gender, race and intersectionality?

The mixed method approach of using qualitative and quantitative data were collected simultaneously, data was analyzed separately, and later combined to corroborate and strengthen the findings of both the qualitative and quantitative data (Merriam, 2009; Creswell, J.W., 2014).

Participants

Participants in this study were 20 National Collegiate Athletic Association (NCAA) Division I head basketball coaches at institutions participating at the highest level of intercollegiate competition. Within Division I athletics, there are two, and arguably three levels of competition. One, is considered the BCS /Power 5 Conference level, (Belzer, 2015; IMG, 2016; Weindling, 2017), which includes a level of the top five conferences that generate the highest revenue. Mid-major universities are considered a

second level and not generating as much wealth as BCS/Power 5 conferences, while the third level is conferences that are generating the least amount of financial gain. Based on these three levels, 14 head coaches worked at institutions considered to be at the BCS/Power 5 level and six head coaches worked at Division I institutions considered to be at the mid-major level (Belzer, 2015; IMG, 2016; Weindling, 2017). As described in detail below, the participants were diverse in age, gender, race, and years of coaching experience. This study differed from previous research on high profile head coaches by restricting the interviews to Division I head basketball coaches only. Previous research by Frey (2007) and Olusoga (2009 and 2010), included head coaches of other sports at the Division I level and those performing in elite Olympic competition. The purpose of using Division I basketball was to both identify differences and similarities that are unique to the overall sport of Division I basketball, as well as investigate experiences from both male and female head basketball coaches who have a similar experience coaching teams whose gender matches their own. No male head basketball coach in Division I women's basketball was included because women do not have a parallel cross-gender experience of coaching males in Division I men's basketball.

The diversity and intersectionality represented among the participating Division I head basketball coaches included the gender categories of female and male and the race categories of Black and White. The participants included Black female (n=5) and White female (n=5) women's head basketball coaches and included Black male (n=5) and White male (n=5) men's head basketball coaches.

Table 3.1: Alphanumerical Labels Assigned to Gender and Race Categories

Gender Label	Gender	Race Label	Race	Intersect Label	Intersectionality
1	Female	1	Black	1	BF
2	Male	2	White	2	WF
				3	BM
				4	WM

The age range of Division I head basketball coaches in this study was between 36 and 70 years with a mean of 52.4 (SD=9.5), and their experience as Division I head basketball coaches in the study ranged from 2 to 46 years with a mean of 16.9 (SD=14.4). Selection criteria required current Division I head basketball coaches or coaches who were no more than two years removed from their head coaching experience at the Division I level.

Procedure for Selection

Division I head basketball coaches were contacted via various modes of communication including phone calls, text messages, emails and in-person solicitation to secure 20 participants from Division I institutions for this study. Once a verbal commitment was obtained, an informed consent form detailing information about procedures, benefits and risks of participation, and contact information of the researcher, was emailed to participants. Due to the highly sensitive information and publicity surrounding the Division I college coaching profession, the researcher assured the participants of confidentiality and privacy guidelines. The researcher informed all coaches that any potential identifiers (e.g., the coach's name and the name of the university of employment) would be omitted to maintain anonymity.

Once consent was received, an interview appointment was scheduled and the researcher sent a final interview confirmation email that also included a link to both the Maslach Burnout Inventory-Educators Survey (MBI-ES) Maslach, C., & Jackson, S. E., (1986). and the Perceived Stress Scale (PSS) Cohen, S., Kamarck, T., and Mermelstein, R. (1983) surveys. Participants were asked to complete the two surveys prior to their scheduled interview date.

Interviews

The researcher used semi-structured interviews conducted with 20 NCAA Division I head basketball coaches to understand from their perspective, how stress impacts their work environment. All interviews were conducted after the start of the fall semester in the month of August for schools opening in August and in September for schools beginning the start of the fall quarter in September. The interviewer's nine years as a head basketball coach at the Division I level with additional head coaching experience at both the high school and the professional basketball level in the Women's National Basketball Association (WNBA) helped to build rapport and trust with the coaches to get their consent to be interviewed. This advantage helped the interviewer gain access to Division I head basketball coaches whose availability is highly limited and confidential.

Previous stress literature dedicated to research related to stress and coaching (Frey, 2007 and Olusoga et al., 2009), provided content for interview questions used during the semi-structured interviews of Division I head basketball coaches (see Appendix D). All interviews were scheduled for a duration of 60 minutes. Audiotape and extensive written notes of all interviews (Anderson, 2003) were taken by the

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researcher, later transcribed verbatim by a transcription service (Rev.com) and furthered

reviewed/transcribed by the researcher to ensure accuracy; particularly as it pertains to

basketball coaching language. Audio recorded sessions used technology from the online

Skype application and two voice recorders. The first recorder was on an application used

on an Apple iPhone, and the second recorder was a digital hand-held recorder; both were

used in case one of the recorders ran out of recording space. Additionally, the researcher

took extensive handwritten notes during each interview to gain descriptive insights into

the inner-workings of the head coaches unique experience during the scheduled 60-

minute semi-structured interviews. At times the researcher used open-ended questions

(Lincoln & Guba, 1985) and time was extended allowing coaches to elaborate on their

experience as Division I head basketball coaches, which at times was outside the

designated structured questions.

Before the researcher asked each Division I head basketball coach the first

question from the interview guide, each semi-structured interview began by asking for a

verbal consent to participate in the interview. Upon receipt of verbal consent, the

researcher informed the head coaches that questions would be conducted in segments,

and they would be informed when one segment was ending, and another segment was

beginning. The researcher asked the same major core questions (e.g., Do you find your

job as a Division I head basketball coach to be stressful?; How does stress affect your

performance?; How do you manage your stress?) to each participant (Olusoga et al., 2009

and 2010), while encouraging and providing latitude for participants to elaborate on

personal experiences unique to them (Patton, 2002). As the interview moved from one

segment to the next, coaches were probed whether they wanted to add information that might not have been mentioned throughout all segments (Olusoga et al., 2009 and 2010).

Surveys

In addition to interviews the researcher administered two surveys, MBI-ES and the PSS to further examine and understand stress experiences that head basketball coaches describe in Division I basketball. The two surveys were presented to all 20 Division I head basketball coaches, and the link (presented by Qualtrics) to both surveys were provided to each coach via email or text message on their cell phone. Sixteen out of 20 Division I head basketball coaches completed the both surveys, which required approximately 10 minutes per coach.

The MBI-ES was created to measure the level of burnout in professionals associated with academic settings. As research on the dynamics of stress identifies (Lazarus, 1991). stress can contribute both positive and negative effects and responses to individuals. The focus of this study is to illuminate the negative effects of stress that are derived from transactional stress (Lazarus, R.S., 1999).) that takes place between the head coach and the intercollegiate Division I athletic environment, which could be determined to be chronic stress that potentially produces burnout (Maslach & Jackson, 1986).

The PSS is a classic comprehensive stress instrument (Cohen, et al.,1983)used to measure the perception of one's own stress and how one appraises situations as being stressful or not within their environment. Because the PSS is devoid of any content specific language, this survey can be used in a variety of subpopulations (Cohen, et al.,1983). Consistent with transactional stress theory, interactions are deemed stressful or

challenging based on an individual's appraisal and the resources they possess to manage

the situation ((Lazarus, 1991). The PSS survey was administered to determine the

intensity and appraisal of stress that each Division I head basketball coach experienced

within the last month, including their current level of stress.

Analysis

Using data reduction analysis transcripts from the interviews were read numerous

times solely by the researcher to enhance familiarity and to organize responses from

interview data into meaningful patterns, categories and themes (Miles and Huberman,

1994). The researcher coded and re-coded raw data several times (e.g., quotes and

paraphrased quotes from responses to interview questions) to improve reliability and

validity. The results from inductive content analysis produced "meaning units" (Levitt et

al., 2008) of sources or types of stress that were reported as most common and frequent

themes associated to stress and the intensity in which stress was experienced by Division

I head basketball coaches, which is shown in answering research questions one and two.

Additionally, and consistent with previous research (e.g. Frey, 2007), content analyses

compared, contrasted and labeled data into more general themes labeled (higher order

themes), and further into specific and granular insights, labeled (lower order themes) of

stress experienced by head coaches. Lower order themes also provide more description

from coaches' experiences. The researcher used these data to name specific types of

stress that represent Division I head basketball coaches and their most common

experiences with stress. From the categories that were created, the data were furthered

organized into *higher order themes* that represent the disaggregation of the *categories*.

Finally, the *higher order themes* were then organized into groups of like responses and

common themes, which resulted in the creation of *lower order themes* to reflect in greater

detail the types of stress described by Division I head basketball coaches in their

interviews. Similar to studies by Frey (2007) and Olusoga et al, (2009), descriptive

quotes from the coaches' interviews coded as higher and lower order themes allowed for

an in-depth understanding of the common themes and categories of stress experienced by

Division I head basketball coaches.

The researcher used responses from interview questions in combination with

results from the two surveys to answer research questions one, two and four. Further,

research question three was answered primarily by the researcher's analysis of responses

to interviews questions only. In addition to the interviews, the researcher also analyzed

results from Maslach's Burnout Inventory for Educators (MBI-ES), and the Perceived

Stress Scale (PSS) to triangulate findings from these sources with findings from the

interviews to respond to research questions involving frequencies, intensities and types,

of stress in relation to all coaches in the study, but also in relation to gender, race, and

intersectionality.

To answer research question one: *What are some common themes and categories*

of stress that all Division I head basketball coaches experience? the researcher used the

analysis of interview data and results from the MBI-ES and PSS to determine if the

sources of data corroborated and supported one another. A similar process was used to

answer research questions two and four (two: *What are the frequencies, intensities and*

types of stress experienced by Division I head basketball coaches? and four: *How do the*

effects of stress differ among Division I head basketball coaches within gender, race and

intersectionality). To answer research question three (*What role does the environment*

play in the stress Division I head basketball coaches experience?), the researcher relied

solely on analysis of data from the interviews.

Measure of Frequency

When investigating frequency, the researcher assigned scores that represent the

common types of stress most frequently mentioned by all Division I head basketball

coaches in their interviews. For stressors to be included as common themes, the number

of coaches that mentioned a particular stressor was used as its frequency; therefore, the

scale ranged from 0-20. The scale was spilt into three equal ranges: 11-20 (high), 6-10

(moderate), and 1-5 (low), with which Division I head basketball coaches reported

experiences with stress fell into the range of 11 to 20. Frequency was also analyzed

within race, gender and intersectionality with the scales and ranges adjusted accordingly

for the number of participants (see table 3.2 below).

Table: 3.2: Frequency of Stress

Frequency Scores	All DI Coaches Scores	Gender Specific Scores	Race Specific Scores	Intersectionality Scores
High	11-20	6-10	6-10	3-5
Moderate	6-10	3-5	3-5	2
Low	1-5	2-0	2-0	1-0

These frequency estimates from the interview data were also compared to the

frequency scale provided by the MBI-ES, (ranging from 0=Never to 6=Every Day) and

the PSS (ranging from 0=Never to 4=Very Often). They revealed how frequently

Division I head basketball coaches said they experience stress in their work environment.

First, the researcher used the established scoring key from the MBI-ES (Maslach &

Jackson, 1986) to measure the average level of frequency with which Division I head

basketball coaches experienced emotional exhaustion (feelings of being emotionally

overtaxed by one's work with people), depersonalization (a detached and impersonal

response to those for whom one provides services), and their sense of personal

accomplishment (feelings of worth, achievement and success in one's work with people)

in their overall role as Division I head basketball coaches. Second, the researcher used

scores on the PSS, which illustrate the frequency with which coaches indicated they

experience stress within the last month prior to completion of the survey.

Measure of Intensity

The intensity of different stressors was estimated using the interview data.

Intensity was defined as the number of times an individual coach mentioned the same

stressors including lengthy elaboration regarding a perceived stressor. The choice of

words related to burnout and emotional exhaustion (e.g., superlatives like "most" and

"est" suffixes) was also used as an indicator of intensity. Additionally, scores on the PSS

survey indicate how often and the degree in which head coaches experienced stress that is

perceived as a threat. The researcher used results from the PSS to estimate intensity. The

PSS also allowed coaches to appraise levels of stress indicated by scores ranging from (0

to 13=low stress; 14 to 26=moderate stress; and 27 to 40=high stress) Cohen, et al.,

(1983).

CHAPTER 4

RESULTS

This chapter contains data collected from three data sources for the purpose of answering the research questions guiding this study. The literature from prior research enabled the researcher to formulate a conceptual framework of transactional stress theory combined with critical race (Carbado, et al., 2013) theory and intersectionality analysis to guide the study.

It is clear from both the interviews and questionnaires that there is substantial negative stress experienced among Division I head basketball coaches. Initial data were produced from participants' responses to the framing interview question asked of all 20 participants: *Is coaching stressful?* Extensive quotes provided below offer a sample of the rich, in-depth responses to this question given by all 20 Division I head basketball coaches participating in this study. Nineteen of the 20 Division I head coaches in the study stated that coaching in NCAA Division I is stressful and that it affected them negatively. This assertion from the coaches was compared when appropriate to the scores of 16 out of 20 coaches who took the PSS and MBI-ES surveys which measured types, frequency, and intensity of stress. Only one Division I head basketball coach participating in the study stated that stress did not have a negative effect on him; however, his responses to other interview questions were similar to those of the other 19 coaches reporting their work as stressful.

In addition to identifying common stresses among all the coaches, this study investigated and reported gender, race and intersectional variations among the Division I head basketball coaches' experiences with stress in the NCAA, Division I basketball

environment. To answer the four research questions guiding the study, the researcher created an adaptation of studies conducted by Frey (2007) and Olusoga (2009) by organizing data into two categories. Category I presented the demographic data and the backgrounds of the participants. Category II organized the data collected and analyzed from the three data sources regarding participants' experiences with stress in their interactions with the NCAA Division I environment. These two categories reflect Lazarus' definition of transactional stress as stress that results from the person's interaction with the environment when the person appraises the demands of the environment to exceed the resources available to meet the demands (Lazarus, 1966; Lazarus, 1991; Lazarus, 1999).

Categories I and II were comprised of higher and lower order themes. The higher order themes are the generalized and broader themes derived from the data sources. The lower order themes reflect the researcher's deeper analysis of the broad themes to identify details from Division I head coaches' own words their experiences related to the broad themes. Table 4.1 provides an overview of Category I.

Category I

Table 4.1: Division I Head Basketball Coaches Demographics and Background

Higher-Order Themes	Lower-Order Themes
Gender	Female (10) Male (10)
Race	Black (10) White (10)
Age	Coaches in the age range of 36-55 years old (15) Coaches in the age range of 56-70 years old (5)
Marital Status	Married coaches with children (14) Divorced coaches with children (1) Single coach with children (1) Single coaches with no children (4)

Education	Coaches with a bachelor's degree (20) Coaches with a Graduate degree (12) Father was a basketball coach (4)
Basketball Background	Played college basketball (20) Played professional basketball (7)
Coaching Experience	6 to 15 years of head coaching experience (3) 16 to 25 years of head coaching experience (7) 26 to 35 years of head coaching experience (5) 36 to 50 years of head coaching experience (5) Coaching experience as an assistant coach (17) Head coach experience only and no assistant coach experience (3) Coaches had less than 50% winning percentage (7) Coaches had more than 55% winning percentage (13) Coaches at BCS-Level DI Schools (14) Coaches at Mid-Major DI Schools (6)

Note: The number of coaches' responses indicated to a specific item are in the parentheses

Category I codes the demographic profile of Division I head basketball coaches in the study. Seven higher-order themes within Category I represent the demographic data of gender, race, age, marital status, education, basketball background, and coaching experience. The lower-order themes name specific attributes found among all the coaches within each of the higher-order themes. To establish Category I the researcher collected and analyzed coaches' self-reported demographic data from interviews and demographic data that appeared in media guides on university websites. The details in the lower-order themes were useful to demonstrate the commonalities and differences among the coaches within the higher-order themes. Category I provided a demographic profile of each of the participating coaches.

Salient Demographic Attributes

In analyzing the data, the researcher found age, marital status, and coaching experience to influence coaches' experiences with stress in addition to the influences of

gender, race and intersectionality of gender and race.   The higher-order theme of coach

age demonstrates a range from 36 to 70 years old that spans all racial and gender groups

with minimal differences 52.4 (SD=9.5). Older head coaches identified age as a

contributor to the stress they experience in carrying out the rigorous demands of coaching

at the Division I level. Related to the higher order theme of marital status, lower order

themes identify 14 head coaches to be married with children, one divorced with children,

and one single with children.   Sixteen out of 20 head coaches had children. The

remaining four head coaches were single with no children. In the interviews, coaches

with children indicated this status, in combination with coaching duties, to be a common

stress factor.

The researcher identified eight lower order themes related to coaches' years of

experience as head coaches. The lower order themes of coaching experience include a

range of 2 to 46 years with a mean of 16.9 (SD=14.4). Seventeen head coaches had prior

experience as assistant coaches before becoming head coaches, while three of the head

basketball coaches had head basketball coaching experience only. With the exception of

one head coach, coaches who had more than one head coach experience prior to their

current position had higher winning percentages than head coaches who came to the

current coaching position with assistant coaching experience only.

Category II

Category II provides data in response to research questions one, two, three, and

four, as these questions are interconnected. While Category I organized data to create a

profile of the coaches, Category II organized data into higher and lower order themes

related to stresses head coaches attributed to their interactions with their NCAA Division

I basketball environment. The higher order themes represent common stresses reported

by all 20 of the head coaches in the study. The lower order themes are based on data

collected from the structured interviews that provided additional detail about the higher

order themes. These details demonstrated similarities and differences among the head

coaches, including degrees of frequency and intensity among these common stresses.

The lower order themes also demonstrate similarities and differences based on race,

gender, and the intersection of race and gender.

The two surveys (MBI-ES and PSS) administered to 16 of the 20 head basketball

coaches provided quantitative data regarding common stresses experienced by the head

coaches in the Division I basketball environment, as well as the frequency and intensity

of stress related to race, gender, and intersectionality in the Division I basketball

environment. Definitions of stress provided in the MBI-ES and PSS closely resemble

language used by coaches in the semi-structured interviews to describe their experiences

with stress; therefore, the scores earned by the 16 head coaches who took the surveys

provide another source of data.

Table 4.2 provides a summary of the higher and lower order themes the

researcher derived from the analysis of the semi-structured interviews with 20 Division I

head basketball coaches. The term *common themes* used on Category II, are also referred

to as the *types* of stress Division I head coaches experienced. Henceforth in this study, the

term *common themes* and the term *types* of stress will be used interchangeably. The

higher and lower order themes in Table 4.2 derived from head coach interviews met the

researcher's criteria for high frequency described in Chapter 3. They met the criteria for

intensity based on the coaches' use of words with high intensity connotation, words with

comparative and superlative suffixes, and words like *more* and *most*. This head coach's

statement is an example of language used in the interviews that connotates high stress:

> WF: Yeah...I just think all the things you have to do. The time commitment you
> have to make. Obviously coaching basketball at the division one level, it requires
> a lot of time…You have to make that time and I think that's a stressor because if
> you go, go, go, go, what are you doing for the release?

Statements like the one above informed the lower order themes with details that

enhanced the meaning of the higher order themes and clarified differences, as well as

similarities, among coaches.

Table 4.2: Common Types of Stress Among Division I Head Basketball Coaches

Higher-Order Themes	Lower-Order Themes/Raw Data
Work-Family Conflict	Family creates stress (17) Inability to spend a lot of time and miss family events due to work (15) Imbalances between male coaches and their spouses' family responsibilities (5) Being a Mom and coaching is tough (5)
Travel	Team travel flight delays and adjustments (18) Recruiting and jet setting across country; new cities (16) Charter vs. Commercial, Charter is better (9)
A Typical Day	Every day (before or after practice) in or out of season recruiting: Calls/Texts/Communication of some form (20) Student-athlete focus: Academics, film, touch SA's (17) Practice and game planning: Watch film (14) Travel: (13) Staff meetings: Discuss SA's, recruiting, practice, scouts, etc. (11)
The Yearlong Schedule	June: Summer basketball camps (14) SA's on campus: summer school and workouts (12) July: Busiest recruiting viewing period (20) Individual Workouts (14) August: Vacation (18) Fall classes begin for semester schools and workouts (12) September: Heavy recruiting: travel, calls, texts, visits to and from recruits (12) Team practice planning, scheduling team meals, team travel (12) October: Season preparations and practice planning (13) November: Routine game prep, practice planning and watch film (13)

	December:
	Game prep, practice planning, film into a routine (14)
	January:
	Routine of game prep, practice planning, film and scouting reports (14)
	February:
	Routine of game prep, practice planning, film and scouting reports (13)
	March:
	Routine of game prep, practice planning, film and scouting reports (14)
	SA's get a break and coaches go out to recruit (9)
	April:
	Second busiest recruiting weekend of the year (10)
	May:
	First vacation/time away since August at end of May (16)
	Graduations, SA's go home, speaking engagements (11)
Management of the Program	Multi-Faceted/All-Consuming /Involved in every aspect of program (14)
	Manage coaching and support staff, make sure doing job (14)
	Conduct meetings with coaching, support staff and players (13)
	I am a CEO of a multi-million-dollar business (12)
Role/Expectations from Athletic Administration	Create an organized, positive and successful culture/business (19)
	Win games (19)
Responsibilities for Student-Athlete (SA)	Graduate student-athletes (19)
	Mentor/Develop/Teach SA's on and off court (19)
	Provide SA's with happy/enjoyable experience, as good role models (11)
Recruitment of Prospective Student-Athletes (PSA)	July recruiting is busiest and most stressful time of year (20)
	Daily recruiting is stressful, must recruit every day (18)
	Balance preparing own team and recruiting (14)
	Negative aspects of recruiting; lies from other coaches; working with "handlers" and waiting for PSA decision (12)
Media	Media creates stress (15)
	Hate misquotes, inaccurate stories, no more "Beat" writers (13)
	Don't focus, read or pay attention to what media writes (10)
Fundraising/Speaking Engagements	Fundraise/Make money for school, own and other sports programs (17)
	Speaking/Community Outreach (15)
	Lack of finances for staff salaries, upgrade facilities, (11)
	Market the program (10)

Note: The number of coaches' responses indicated to a specific item are in the parentheses

Table 4.3: Demographics, MBI-ES and PSS Scores

Coach	Age	Gender	Race	Coaching is Stressful	MBI-ES (EE)	MBI-ES (DP)	MBI-ES (PA)	PSS
WM	46-50	2	2	1	1.9	0.8	4.0	18
WF	51-55	1	2	1	1.7	1.0	3.0	12
BM	51-55	2	1	1	1.8	1.4	3.9	18
WF	46-50	1	2	1	2.4	1.4	2.5	24
WF	46-50	1	2	1	2.6	0.2	4.8	14
BM	41-45	2	1	1	0.9	0.6	4.0	9
BM	41-45	2	1	1	2.4	1.2	4.1	20
BM	41-45	2	1	1	ND	ND	ND	ND
WF	61-65	1	2	1	0.7	0.6	5.3	5
WM	66-70	2	2	1	ND	ND	ND	ND
BF	36-40	1	1	1	1.4	0.4	4.6	10
BF	41-45	1	1	1	ND	ND	ND	ND
BM	56-60	2	1	1	1.2	0.4	4.9	7
WM	51-55	2	2	0	ND	ND	ND	ND
WF	51-55	1	2	1	3.1	1.8	3.1	28
BF	46-50	1	1	1	1.7	1.2	3.4	17
WM	46-50	2	2	1	1.2	1.6	2.6	11
BF	46-50	1	1	1	0.7	0.4	5.4	11
BF	66-70	1	1	1	2.0	1.2	3.4	25
WM	66-70	2	2	1	1.1	0.8	3.8	12

MBI-ES Results

The MBI-ES scores indicate the frequency with which individuals experience emotional exhaustion, depersonalization, and feelings of personal accomplishment. Because the coaches' responses to prompts in this survey were quantified, they served as reference points of comparison to increase the validity and reliability of the findings from the semi-structured interviews conducted with 20 head coaches. According to the MBI-ES, severe cases of burnout can negatively impact executive functioning, attention and memory (Maslach & Jackson, 1986).

Emotional Exhaustion

The language used in the MBI-ES to define emotional exhaustion is similar to the language used by head coaches to describe their experiences with stress. For instance, the MBI-ES survey defines burnout as feelings of being overwhelmed, stressed, and exhausted. Coaches in their interviews used similar language when describing stress related to the yearlong schedule and the numerous demands of the job. The MBI-ES states that stress occurs when the demands of the job exceed what the person feels she or he is able to give, based on the resources available (Maslach & Jackson, 1986). The MBI-ES provides examples of language used to express emotional exhaustion like "I feel emotionally drained from my work or I feel used up at the end of the day."   This is comparable to head coaches' statements like:

WF: It's a lot with this job…I go to the office, and then it's just drink out of a fire hose until the day ends, you know?...Sometimes the day ends with recruiting, which is…not getting home until midnight or 2:00am…I try to come in and give my (own) kids what I can because I have limited time with them before they go to bed. Then it's recruiting calls, and film...It's like Ground Hog's Day. You're kind of doing it all over again. The pressure of that is on you, to do all things, I think is a lot at this level. I think it's a lot when you have a family, to be honest.

All 16 head coaches who took the MBI-ES survey recorded a score above zero on all three dimensions of stress measured, indicating that emotional exhaustion is a common experience among all head coaches, although differences may differ in frequency and intensity. The mean score for emotional exhaustion measured was 1.7 (SD=0.7). MBI-ES DP mean score was .938 (SD=.48). MBI-ES PA mean score was 3.925 (SD=.90). The PSS shows a mean score of 15.06 (SD =6.6).

Gender

Female head coaches scored the highest a mean of 1.81 between the gender groups on the scale of emotional exhaustion compared to male coaches mean score of 1.5, indicating that male and female coaches experienced stress related to emotional exhaustion within the same range (a few times per year or less. Although similar, female head coaches reported emotional exhaustion at a higher frequency, which is closer to the range of once a month or less. Women scored 0.31 points higher than men on this expression of stress.

Race

 Scores differed to higher degree when disaggregated by race. Black head coaches scored a mean of 1.3 in comparison to White head coaches who scored a mean of 1.83, indicating that White head coaches experienced emotional exhaustion more frequently than Black head coaches in the range of once a month or less

Intersectionality

Analysis by intersectionality determined that White male head coaches scored the lowest with a mean score of 1.4; Black female coaches scored the next lowest with a mean score of 1.45; Black males scored second highest with a mean score of 1.57. White female coaches scored the highest with a mean score of 2.1, indicating experiences with emotional exhaustion were most frequent among at a rate of once a month or less. The White female group's contribution to the scores outweighed White males even though when comparing by race only White coaches scored highest. White female coaches scored highest within the female coach demographic on the scale measuring emotional exhaustion

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Depersonalization

The depersonalization scale on the MBI-ES measures a teachers' feelings toward their students. (Maslach & Jackson, 1986). Although this scale was designed for the teaching profession, the coach-student athlete relationship is a comparable relationship. Both professions require personal sensitivity to those they work with. The instrument provides a score on how confident the coach/teacher feels about her or his work and cares about what is happening with her or his students. The premise is that burnout may result from poor interpersonal relationships with family/coworkers/students. Language used on the MBI-ES depersonalization scale like: "I don't care what happens to some of my students" demonstrate burnout and feelings of detachment. No Division I head coaches used comparable language. In fact, head coaches' language was opposite of the language on the MBI-ES depersonalization scale, which matches their low scores, indicating that were not experiencing depersonalization toward others in their work environment, especially their student-athletes. Two examples are these statements made by two coaches:

> WF: I think my players' happiness is incredibly important to me, so therefore if a player's in a bad place, or I feel like there are just issues in them, or with us, a staff member, that really bothers me. That will keep me up all night, that is something that really bothers me…
> BM: I've mentioned our players, just them as individuals. They require a certain amount of time and attention daily from myself and our staff. We try to make sure that they get that, because without them there's no us.

Gender

Stress related to depersonalization shows the highest score specific to gender, which was a mean score of 0.91 for female head coaches compared to a mean score of 0.97 for male head coaches. Scores recorded by both gender groups indicate stress

associated with feelings of detachment, which, according to the scale, were experienced close to a few times a year or less. The interviews indicated that emotional exhaustion occurred from the cumulative experiences with stress that took place throughout the year and peaked in specific periods.

Race

Depersonalization scores related to race indicate Black coaches scored a mean of 0.805 in comparison to White coaches who scored a mean of 1.025. Both Black and White coaches scored within the range of a few times a year or less according to the scoring guide for the MBI-ES with difference of 0.22.

Intersectionality

Using the intersectionality lens, on the scale of depersonalization, White male coaches scored highest with a mean score of 1.06 compared to the lowest mean score of 0.8 among Black female head basketball coaches. Black male head coaches scored a mean of 0.9, second lowest, and White female coaches scored a mean of 1.0, the second highest related to feelings of being detached when engaging with people within the work environment. White male and White female coaches scored slightly higher than Black male and female coaches, but all scores fall within the range of feelings of detachment occurring a few times a year or less.

Personal Accomplishment

The personal accomplishment scale measures feelings of competence and successful achievement in a person's work with students/student-athletes (Maslach & Jackson, 1986). The sense of personal accomplishment as defined on MBI-ES, emphasizes effectiveness and success resulting from feeling that one is having a

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beneficial impact on the people they work with. This study also includes in this definition

a sense of accomplishment from winning games and completing multiple demands of the

job, with or on behalf of students and staff. An example item from this scale is "I have

accomplished many worthwhile things in my role as teacher/coach." (Maslach &

Jackson, 1986). Statements from head coaches demonstrate differences in feelings of

personal accomplishment in their work as a Division I head basketball coach. These

quotes are representative of what coaches had to say:

> BM: I think a lot of us get into the business...I want our guys to do well…I truly
> wanna see our guys be successful…I coach a predominantly black team…and I'm
> not being racist by any stretch, but I know it's hard for black young men, black
> young women, so I know how difficult it is for them to get out there in the real
> world. So that stresses me out in the fact that making sure that these guys have a
> degree to fall back on. But not only a degree but have some type of plan once they
> get done, and we know, typically, going to play professionally is their plan and
> we know that's not always the answer that happens for them...That stresses me
> out. It really does.
> BF: You have to be a mentor, a mother, a psychologist, a person that's giving
> guidance and direction to these young ladies' future to get involved with them
> personally to make sure that you know them. You have to care, you can't just
> show up at 4:00pm, or 3:00pm, or whatever time you might be practicing. It's
> everything, it's every aspect of their lives. You want to know a lot about their
> background, and to understand them as a person before you can begin to coach
> them. It will help. It does help. I feel proud of the fact that we wanna find out
> what it is that they (SA's) want to do at the end of those four years. So often they
> will tell you that they want to be a professional basketball player and all that, but
> everybody's not gonna be that...The most important thing right now, is to be the
> best player they can be, but more importantly, to get that degree. At the end of
> those four years, you have choices, that it would be the greatest thing to be able to
> continue to play, but at least you have a degree that you can count on, that is
> serving as your livelihood. Now we know that the opportunity for the young
> ladies to make a living, playing basketball overseas is also something that's there.

Gender

Lastly, on the scale of personal accomplishment, female head coaches scored the

highest of any of the groups in the study with a mean score of 4.85 compared to male

head coaches who scored 3.9. These respective scores represent the difference between female head coaches, who experience these feelings of self-worth once a week in contrast to male head coaches whose score indicates feelings of personal accomplishment a few times a month. This suggest that female coaches experience feeling of personal accomplishment more frequently than males.

Race

Comparing feelings of personal accomplishment by race, Black coaches scored a mean of 4.21 in comparison to a mean score of 3.63 by White coaches. The scores indicate that Black coaches experience feelings of self-worth once a week, while White coaches experienced feelings of personal accomplishment a few times a month.

Intersectionality

Intersectionality analysis results on the personal accomplishment scale show that both Black female and male coaches scored highest with a mean score of 4.2 compared to the lowest score of 3.46, which was the score of White male coaches, demonstrating a difference of 0.74. White female coaches scored second lowest on the personal accomplishment scale with a mean score of 3.74. The MBI-ES scoring key determines that Black female and Black male coaches experience feelings of personal accomplishment once a week compared to feelings of personal accomplishment once a month or less among both female and male White coaches.

Language used to describe each of the categories of the MBI-ES was comparable to language used by head coaches in the interviews when describing their experiences with stress. On the scale of personal accomplishment, the mean score of (3.925), indicating frequency, was highest amongst all head coaches. Indicating that all coaches

experience feelings of personal accomplishment in the range of a few times a month to

once a week, which might be considered positive stress/eustress (Selye, 1974). On the

scale of emotional exhaustion, which indicates negative stress, the mean score indicates

frequency among all the coaches registered within the range of a few times a year or less

to as often as once a month or less, which is at the lower end of the MBI-ES scale.

PSS Results

The researcher used data from the PSS to investigate coaches' perceptions of what

constituted a stressful experience and the degree of that stress. The researcher interpreted

perceptions of stress to be appraisals of stress as described by Lazarus (1966). This

instrument was suitable for the data it provided regarding the role the person's appraisal

plays in determining the degree to which situations are stressful (Cohen, et al., 1983).

The researcher interpreted the word "degree" to equate to levels of intensity.

Data from responses to the PSS demonstrated some differences in the frequencies

and intensities of stress within gender, race and intersectionality. Sample questions on

the PSS asked, " in the last month, how often have you felt nervous and "stressed" and in

the last month, how often have you felt difficulties were piling up so high that you could

not overcome them?". The language in both these questions express frequency and

intensity of perceived stress. One coach uses language that indicates the pervasiveness of

stress that is always present (high frequency) in the Division I environment, indicating

high frequency of stress:

> WM: You're more well known, unfortunately, than the President, in so many
> ways. And you have to own that responsibility…and there's an adage out there by
> General Powell, "If you want your troops to be good and seen as good, you must
> be perfect." And I follow that adage as best I can, obviously I'm not going to be
> perfect, but I want to do everything right in their eyes. I want to be perfect, as

much as I can be. It's that kind of thing that you're representing this institution and I don't want to ever embarrass it. You've probably seen that one quote by Dean Smith that would say that, "I don't want to ever do anything that would embarrass my University." And that's really how I feel

Gender

Female head coaches scored a mean of 17.33 compared to the mean score of 13.57 by male head coaches; indicating that female coaches have higher levels of perceived stress considered to be moderate compared to male coaches whose scores were considered to be low on the degree (intensity) of stress according to the PSS definitions.

Race

PSS results pertaining to race show White coaches scored a mean of 15.5 compared to the mean score of 14.625 by Black coaches, which is a difference of 0.875. Both Black and White head coaches scored within the range of moderate degree (intensity) of stress.

Intersectionality

Analysis of the PSS results through the lens of intersectionality indicated that the frequency and intensity of stress were highest amongst White female coaches, who score 16.0. Black female coaches were second highest with a mean score of 15.75. Results on the PSS for White male coaches showed only a slightly higher mean score of 13.6 compared to a mean score of 13.5 by Black male coaches. The mean scores for both Black and White female head coaches fall within the range of moderate levels of perceived stress. The mean scores of both Black and White male head coaches fall within the range of low levels of perceived stress.

The descriptions of each scale of stress identified on the MBI-ES and PSS are

consistent with common themes the researcher found in the interviews to establish higher

and lower order themes. However, the frequencies and/or the intensities differ in some

instances, based on gender, race and intersectionality.

Category II: Interviews

The researcher collected and analyzed data from the semi-structured interviews to

constitute the higher and lower order themes in Category II, which is a useful

organization structure for addressing research questions one and two, which ask about

common themes, types, frequencies, and intensities of stress experienced by Division I

head basketball coaches. The rich data in the interviews allowed the researcher to

identify common themes, which the researcher treated as higher-order themes. The only

themes the researcher included in Category II are themes found to be common among all

the coaches; therefore, the term *common themes* and the term *types* are synonymous or

interchangeable for this study. Additionally, the interviews, along with results from the

two surveys, identified the frequency and intensity with which the common themes

(types) of stress occurred, according to the Division I head coaches, based on gender,

race, and intersectionality. Quotes from the interviews were included in the findings in

this chapter to illustrate important details expressed by Division I head basketball

coaches.

Ten higher order and 48 lower order themes shown in Table 4.2 reported by

coaches in the semi-structured interviews are (1) family-work conflict; (2) travel; (3)

typical day schedules; (4) the yearlong calendar; (5) multifaceted programs; (6) roles and

expectations; (7) student-athletes; (8) recruitment of prospective student-athletes; (9)

media; and (10) fundraising/speaking engagements. This framework enabled the researcher to respond first to Research Question #1: *What are some common themes and categories of stress that all Division I head basketball coaches experience?* When the researcher asked the interview question: Is coaching stressful, 19 out of the 20 participants answered "yes".   Data provided by the one coach who answered "no" was similar to that provided by the other 19 head coaches; therefore, that coach's data is included in the findings. Their answers were consistent with MBI-ES and PSS survey data which indicated that all 16 head coaches expressed some level of stress.

The Interviews

Category II interview data identify ten higher-order themes that demonstrate a relationship between coaches' experiences with stress and the Division I basketball environment. The interviews also provide an illustration of head coaches' appraisal of stress felt between the demands of the environment their capacity and the resources (Lazarus & Folkman, 1984; Maslach & Jackson, 1986) needed to meet them. One of the outstanding higher order themes from the interviews was the theme of the work=family conflict.

The Work-Family Conflict

Seventeen head coaches named the work-family conflict as a common source of stress. The work-family conflict (the incompatibility between work and family responsibilities) was described by Greenhaus and Beutell (1985), as the "inter-role" conflict that results from stress on the job that affects the work-family dynamic (DiRenzo, et al., 2011).   Although both female and male coaches identified the work-family conflict as a source of stress, they described their source of their stress differently

(LaVoi, & Dutove, 2012). Fifteen head coaches reported the lower-order themes related to work-family conflict, including the inability to spend a lot of time with family and missing family events due to work; imbalances between male coaches and spouses' family responsibilities; and being a mom and a coach at the same time.

Gender

The female coaches' reports of stress related to the work-family conflict differed from male coaches' reports. This difference is consistent with research pertaining to stress related to the "second shift" (Hochschild, 1989), which reflects specific gender differences. Five female head coaches reported stress associated with the additional work at home required of them after the completion of their coaching work day. Different from female coaches, nine male coaches reported stress associated with not being home enough, missing their children's events and concerns for their spouse having to manage their children's needs alone. No male head coach reported stress related to work required of them at home. They expressed comfort in knowing that their wives assumed those responsibilities. Examples of statements from female and male head coaches indicate the work-family conflict from two different perspectives:

> WF: I think being a mom. I keep bringing that up because that's real and trying to be there for them (family) at the same time the demands of the job that you have and balance that if I was here 24/7 it's still, I'm their mom. It's hard. That part is a real stressor, it's a personal stressor for me. I think you've got to try to forgive yourself a little bit along the way…but it still haunts you. Missing things you shouldn't miss.

> BF: Well, like if you're a mom like I'm a mom, and trying to have the balance of not seeing your child a lot and when to see (them). So then, I bring (my child) on the road traveling but then as a mom you never have time to relax. So, I go home after this, I feed my (child) dinner. I spend time with my (child). I have to bathe (them), get (them) ready for bed, bring (them) to school the next day. So, I don't get to go home and watch television shows. I think that's just the reality of a

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working mom. So, you have to wear a lot of hats as a working mom and you don't understand it until you're a working mom but it's harder. I think that when you have support…It takes a village for sure. So, yeah, it's just different dynamics if you're a mother. If I was a male in this profession, my wife would be at home taking care of the kids and I'd be totally comfortable because my wife is at home taking care of the kids. I wouldn't have to rush. It's just a lot different.

Use of the words, "hard and haunt" by this head coach show the intense stress she feels. By contrast, the male head coach describes the work-family conflict in this manner:

BM: I think when you do this…there's some sacrifices that family has to make. And I've been blessed that my wife (does a lot for our family)…But there's also times that you need to be there. I think that weighs on me some, just because I'm here so much, and she does such a good job with our (family), and not try and leave her to be a one-man band. So, I worry about that, that stresses me out just to make sure she's okay.

WM: Sometimes I feel the stress of being away from my family for my job, but I think that you know, my family understands that, you know my wife and I have been doing this long enough that that's just something we understand…as far as stress, the most stressful things you feel in life are wanting your family to be successful and happy…so those are the most critical things that stress you. You know, my parents are old now, my kids are young (and) I want my wife to be happy.

Race and Intersectionality

Although 15 head basketball coaches expressed stress related to the work-family conflict, the differences in types of stress were found only between male and female Division I head basketball coaches, and none were found between race and the intersectionality lens. The greater intensity of female coaches' stress may be attributable to the added responsibilities at home compared to reports by male coaches, who indicated they missed being home with their family, but they did not mention responsibility for home-related chores as a source of stress. The wide difference in frequency may be attributable to the chronic yearlong stress of combining work and home responsibilities.

Travel

Another higher-order theme in Category II identifying a common stress among all head coaches is travel 18 Division I head basketball coaches named stress related to travel when traveling with their teams during the months of November through March. Secondly, 16 head coaches specifically reported stress stemming from travel related to recruiting and jet-setting across the United States, including international travel, especially during the months of July, September, and April. Third, seven coaches made a distinction between the stress of commercial versus charted flights as an additional stressor.

Gender

Further analysis of interview data led to findings that showed high stress was common between and within the gender of head coaches related to travel. Five female Division head coaches, in contrast to two male Division I head basketball coaches reported more intense stress than male coaches because of their added stress associated with flying commercial instead of chartered flights. Data indicate that male coaches traveled charter more frequently than female coaches. Quotes below support these findings:

> WM: Physically, it takes a toll on you and that might affect your mood some. It's more just the impact of a lack of sleep and being very busy in a short period of time. A lot of different things that…I wouldn't call stress…just fatigue

> BM: Yeah, well travel, especially during the season is tough. Again, because you're managing 12 to 15 players. There's unforeseen issues of delayed flights and canceled flights…trying to get home...And just managing that, having to change meals and change practice times…we have set. Making sure the hotels and the restaurants are set the way you want. So, managing all that…we have a term called preventative maintenance versus crisis management, trying to prevent things along the way where we're ahead of them. So, we're calling ahead to make

sure the flight is on time, calling ahead to make sure we can get our table with 22-23 on the road so we don't get there now, and we have to manage all the crisis...So that's a big part of it.

BF: Yeah, I tell you, my experience in terms of traveling, especially at (my school) because we pretty much go commercial everywhere so that can be stressful because those trips were long and more stressful because you (don't) want…the student-athletes to miss as much class…My thought process always with that was other people are traveling commercial too. You know, I don't like it but they're going commercial too. You get to the court, just like they got to the court…You gotta do it just like them, right? Yeah, those were different…types of stressors. Stressors certainly but trying to figure out a way to handle those in the best way you can.

WM: I think that there may be other teams that are, at this point in time in our world, that teams that we're competing against that have access to private planes while you're flying from Orlando to Las Vegas on a red eye or vice versa, somebody else has already left on a private plane and seen three kids that you are trying to get there, and your flight's canceled. You know, but it's just the way it is…

Race

Nine Black and nine White head coaches reported stress related to travel, reflecting no distinction based on race.

Intersectionality

Intersectionality analysis identified Black female head coaches were the only group to report high stress related to flying more commercial flights than chartered flights. The interviews indicate that both Black and White male head coaches reported fewer incidents of stress associated with flying commercially. These data may account for Black female head coaches' higher intensity and greater frequency of stress related to the lower order theme of charter versus commercial flying than males.

These interview data may be another indication of the elevated mean scored of stress from female head coaches related to emotional exhaustion scores on the MBI-ES

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and overall perceived stress on the PSS survey. Stress pertaining to travel is moderately

stressful for all coaches; except for one female and two male coaches who described

travel as a stress reliever to get away from work and family obligations:

This statement was made by the only coach who said at the beginning of the interview

that coaching is not stressful.

> BM: No, I don't have any stress in travel now. That's probably one of my favorite parts.
>
> Interviewer: And so, is it your favorite part when you're traveling with your team, or by yourself? Like, recruiting.)
>
> BM: Traveling by myself.
>
> Interviewer: Okay. In what ways?
>
> BM: Crazy enough, is I'm introverted. So, I love... I can go in a restaurant and kick it by myself and have a great time. I got no problem being by myself.
>
> WM: No, I like traveling. I like getting away at times from the team where I go recruiting for a day, (they're) off day…I don't know if its energizing or refreshing or it's just…I sometimes feel like I need to go somewhere…somethings going to come up, whether it be recruiting, which is almost year round, or doing some event or being on some committee.
> Interviewer: So, it's your get away?
>
> WM: Yeah. I enjoy it. It gives me time to fly and whether it be fly and read, which is generally what I do…Or maybe watch movies or watch film. I kind of look at it as a little bit of a quiet time and then driving…if I have to go driving, sometimes I'll just like to go take a recruiting trip and go drive for hours or something and make phone calls or it's time where I can get things done. I enjoy that part of it, really in a lot of ways.

The next statement indicates that mode of travel is a factor in determining intensity of

stress.

> BF: Not really. We charter flights, so our team travel is pretty easy. I'm in control, as a head coach, I'm more in control of my recruiting schedule, so I go on days that aren't gonna be stressful for me. So, I mean there are times when I do get

tired, you know all the travel does get tiring, but I don't feel like it's stressful. I don't feel like, oh my God, I got another trip. I don't ever feel that way.

The Schedule: A Typical Day

The higher-order theme of the daily schedule of Division I head basketball coaches is described by all 20 head basketball coaches as a source of stress. From their descriptions in interviews, five lower order themes emerged from the details of their typical day schedules comprised of some form of recruiting; an ongoing focus on student-athletes; practice, game planning, and watching film; travel; and staff meetings. The most frequent source of stress within the higher-order theme of a typical day, was recruiting, as reported by all 20 head coaches as a daily task that required daily attention. They reported that to remain competitive, coaches must engage in some type of recruiting daily (e.g., phone calls, text messaging, emails or messaging on social media platforms). Responsibility for the wellbeing of student-athletes and their academic, personal and athletic needs was reported by 17 head basketball coaches as a daily stressor, which involved time spent with student-athletes for academic meetings; watching film to analyze and give feedback on players' performance; and checking on the well-being of student athletes. Practice preparation and game planning, along with watching film of opponents were also a part of a packed typical day of stress according to 14 head coaches.

Another 14 head coaches included recruitment and team travel as a source of daily stress. Lastly, staff meetings to discuss the academic progress of student-athletes; ongoing strategies to secure a commitment from prospective student-athletes; and creating practice plans and scouting reports were stressful for 11 Division I head

basketball coaches. Overall, stress experienced throughout a typical work day by

Division I head basketball coaches showed more similarities than differences regardless

of race, gender, or intersectionality.

Recruiting and responsibilities for the student athletes, however, were mentioned

more frequently than other daily duties. The emphasis on responsibility for student

athletes is consistent with research (Gould, D., Guinan, D., Greenleaf, C., Medbery, R., &

Peterson, K., 1999) regarding the coach-student athlete relationship and the extensive

time commitment it requires. These reports align with the MBI-ES scores in that all of the

responsibilities performed throughout a typical day by Division I head basketball coaches

may account for feelings of emotional exhaustion occurring once a month or less, while

scores on the MBI-ES depersonalization scale indicate that head coaches experience

feelings of detachment from people they work with only a few times a year or less.

Gender

There were no gender specific differences related to daily recruiting as a source of

stress. Neither were there differences related to time spent with student-athletes,

preparing practice plans, scouting reports, watching film, travel and staff meetings.

However, the lower-order themes showed differences in the reasons for stress in carrying

out the daily schedule. Five female head coaches and zero male head coaches referred to

home-related duties on a daily basis that intensified the stress they felt in carrying out

their coaching duties. The data regarding this lower order theme provides additional

evidence of the influence of the "second shift" experience among female coaches which

coincide with female coaches' higher scores on MBI-ES emotional exhaustion scale and

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the PSS survey.   Statements from female and male head coaches below typify the stress

related to their daily schedule:

> WM: The challenges that I'll face…can vary quite a bit. It could be a heavy day
> of phone calls for recruiting, or, if we're in season, certainly practice planning and
> then the execution of practice.   But prior to that there's a lot of moving parts…I
> might have some other administrative meetings. There'd be other times we're
> meeting with donors or things on campus that we need to do as the season gets
> closer. It's a lot of stuff.

For female head coaches, a description of their typical day demonstrates the work-family

conflict that exists:

> BF: Right now, it's a little different just because I still have a two-year-old kid.
> So, I try to get in between nine and ten. Like right now, I'm still in the office. I try
> to leave by six to pick up my son. I just can't all the time. But an ideal perfect
> situation for me is arriving at nine and leaving by 5:30pm.

Race

Reports of stress occurring during a typical work day are similar in frequency in

the following lower-order themes specific to race: daily recruiting; practice planning,

scouting reports and watching film; and meetings with coaching staff and others within

the athletic department. Although both Black and White head coaches report stress

involving their student-athletes in the range of high frequency, there is a small difference

in the number of reports of stress involving the coach-student athlete relationship

expressed by ten Black and seven White head coaches. Further, these findings from the

interviews, compared with the MBI-ES on the personal accomplishment scale, indicate

Black head coaches had a mean score of 4.21 (meeting the needs of their student-athletes

once a week) compared to White head coaches who had a mean score of 3.63 (meeting

the needs of their student-athletes a few times a month). Additionally, there were no

differences in reports of stress related to the "second shift" among female head coaches .

Intersectionality

Intersectional analysis shows no differences in the frequency of stress experienced

during a typical work day as a Division I head basketball coach and in relation to daily

recruiting. All head coaches scored within the range of high frequency related to

involvement with student-athletes. The only distinct difference was among White male

coaches whose score was at the lower end of the high frequency scale compared to

reports of stress related to the student athlete reported by five Black female, five Black

male and four White female head coaches. Interviews showed the daily schedule to be a

common source of stress, with only a small variation in reports found in race data.

Although reports of stress were similar related to a typical day for a Division I

head basketball coach, the slightly different reports of stress amongst the four coaching

groups (Black female, Black male, White female, White male) align with differences in

scores on the MBI-ES personal accomplishment scale. Black female, Black male and

White female head coaches scored highest on the (PA) scale, compared to White male

coaches, who scored the lowest. This difference in scores indicates that White male

coaches expressed feelings of self-worth less often than all other groups of coaches. The

interviews did not clarify the reasons for this difference among White male Division I

head coaches.

> BF: You know, a typical day, I mean obviously the recruiting piece goes on all
> day…So for me, when I go to a typical day, 8:00am to 9:00am make these
> calls…It's kind of an all-day thing, you know, you may have some things
> sprinkled in there. So typically, when you go through your day, whether that's
> getting up and having a staff meeting that morning, you know, 8 o'clock, 9

o'clock, whenever that is. Practice planning sessions and even if you're in summer you're gonna have summer workouts.

WF: I would say the schedule. Just the constant demands, where you feel like 'do I ever get a break? I need space. I need space from people.'

The Yearlong Schedule

The yearlong schedule, a higher order theme common to all coaches, is reported to cause frequent and intense stress among the coaches, especially in specific quarters of the year. The language coaches used in descriptions of their responses to the intense schedule is akin to the language in the MBI-ES description of emotional exhaustion. The language also reflects the definitions of frequency and intensity the researcher stated in chapter three.

Coaches described in detail the stress they experienced in response to the four quarters of their professional year spanning from the month of June to the following month of May with minimal opportunities for breaks or vacation. The yearlong schedule, common to all 20 coaches, included multiple lower order themes that illustrate frequency and intensity, which vary by race, gender, and intersectionality. The lower order themes provide insights about the stress Division I head basketball coaches experience in managing the multiple responsibilities associated with their positions over the entire year. This higher-order theme of yearlong schedule was divided into 18 lower-order themes. The researcher provides a high level of detail about the lower order themes in this section to convey the intensity of the multiple tasks coaches face daily and monthly throughout the year. The cumulative effect of the yearlong schedule of high frequency and intensity of stress results in emotional exhaustion for all 20 head coaches. Lack of time for rest

and relaxation to reflect and renew mentally and physically is known to be stress producing over time (T. Chandola, E. Brunner, M. Marmot, 2006).

The First Quarter

The first quarter of the yearlong schedule includes the months of June, July and August, during which Division I head basketball coaches indicate multiple responsibilities they are required to meet. Fourteen coaches report the month of June to include summer basketball camps for children in the community and prospective student-athletes. Twelve head basketball coaches also reported oversight of the academic progress of student-athletes who are enrolled in summer school. The head coaches stated that their involvement with student athletes' weight lifting, conditioning and individual basketball skill development is critical at this time of year because of the impact of these activities on student athletes' performance during the regular basketball season.

All 20 head basketball coaches identified July to be one of the most intense periods because of the narrow time frame allowed for recruiting prospective student-athletes within (see Appendices E and F) the yearlong schedule. Fourteen Division I head basketball coaches described July also as a period of involvement with student-athlete workouts , now coupled with the challenges of travel related to recruiting. The month of August was identified by 18 head basketball coaches as a time they struggle to find vacation time due to the many tasks that continue throughout the month leading up to the beginning of the school year. Twelve head basketball coaches reported, upon return from their short vacation, they are quickly thrust back into a harried schedule involving oversight of student athletes' enrollment in fall classes, ongoing physical preparations for the upcoming season, recruiting, managing staff and organizing the team

for the upcoming season of play. These quotes represent the high level of stress produced

by the schedule:

> WM: I do because you're responsible for such a large group of people, and all those people have a network of people, and then you have your own fan-base and students.   The success of the program impacts a lot of people. The success of your individual players impacts the rest of their lives. You take that very seriously.   You wanna do the best job you can do...Stress pops up at different times. There could be a mistake that one of your student athletes makes that you're stressed about. It could be one of your student athletes may be struggling academically, and that'll stress you out ... or give you reason to be stressed. You'll be preparing for your games and that's a big one there in terms of the pressure you might feel and how do you deal with that. The tension leading into a game. In recruiting, a certain kid you're looking at is now getting ready to decide in the next few weeks between three schools, and you're one of them. The seriousness of that decision impacts your future program. There's a lot of different ways that it could pop up.

> WF: Yes...Consuming. It's all-consuming. You can't shut it off. If you really want to be good in this business, I don't think anybody takes things too lightly. You deal with 18-22-year-old kids, which is legitimately what they are. Just because you turn 18 doesn't mean you're an adult, and some of their distractions and their issues now, and managing people is a lot harder. I think that's a stress, and then putting it all together. We've got to win, and coach your team with high energy, bring your energy every day. They feed off of you, so that's on you as the head coach.

Gender

Reports from both genders regarding the first quarter were consistent with scores

indicating high frequency according to the frequency scale that the researcher described

in chapter three. Coaches of both genders reported common experiences with stress

during the first quarter of the yearlong schedule.

Race

In the first quarter of the yearlong schedule, each month showed few differences

in activities and levels of stress between Black and White Division I head basketball

coaches. Based on the frequency scale the researcher reported in chapter three, reports of

stress from both Black and White head coaches were within the range of high stress.

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Intersectionality

In the first quarter of the yearlong schedule, analysis by intersectionality indicated no differences in the experiences of stress between and within each of the groups of head coaches. The high level of commonality among coaches in the first quarter are largely attributable to NCAA policies and calendars that require common tasks during this quarter. Quotes below demonstrate stress related to the first quarter of the yearlong schedule, with the month of July being a peak time of stress:

> WM: Yeah, I wouldn't call it stressful, you're just overloaded. Especially in July…Just cumulative travel and the wear and tear of that…July is very busy for us…September and October generally, too. With again, traveling to recruit to see kids at their…high schools and at their homes…to do home visit. And then also getting your team prepared to start the season. Those are probably the two times a year that both worlds collide.

> WF: July and you're getting up on an airplane at 5:00 am and getting some place, and in the gym for 12 hours…And then getting on an airplane that night, or somewhere else…

> BM: Well, obviously during July it's very busy with recruiting. For a three-week period, we're in and out of different cities and different gyms watching potential players for our team. And the periods go from Wednesday to Sunday. So basically, we could be in a gym from 8:00AM 'til 11:00PM on a given day, or going from gym to gym to gym, depending on where we're at. So, that's the typical recruiting period, but in addition, we have summer school. So, we will have our young guys, our new guys here at school as well. So, we have to make sure that we're setting a tone, a standard for them as they transition from high school to being on campus for the first time. And again, it's tough because we're traveling, but we have to have constant communication with them as well…August we're pretty much off…We ran a…one day camp for local high school kids just for one day. And then we try to get away for about 10 days just to rejuvenate.

> WM: Summer, we have our own basketball camp in June. The month of July is the recruiting period, which means that me and my assistants are all over the country. I could say world, but we haven't done that very much, but we're all over the country three straight weeks for recruiting. Then August we're getting back together and deciding which of those young men that we saw in July that we want

to recruit. Making contact…to try to set up visits for us to come and sit down and visit with them. Some cases, for them to visit our university.

BF: …I mean obviously the recruiting piece goes on all day...I am what I would consider, someone who is aggressive in nature in terms of whether it be connecting with people socially, connecting with recruits or whatever. Practice planning sessions and even if you're in summer you're gonna have summer workouts…summer camps…start with your daily meetings, track and develop, whatever your strategies are going to be, offensively or defensively for the year. Even if you're in summer, you're gearing the workouts towards those things…You're also mixing in throughout the day, anything in the community…your summer school schedule is gonna be a little bit less filled with the day-to-day duties…sometimes you may share a facility with somebody so you have all of those things you have to work out.

BM: I learned this early, that September until March, I'm telling people, "You know what, I'm so busy right now, I won't be able to do it, but May is a lighter month." So, what ends up happening, if you say that so many times, [the month of May ends up being the busiest month. I have learned that one, just not to say it, and just try to leave May open.

The Second Quarter

The second quarter of the yearlong schedule includes the months of September, October and November. Below are the most frequently reported responsibilities that Division I head basketball coaches are required to meet throughout the second quarter that influence the stress coaches experience.

Twelve Division I head basketball coaches describe September as the second heaviest period of recruiting, involving travel; visits to the homes of prospective student-athletes; meeting recruits' family members, high school coaches, guidance counselors; and all persons influential in the decision of the recruit and the college they commit to. Phone calls, text messaging and social media posts continue at an elevated level during this period of time. In addition to heavy recruiting, 12 head basketball coaches stated they were busy creating practice plans for their own team, calendaring the schedule, and

devising strategies to prepare their team for the upcoming season of play. The language they use describing this period matches the language of the MBI-ES describing emotional exhaustion.

Thirteen head coaches reported the demands within the month of October to be a source of intense (high) stress as they were preparing for the upcoming basketball season. The emphasis is on planning and securing the operational plans for the year (e.g., team travel schedule that includes transportation to and from the airport; meal planning that includes times and places student-athletes and coaches will eat; hotel accommodations that require confirmation of meeting spaces, team meetings and meals schedule prior to game play, negotiating practice times both at the coaches' own university facilities and when playing an opponent on the road; marketing and promoting the team). The greater degree of preparation in this period is crucial for preventing unnecessary crisis that potentially add to the stress, especially when game play begins.

The month of November is the start of an established routine of coaching responsibilities that intensify as the official NCAA season begins (e.g., practice and game planning, strength and conditioning, monitoring academics, managing team activities, watching film and game competition against non-conference teams). This routine of activities continues until the end of the season during the month of March, and on rare occasion, at the beginning of April.

Gender

Division I head coaches' reports on stress in the month of September demonstrate a high level of commonality within the realm of gender. According to the head coaches the month of September is the second heaviest recruiting period of the year. Both female

and male head coaches described similar activities for the upcoming season and the beginning of an established routine/pattern; however, their descriptions differed for the other months of the second quarter. Gender differences emerged in reports for the month of October. Activities for eight male coaches were focused on practice preparations. On the other hand, only four female coaches reported the same focus. Recruiting continued to be a high priority for them. Reports of activity in November were the same as in the month October. Added to the stress of practice planning is the start of actual game play, which includes watching film and preparing scouting reports.

Race

Reports from coaches during the month of September revealed no differences between Black and White head coaches based on the activities during the month. Neither were there differences in reports of stress in the month of October as it relates to pre-season preparations. A difference in reports of stress during the month of November were reported by eight Black and five White head coaches related to game preparations, game competition and watching film to prepare for opponents and improve the performance of their own team. This difference may be attributable to the past winning records (which are lower for Black coaches), losing records from previous games and seasons may cause heightened stress for Black head coaches who appraise stress as a threat versus appraising their stress as a challenge (Lazarus and Folkman, 1984).

Intersectionality

The intersectional lens demonstrates several differences between the four groups of Division I head basketball coaches, but none in the month of September related to plans and pre-season preparations. Differences were found during the heavy recruiting

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period in the month of September which identified moderate stress reported by two Black female and two White male head coaches compared to high stress reported by three Black male and five White female head coaches . This is consistent with MBI-ES scores on the emotional exhaustion scale that revealed Black female and White male head coaches scored the lowest and Black male and White female head coaches scored the highest among the groups. In the month of October, five Black male and four White male head coaches reported high stress related to planning and executing practice, while both groups of female head coaches reported moderate levels of stress. For the month of November, it was found that all but White female head coaches (except one) reported high stress related to game play and preparations required. These data are inconsistent with results from the MBI-ES emotional exhaustion mean scores and mean scores on the PSS. These results indicate this is not an area of high stress for female head coaches; however, it is a source of high stress for male head coaches.

> BM: …and once September hits, when we can go out on the road, we'll do all our recruiting in the afternoons after our basketball. We kinda do a little bit differently than most programs. All of our basketball stuff with our team is done in the slots 8:00am to 12:00pm, and that gives us the afternoons to go recruiting or have meetings, staff meetings and so forth. Once we get to season, it's a full...get into the office at 7:00am. Begin basketball functions at 8:00am, and then we're done at 12:00pm. And then, going out there recruiting again in the afternoon and doing it. Then once you get to November. November 10th is when we're able to play our first game. And in the afternoons, it's a lot of meeting with the staff, getting scouting reports, so forth and making sure we're ready for game competition.

> WF: After Labor Day we're going recruiting, doing home visits…We start practice (and) working out with our team on September 15th. Going to high schools, planning your practices, planning your workouts, your meals, your travel. Preparation for everything. You're actually…doing some of that during the summer too. Then fall you start your practices, we meet as a staff for us, at 10:00am for two hours; practice at 12:30pm and over at 3:30. I go home and watch video; plan practice and do the same thing over and over. We have games and travel throughout the fall and winter...I would say from September 5th or 6th,

whenever we come back to school through the end of April, you're working every day. Basically, no weekends. On a day off you're still watching video, you're still calling recruits, you're going to the office, you're working on staff things, you know that the players have their day off...There might be meetings or other things, university stuff

WM: We start, in earnest, with our 20 hours a week (allotted practice time)…I don't think we ever get the 20 hours a week, I think these days, most of us are of the mindset that less is more. These seasons are so long that I think you really have to protect bodies. You're asking guys to lift weights and to stretch and to do all those working out kinds of things. They're in study hall, they're in class, we're asking a lot of them and their time. So, that's an issue. Then when we start the games, obviously then you get into the rhythm of the season. You have certain days off during the week that I think you have to plan. You have to get out on the road to recruit to figure out who's going to be a freshman the next year. I try to do as much of that as I can….

The Third Quarter

The third quarter of the yearlong schedule includes the months of December,

January and February which is when basketball competitions are a constant part of the

weekly preparations of all Division I head basketball coaches. In the month of December,

14 Division I head basketball coaches reported intense stress related to practice, game

preparations and game competition. They all described a heavy emphasis during this

period on watching film of their own team and their opponents. Nearly all the coaches

described stress related to the routine of two games played each week until the end of the

regular season of conference play . Their descriptions of the month of January activity

was similar to the description of activity in the month of December. These same 14 head

basketball reported a heightened level of stress by the start of conference play in which

they competed against other schools in their designated conference. Reports in the month

of February were consistent with the activities in the month of January, although only 13

coaches provided data specifically related to this month. Quotes below depict the type of work responsibilities associated with the second quarter of the yearlong schedule:

Gender

Gender specific data from all Division I head basketball coaches reported similar experiences of high stress related to their work activities during the entire third quarter of the yearlong schedule.

Race

Reports of high stress based on race during the entire third quarter of the yearlong schedule came from both Black and White head coaches

Intersectionality

Data using the intersectional lens identified similarly high levels of stress for all groups of Division I head basketball coaches as it relates to the third quarter of the yearlong schedule. Reports of high stress were similar between and within all groups of head coaches which indicates the source of stress for Division I head basketball coaches centers around travel, game preparation and game play, while recruiting and management activities continue.

> WF: There is no Christmas break. Christmas eve, last year I had done no Christmas shopping, so I literally had to take the 23rd and the 24th and do almost all my Christmas shopping. And the 23rd I was recruiting. So that evening and all day the 24th I literally did not work. And then Christmas day I had to watch some film, text all of our recruits, text all of my players, my staff. You know, just that kind of stuff. Mainly got to share it with family. 26th we're back going. We'll be traveling the 27th this year. Practice is the day after Christmas. I mean, there's really not much anymore.

> WM: Typical from October to March. I take Christmas Eve and Christmas Day off. Those are the only two days you have off. I think would do that for every other person in college coaching, at our level anyway...There's a lot of continual travel with the team. There's continuous travel with recruiting. There are certain

parts of that time period; there's also speaking engagements and things that we do. Then, hopefully you play until the first weekend in April.

BF: It changes between non-conference and conference. Non-conference, you're prepared. You're only seeing those teams once. You try to put a lot (offensive plays and defensive strategies) in, but you can't put a whole lot in in the first couple weeks, but from non-conference you just start to build, you play games, add more, find out what you did well, what things you need to work on, add some more stuff. And from non-conference to conference it becomes a little bit more hectic because now you see the teams in the conference that you're more familiar with. It gets a little bit more challenging once you get into conference…We start our conference in December. So it (gets) a little bit more challenging…And conference play is what…you're really being evaluated on because you're trying to…be in that top one or two, three, four spots so that you can position yourself for post-season play…I think people look at conference play a little bit more closely than they do non-conference. Non-conference is good. I call it the quizzes. But you start thinking of the test when you start entering into conference.

The Interviewer asked, "From November all the way through…let's just say March, are things typically the same?". The head coach responded:

BM: I would say so, yeah. Because you start to get into a routine, you're playing your opponents, that type of thing. But it's pretty much a grind…You know, it's interesting…You didn't ask me this question but…I can tell it's a grind, because my wife and I, around August…(once) July, recruiting is over, usually we'll take a vacation to get away a bit . . . We like to record old black and white movies and watch them…We like to play games, board games around the house, stuff like that. We have a big series going, there's a lot of trash talking in the house, and all of a sudden, "Okay, we can't play anymore this season," you just notice all of a sudden, you can't do it. Not just that you can't, you're not. It's because it's hit, the heavy season has hit.

The Fourth Quarter

The fourth quarter of the yearlong schedule includes the months of March, April and May. The researcher has provided detail to reflect the enormous amount of stress producing activity occurring within this concentrated time period. Stress is heightened by a singular focus on winning linked to major consequences for the head coaches.

Division I head basketball coaches reported that the month of March is one of the most intense times of the year, when the stakes for winning are highest and a head coaches' performance is public and on center stage. It is also the time of year that each conference hosts an end of the year tournament in which all teams play within a designated conference (e.g., Pac-12, SEC, Big 12, ACC, and 28 other conferences). Teams that have won the least number of games throughout conference play are seeded highest and play lower seeded teams (teams who have won the most games in their conference). Additionally, lower seeded teams typically earn a bye and don't have to play as many games in their quest of reaching and winning the conference tournament championship. Each conference tournament game is played under single elimination rules. If a team wins, it continues to play and advance to the next round of the tournament. If a team loses, it is no longer participating in the tournament.

A head coaches' performance at each of these events is connected to their evaluations and job security. Teams that lose during the conference tournament and have accumulated a losing record (below .500 wins) during regular season play have ended their basketball season. The team that wins the championship earns an automatic bid to the national tournament hosted by the Division I governing body, the NCAA. Other post-season national tournaments are the National Invitational Tournament (NIT) for men; Women's National Invitation Tournament (WNIT) for women; and College Basketball Invitational (CBI) with both men and women divisions. However, these latter tournaments are not as prestigious and do not have the same visibility as the NCAA Tournament. They are valuable to head basketball coaches for determining how they are evaluated by their athletic administration and fan base. One head coach described in their

interviews the stress produced by their awareness that their teams' performance at these events has consequences for their future:

> BM: Yeah, postseason play becomes even more intense, you're here in your (conference) tournament, and you obviously have a ton of film on whoever your opponent is…usually you played them twice, but you're preparing for them and, if you're fortunate enough to win, you're going to have to be ready for your second opponent. So, you're really non-stop….

Fourteen of coaches in the study reported high stress related to earning an opportunity to participate in any of the national tournaments. They stated that the stress increases for head coaches who continue to win if still play into the month of April, as the possibility of winning a national championship increases. The last four teams still playing at the end of the NCAA tournament, become the highly touted and highly publicized "Final Four" teams in the national tournament.

In addition to tournament play, ten Division I head basketball coaches reported the month of April as a third major weekend of heavy national and international recruiting. Finally, in the month of May, 16 head basketball coaches state that they took a brief time away from work once graduation ceremonies had ended, which typically was their first break since the month of August. Eleven coaches also included reports of attending graduation ceremonies and were involved in speaking engagements to booster clubs, alumni and university interest groups.

Gender

Based on gender findings, there were no substantial differences reported during the fourth quarter of the yearlong schedule. All reports of stress were high during the month of March. A difference in reports of stress during the month of April was found

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between four female coaches, compared to seven male head coaches associated with recruiting. Different NCAA recruiting calendars and rules have different requirements female and male head basketball coaches, which could be a factor contributing to some of the differences in reports of stress based on gender. The month of May includes a similar number of female and male head coaches who took vacation time.

Race

Both Black and White head coaches reported high stress during all months of the fourth quarter of the yearlong schedule.

Intersectionality

Using intersectionality analysis, reports of stress during the month of March were high for all coaches as it relates to game preparations, but especially high for Black male coaches. Additionally, stress related to recruiting during the month of April was reported to be high for Black male head coaches, which was consistent with having the second highest score on the MBI-ES emotional exhaustion scale. The opportunity to play in the NCAA national tournament are limited for four of the five mid-major conferences. Typically, one team in the entire conference will represent the conference as an automatic bid if they win the conference tournament; whereas, BCS/Power 5 conference teams have multiple opportunities to be included in the NCAA national tournament. Based on accumulating a winning record and playing against other strong conference teams BCS/Power 5 level teams are given greater status than a mid-major conference team. There were no significant differences between coaches based on vacation time in May.

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The relentless pace of activity within the yearlong schedule identified the entire

higher order theme as a frequent source of stress, as well as more intense in some periods

than others: July being intense because of recruiting; September being intense because it

involved multiple tasks related to enrolled students, implementation of full practices and

visits to the homes of prospective student-athletes for recruiting purposes; November

through March were intense and frequent because of the playing schedule and the

emphasis on winning. Quotes below demonstrate stress related to the fourth quarter of

the yearlong schedule:

> WF: April…you've got your two recruiting weekends; you've got Final Four
> convention. I don't ever really get a free weekend in April. You think, oh, you
> know, season's over, but by the first week in May, it's usually your first weekend
> off since maybe August…Catching up on everything else. So, you know, the
> speaking, for our program, that's bringing money into our program. If I can get an
> honorarium that goes right . . . into our program, it's selling tickets. It's a way for
> me to sell tickets. And you know, just again, build affinity. So, a lot of that in
> May. The end of May is when I try to take a week or a week and a half.

> BM: March, our conference tournament is the second week of March…the past
> year, we went to (a post-season) tournament. We played a couple rounds; we were
> done the third week of March. So, we gave the guys off two weeks…We were
> back at it right after spring break. So, that was around April 5th…April 6th…we
> got back going for really only about three weeks until finals began at the end of
> April…We would do our basketball, our two hours a week two times a week with
> basketball…Still recruiting…and then you have those April (recruiting) events. A
> couple weekends…May and June…kinda your down time.

> WM: There really are no off days once it gets into the season, it's seven days.
> Your off day when you give the guys off to practice, I'm generally going
> recruiting...Then I monitor academically…A little traveling, away from the family
> and maybe going to some recruiting and clinics, NBA games, go see coaches,
> kind of the development and relationships going to see former players…that's
> usually that first couple weeks…end of April, early May

> WM: Then, the rest of April is a couple weekends there that are recruiting periods
> that you do…May is a time period that (if) you're going to catch your breath. You
> better do it then, 'cause if you don't you have no other time. May for me is also a

time period, went through quite a bit of speaking for (our booster club). Last year I did 9 different cities for the (booster club) tour. Then, we're back to June again.

Vacation

All coaches emphasized the need to take vacation time during August and or May, but they also described the difficulty in finding time completely committed to rest and restoration, due to ongoing season planning and recruiting efforts. Quotes below illustrate how difficult coaches said it was to relax and experience uninterrupted time away from their workload. These quotes below describe the difficulty in finding that time. Stress over the inability to find time for vacation was stressful itself.

> WF: The end of May is when I try to take a week or a week and a half…I don't ever really get a free weekend in April. You think, oh, you know, season's over, but by the first week in May, it's usually your first weekend off since maybe August.

> BM: The vacation time, I don't know that one very well. I'm terrible with that…We try to get away for about 10 days just to rejuvenate … You try to get some time away…and get excited

> WM…not very much. I always try to…it seems…the last couple years, it's been less. (A former head coach)…gave us two weeks, of vacation…Yeah, I would like to do that…I would like to get two weeks, but it doesn't seem like we've been doing that as much the last couple years, maybe shorter time away. Shorter and more often, I guess would be what we're doing now, I don't really get the two weeks.

> WF: When it hits…mid-May I might have more time off and not (have) to go weekends…I think… basically, there's no down time ever, even if you're on vacation you're writing recruiting letters, on the phone, you're emailing or texting; you're talking to coaches, there's no pure off time. I was out of the country last year I still was on the phone, texting, things like that.

> BM: It's weird 'cause as a head coach you think you call your own shots and you can do your own thing…I typically, for Memorial Day weekend I have a buddy that we go away, we've done it the last three or…probably the last four years, where we just go away from Thursday to Monday of Memorial Day weekend. And then that's really only my set vacation, if you will.

BF: You may have in May a week or two for vacation...I just feel like being a head coach and just being a coach period is a grind..., and it's like a lot of people think you get vacations here, but typically you don't. When you're…in this business, and especially when you're trying to be elite, at the top. It's recruiting. It's making sure your kids (SA's) are okay. And it's making sure everything is done, every "i" is dotted and every "t" is crossed before you could just let your hair down a little bit and just relax. So, I think as a head coach I felt the most comfortable doing vacation once my kids (SA's) were finished with school, they were not on campus, they were at their designated homes, they'd already left campus for their break. And then once they were on break, then I was comfortable enough to go and take a vacation for myself…I needed to make sure that they come first, and my relaxation was secondary.

Management of the Program

Within the fifth higher order theme of management of the program, four lower order themes revealed 14 coaches who described their work as "all-consuming" and "multi-faceted". Management of the coaching and support staffs, as well as student-athletes was reported stressful by 14 additional Division I head basketball coaches. Meetings to organize multiple responsibilities (e.g., student-athlete wellbeing; academic status of student-athletes; practice and game planning; and prospective student-athletes) are constant topics of discussion needing to be met daily according to 12 head basketball coaches. Finally, 12 head basketball coaches described their coaching position as likened to that of a CEO of a multi-million-dollar business. The descriptions of stress regarding management of the program used by head coaches resembles the language in the MBI-ES definitions of emotional exhaustion.

Gender

Gender specific responses among the common higher-order theme of program management did not indicate any differences by gender. The same number of female and male coaches used similar language to express the high stress related to managing the

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program.   The higher order theme of management of program is a common stress-related experience except in the area of meetings that take place between the head coach, their staff members and student-athletes they work with. Gender related data from interviews parallel scores on the MBI-ES depersonalization scale. Overall all head coaches are engaged, and not detached from relationships and interactions with people they work with. Emphasis on relationships emerged throughout the interviews as a valued part of their job.

Race

Both Black and White coaches stated that managing the program was stressful. Differences related to race were reported in interview data and on the MBI-ES depersonalization scale. On the MBI-ES, Black head coaches scored 0.805 compared to White head coaches who scored 1.025, a difference of 0.22 on depersonalizations suggesting they experienced stress related to managing the program only a few times per year.

Intersectionality

Use of the intersectional lens shows similar reports of high stress between and within each group of Division I head basketball coaches regarding their duties surrounding management of the program. Overall, Division I head basketball coaches expressed similar stressed by the responsibilities of managing the program. Results based on the intersectionality lens are consistent between interview data and MBI-ES scores, showing that all groups experience feelings of detachment from the people they work with, on average of only "a few times a year or less". Data of stress related to meetings were high for Black and White female head coaches and moderate for White

male head coaches. Black male head coaches reported the highest level of stress as it

pertains to staff meetings. This report is related to Black male head coaches reports of

the tension they felt being one of a few, if not the only Black person in the meeting.

Quotes below provide details that demonstrate the commonality that head coaches

experience related to their emphasis on relationships. Head coaches expressed more

intensity on relationships rather than running the program:

> WM: I think it's multi-faceted, what we do. Kinda oversee everyone really, as almost a CEO of a company, to make sure it's functioning well. Make sure that your staff has their jobs they're executing (completed)
>
> WF: What doesn't it entail? Well, it's pretty comprehensive, all-consuming. It involves managing the staff of about ten to twelve people, like, full-time staff, and then a lot of students and other people as well. And then obviously, coaching, recruiting, managing, probably 50-plus relationships a day.   Like a small business, that's one way you could look at it.   Mentoring young women daily, every day, is another big part of my job. And then obviously the coaching. The X and O's and the preparation for games…So I think the biggest part is there's so many people involved in big-time college athletics…
>
> BM: I feel like I'm a juggler of just managing everything…I think I worry about everything. That probably adds more stress.
>
> BF: Yeah, I mean, just dealing with…running a program. Half of that is not basketball. It's just so many other things. So, I'd say that the basketball part, that's only 30%...There's all the things to juggle…It's just always something. Every day there's something…you can be mad about something every second or you can just learn how to manage it and not let everything bother you because something makes you mad every hour.
>
> BM: Well, you're kind of like a CEO, you're running everything. You have to lead your team, validate your players, your staff…You have to work with administration in terms of working out your budget. You have to work with faculty members on campus, different academic people.
>
> BF: Just managing my staff. I just thought at one time that I could teach them every little thing. Managing my staff, I think that became stressful because I thought everyone was like me...Just ... work hard and figure it out. But that was the most stressful for me.

WM: I'm a manager of our program, I'm, in some ways, a CEO of a small corporation…So, I manage my relationship with our assistant coaches through our players, through 50-60 managers that we have every year… so, I'm managing down. But I also have to manage up with my relationship with the Athletic Director, our President, our Board of Trustees. And then I have to manage to my left, for example, with the students, the fans, the alums. And I have to manage to my right with the relationship with the media.

Role and Expectations from Athletic Administration

Role and expectations from athletic administration is the sixth higher-order theme and broken into two lower order themes. It differs from the higher order theme of management of the program in that it involved the relationship with their administrators, based on their perceptions of administrators' expectations that overlay demands of the program. Nineteen head basketball coaches identified stress from administrators' expectation for head coaches to build a thriving business model and, at the same time, create a culture that allows student-athletes to succeed academically and socially while at the university. Nineteen head coaches also identified administrators' relentless expectation to win games to be a source of intense stress.

Gender

Gender specific data revealed the higher order theme of role and expectations from athletic administration to establish and sustain a successful culture based on winning to be both highly stressful (intense) for all groups of head coaches in the study. Although high stress related to expectations to win were similar within each group of head coaches, five male head coaches reported enhanced stress when athletic administration expected them to win championships, while two female head coaches reported added stress caused by their administrations' expectations to be competitive in conference play. Zero reports of enhanced stress related to winning championships came

from female head coaches. The interviews indicated expectation to win championships produced higher intensity of stress for male coaches than female coaches. A quote from one male head coach below expresses enhanced stress related to administration expectations to win championships:

> WM: I think that my leaders have been pretty clear that we gotta run a clean program…do it the right way… to recruit high-character people. Good people that value education and graduate. And then from there it's…our President has stated that he expects to be competitive in (conference) and try and compete for championships.

Race

Race specific data identified the expectations to run basketball programs as a successful business, build a good culture and win as a high stress factor for both Black and White head coaches. Black and White head coaches were similarly tasked to win championships.

Intersectionality

Through the intersectionality lens for analyzing data, expectations from the athletic administration to run a successful business-like environment and also to win games were common sources of high stress in each group of Division I head basketball coaches. Two Black male and three White male head basketball coaches further described the stress to win to be more intense in March and April when athletic administration expected them to win championships. In this study, the researcher added winning to the definition of personal accomplishment, which was defined in the MBI-ES as a dimension of stress associated with a sense of accomplishment in the ability to benefit others. Using this extended definition, stress related to feelings of personal accomplishment based on winning occurred a few times a month for White male head

coaches, which was less often for Black female, White female and Black male head

coaches. These results indicate that White male coaches' scores on the MBI-ES related to

feelings of personal accomplishment might come from experiences or circumstances

other than stress related to administrators' expectations. Quotes below illustrate the

stress Division I head basketball coaches experience to fulfill the expectations placed on

them by athletic administration. Chief among the expectations is to win:

> WF: I mean, I think it's pretty clear. What do they say, or what do they mean? I mean, you know, everybody knows, in coaching, you have to win. If you don't win then you will get fired….So, winning, they won't say that's number one, but I think anybody's who's been coaching for a long time knows that…it's very important, obviously….Certainly, we don't, you know, necessarily make what men's basketball and football do, but we are talked to a lot more these days about our ROI. Our return on investment. It used to be, ""Hey, graduate your kids. Make sure they have fun and win some games."" But nowadays, I mean, there's so much money spent on our sport that, you know, they are looking at our ROI. What is our return on the investment. Are we selling tickets? are we bringing in money? How are we doing that?

> BM: Well in terms of the basketball side, obviously winning is always important . . . I think that's number one of trying to put together a group of young men that have a chance to help you win a championship…So I think that's the ultimate goal, is to win championships and get to the NCAA tournament. Because ultimately, it's all about making money.

> WF: Well, you gotta win. It starts there. I don't care, you could be the nicest person in the world, we can graduate our kids, we can have no problems, but it isn't about being nice, and it isn't always about that. I have to do it with integrity and ethics and all those things, but they want you to be a winner...If you don't win, you're not gonna be here. I think that's the reality of every head coach, in every spot, on most campuses, especially at the BCS level. I think it starts there. I think they want me to be a good role model and mentor…I think that's important to (the university), and to be connected to the community.

> WM: Well, your expectations are never realistic. I'm supposed to win every game. Every player is supposed [expected] to graduate with honors. It's supposed to be the perfect world, but I am expected to try to be very successful with wins and losses. Supposed to be very successful, emphasizing the importance of our degree and get our guys to graduate…(while) here.

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BF: I think just like anything, most administrations are going to look for someone who's going to run a clean program…You're gonna try to recruit kids that could help you win but also have good character, and responsible for managing and running a program. I mean, it's a business. Being a head coach at any level is like…You got a big cruise ship and you gotta make sure everything goes well with all the different components of that…head coaches in essence are business managers. I think sometimes you can lose sight of that when there are people who are head coaches who want to just coach and depending on what level you're at, that's just not possible. That's increasingly harder to do…

WF: I think probably number one, follow the NCAA rules, have high character and integrity, really teach and be positive, be a positive leader with our young people. Our university's…dedicated to…champions for life. All those things, teaching determination, resilience, time management, respect, teamwork, everything that we feel would be helpful to be successful in the next chapters of their lives, in professional life and family life.

WF: Game day…Like the outcome of winning. The fear of losing, probably more than the excitement of winning. I probably hate to lose more than I like to win. It's kind of weird. The fear of failure drives me, and probably adds a lot of stress because I just don't like to disappoint people. I'm not built that way, so I've always kind of lived my life to prove something and to be worthy of people's, I guess, attention or praise or appreciation. So, if we don't win, game day stress, that's a real thing. That's probably the most stressful day….we're in an arena filled with 10, 12, 15,000 people and you're the loneliest person in there. You're so alone, but you're surrounded by people who allegedly care and appreciate and adore and love you and all that, but you don't feel it because everything, that whole day is about you helping this team, you (are) getting this team to win. If you can't get them to win, that failure piece, that's the most stressful day for me.

Responsibilities for Student-Athletes

The seventh higher order theme focuses on head coaches' responsibility for the wellbeing, athletic and personal development, and academic success of the student athletes (SA's) in their program. Three commonly identified lower order themes related to Division I head basketball coaches' responsibilities for the wellbeing of student athletes were reported by 19 head coaches who described their efforts in fulfilling their commitment to provide daily encouragement and support to help student-athletes achieve academic success and graduate from college. Additionally, the 19 head coaches reported

stress related to mentoring, developing, and teaching student athletes on and off the basketball court of play. Lastly, 11 head coaches reported stress related to the expectation to create a happy and enjoyable experience for their student athletes and to be good role models.

Gender

Gender- specific results in the higher-order theme of responsibilities involving student-athletes (SA's) demonstrated that female and male head basketball coaches valued all aspects related to the wellbeing and development of student-athletes, including the opportunity to mentor students by teaching life lessons both on and off the court of play. Reports of high stress were equal for female and male coaches who felt it was their duty to provide daily encouragement and support to help student-athletes achieve academic success and graduate from college. Building these kinds of relationships with student athletes was described as stressful because of the complexities in meeting the unique needs of all their student athletes. The high level of commonality on this theme is consistent with coaches' scores on the MBI-ES, which showed low scores on depersonalization.

Race

Results on stress specific to race show equally high stress for both Black and White head basketball coaches who identified mentoring, developing, and teaching the student-athletes in their program life lessons and providing student-athletes with the support they need to achieve academic success and graduate from college. Disaggregated by race, four Black coaches and eight White coaches described feeling personal stress when they felt they were not doing enough to provide student-athletes

with a happy and enjoyable experience and fulfilling their responsibility of being a good role model to their student-athletes.

Intersectionality

The intersectional lens reveals reports of stress related to the amount of work and commitment required to mentor and ensure that student-athletes obtained their college degree. Although all Division I head basketball coaches reported high stress when interacting with student-athletes, groups of coaches differed in the areas of most importance to them. Black female head coaches reported high stress focused on mentoring, developing, spending time and helping student-athletes graduate from college; however, Black female head coaches reported a moderate level of stress associated with creating a happy environment for student-athletes and teaching life lessons on and off the court of play.

Black male head coaches reported high stress centered on mentoring, developing, spending time, teaching life lessons, preparations for life after basketball and helping student-athletes obtain a degree; however, "none of the black male head coaches reported stress associated with creating a happy environment.

White female head coaches reported high stress related to mentoring, spending time, preparing student-athletes for life after basketball and creating a happy experience for student-athletes; however, White female head coaches reported moderate to low stress associated with being a role model developing student-athletes, teaching them life lessons on and off the court and helping them graduate.

Finally, White male head coaches reported high stress related to teaching student-athletes life lessons, and helping them graduate from college; however, White male head

coaches reported lower levels of stress related to being a good role model, developing student-athletes, mentoring, spending time and preparing student-athletes for life after basketball.

Although qualitative data suggest similar stress related to experiences related to head coaches' responsibility for the overall wellbeing of student-athletes, quantitative data, the MBI-ES survey, on the scale of personal accomplishment (PA) suggest differently. This portion of the MBI-ES defines personal accomplishment as the feeling that a person has benefited those with whom they are working. Black females (with a mean score of 4.2) and Black males (with a mean score of 4.22) scored the highest on the (PA) scale, while White females (with a mean score of 3.74) and White males (with a mean score of 3.46) scored lowest. One explanation for the lower scores among White female and male head coaches is that scores may signal they do not feel they are having beneficial impact on their student-athletes. Quotes from the interviews demonstrate their commentary on this responsibility. This may be related to racial differences in a sport where the majority of coaches are White, and the majority of the players are Black.

> WM: Primarily, it's probably to make the best possible experience you can make for the student athletes. Try and develop them as people and as athletes. Making sure they get their education, and then from there it's about developing a program, building a culture, trying to win games and win championships.

> WF: I think my players' happiness is incredibly important to me…I guess it's a blessing and a curse. It's a blessing because I feel like I am very in tune and have this "Spidey Sense" and really care. But it really wears on me….I'm really into whether someone's not happy or not in a good place.

> WM: We've only had one senior that did not graduate in the first (few) years we were here. We had some guys leave early for the NBA, that still have not got their degree, but we've only had one senior in 14 years that did not get his degree. Winning games, getting their degrees, trying to represent the university in a very positive manner

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BF: …I think it's to give students a first-class experience. It's to mentor these young women, prepare them for life. It's to have them compete at the highest level in the best way possible. To do everything with integrity, and to graduate.

BM: You're responsible for behavior and the conduct of your kids. It's not in your contract, but I've taken it that it's your responsibility to use…the platform you have as a head coach to mentor and help develop your kids off the court as well...Well, I forgot to mention…responsibility of making sure kids go to school and finish and get their diploma-...Get their degrees. I mean that's extremely important.

WM: I really set my path and goals on my own and really believe in creating a whole program, one, which encompasses the student athlete as a player, obviously, a student in the classroom and then off the court activities. I want them to be more involved in other things outside of basketball and even school.

Recruiting Prospective Student-Athletes

The eighth higher order theme in Category II identifies recruitment of prospective student athletes (PSA's/recruits) as a common source of stress, which the researcher coded into four lower order themes. Recruitment is intricately linked with winning. All 20 head coaches used language related to the month of July as the busiest recruiting period because of extensive travel nationally and internationally, in addition to summer workouts and practices with current student-athletes enrolled in summer school. Eighteen head basketball coaches described the day-to-day grind required to effectively recruit high-profile prospective student-athletes as a source of intense stress because of the effort involved and the high stakes of recruiting talented players. As explained in the Typical Day schedule, recruitment requires great effort throughout the year in a highly competitive recruiting environment. Fourteen Division I head basketball coaches reported stress related to the inability to balance the schedule of their own team, plan and execute practices, as well as find adequate time to travel to visit prospective student-

athletes in their home towns. Lastly, 12 Division I head basketball coaches reported the negative aspects of recruiting to also cause stress.

Gender

Gender specific results from Division I head basketball coaches show the month of July to be highly stressful for all female and male head coaches. The daily commitment of time devoted to recruiting was reported as a source of high stress common to coaches of both genders. Similar reports of stress were provided by female and male head coaches based on balancing time to travel to attend a prospective student-athlete's practice and/or game schedule along with managing practice times with a head coaches' current team. Negative aspects of recruiting were reported as high stress by female head coaches because of the competition they experience mainly from male head coaches who are coaching women's basketball. Some female coaches reported that prospective female recruits, who typically are accustomed to having male head coaches prior to playing at the college level, prefer to play for college male head coaches. Moderate reports of stress came from male head coaches who found work with some parents and "handlers" of prospective student-athletes to be negative. Illustrations of stress related to negative recruiting are below:

> WF: You spend three years recruiting a kid, and they can say, "You're my number one choice." And then the wind shifts directions and they commit to someone else…(Recruits) have a lot of people in their ear with conflicting interests…But I think recruiting is a huge stressor. Maybe even bigger than winning at times…if you don't get that done, you're not gonna win…So it starts and ends with recruiting…So I feel like coaching and teaching is an even playing field. Recruiting is not. People cheat, and they do things that we don't do, and that's challenging to me. That by far is the most stressful, challenging thing about my job…I can work hard, build relationships…But people can make false promises, do things outside the rules…convince a kid to come (to them)

WF: (Negative recruiting by male coaches)…Single woman but yeah "wink, wink"… You really want to play (for her)? I'm married. You really want to trust your daughter playing for a woman. That was used constantly. It's easy to throw that out there. You don't know anything about my life…

WF: I think the challenges of recruiting have changed a lot in that, on the women's side, it used to deal with the high school coach and the family, so you got to know who you were bringing in and their foundation. Now, very few kids have had the same high school coach, and you're dealing with the AAU coach and/or their "handlers", just like the men's side. It's turned into the same mess: People that aren't looking out for the best interest of you or the student-athlete, and that's a problem…Everybody's surprised. We're surprised when we get them. They're surprised when they get us. There's a middle man or woman that handles…It's just like you're selling kids and they're being used. I end up just feeling sorry for the kid because they're usually in the middle of a mess and don't even know it…

Race

Results specific to race show all Black and White coaches reported recruiting in the month of July to be highly stressful. Both Black and White head coaches' reports of stress fell within the same high range due to daily commitment needed to attend to activities related to recruiting and finding time to travel to view prospective student-athletes. Concerns about negative recruiting were similar for both Black and White Division I head basketball coaches which caused high stress.

Intersectionality

All five head basketball coaches in each group (n=20) identified recruiting in the month of July to produce high levels of stress occurring frequently. High stress was similarly reported by each group member pertaining to the amount of energy needed to recruit nearly every day. Managing the practice schedule and finding time to travel to view prospective student-athletes was another source of high stress for Black female,

Black male and White female, but it was reported as moderate stress for White male head basketball coaches.

Additionally, all groups except White males, gave similar reports of high stress related to their interactions with recruits and their appointed decision-maker. White male head coaches also reported only moderate stress related to balancing practice times with traveling to see prospective student-athletes and negative recruiting experiences. This reporting aligns with lower scores on the MBI-ES emotional exhaustion scale and the overall scores on the PSS frequency scale on which White male coaches also scored low (13.6) compared to other groups. Quotes provide lower order themes that help define stress related to the demands of recruiting:

> WF: Kind of the male cliché that recruiting is like shaving. If you don't do a little bit every day, you end up looking like a bum…Recruiting is…you're doing that every day. You're calling somebody, working on the phone through your social media and text messages…just to work on your future players…

> BM: Recruiting is present in every season of the year…I really don't think it's any different from any school, quite frankly. Recruiting is year-round…Every day, if you're not doing something recruiting in my opinion, you're behind. And literally every day, if you're not texting a kid, texting his people, talking to a coach, you're behind. Dramatically, in my opinion… I'll just give you this quick example. We played last night and got our doors blown off…6:45am, I'm on a flight this morning going to Vegas to see a kid (PSA). Land in Vegas at 8:00am, go watch him work out until 11:00, 12:00, and I'm back home in the office watching (video of last night's game)…There's different stresses in recruiting, is getting the guy that you want…Identifying who you want, getting that guy, and then that guy being what you thought he could be to help your program, both on and off the floor.

> BF: Recruiting is such a huge piece of what you do as a coach. And even in my time, over the last 18 years, even that dynamic has changed so much that it used to be you just wrote the letters or you just made the calls and you could only call them a certain amount of time. Now, there's social media so now you have to have social media management, social media training…

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WM: Yeah, the stress is knowing that you have to recruit well, really well in order to win. And knowing that you can recruit really well and still fail. It's just a tough component of the business. You know, you gotta be good, you gotta be lucky, and you know you gotta work really hard in order to feel like you should be lucky, and even if you work really hard you might not get lucky, so it's just a stressful part of the whole thing.

BF: …I just put a lot of pressure on myself because I think as a recruiter, there's not a kid out there that I don't think I can get...And I'm a competitor and if given the same playing field as everyone else, I feel like I can get it done. So, I put pressure on myself…If I don't get a top five recruiting class, I'm not working. If I don't get a top three recruiting class, I've come up short. So, I put a lot of pressure on myself to get it done…Because at the end of the day, I want to play the best, I want to be the best. I ultimately want to, if I'm coaching in this division one, the ultimate goal, the ultimate prize is winning the national championship...So, I constantly push myself to the max to…get the best of the best so that we are in position to win the ultimate prize and to compete for national championships...I want that ring!

CG: The time…The time. I laugh at (my assistant coaches) because I was the guy (as an assistant coach) coming in the (head) coach's office going, "Hey, can you call these five guys for me? These are my top-five guys." Well hell, I've got three assistants, if everybody wants me to call five guys that's 15 guys! I can't call 15 guys in a night! So, time stresses me out because I know they're (assistant coaches) working really hard, and they're giving me things to do, but I've also got 20 other things to do. Obvious recruiting is very important, but also getting our team ready for a game is very important. So that really stresses me out, and also wanting them to know that I'm doing my very best, and I'm not letting them down, because they're putting so much time into it. Also, knowing that it's the flagship of your program, you have to recruit. You have to recruit. The time component is the biggest thing for me, that stresses me out with that…So we stayed in that box, it's kind of one of those deals where, "Hey man, I can only afford a Honda Accord, so I ain't even looking at that Escalade."

BF: Yeah. First of all, the new recruiting is forever. To be honest with you, I don't really like recruiting. The only reason for that is because…I hate to say it like this, but you almost feel like you're prostituting yourself. By that, I'm saying that it's not a matter of maybe presenting the things that should be important, or that you think should be important to an athlete…the academic activity to the institution, the success that you've had with the players pursuing their degrees, that the school is reputable, and…it being something when you graduate…

The Media

The ninth higher order theme of media as a source of stress in Category II is further defined by three lower order themes identifying the role the media play in creating stress for 15 Division I head basketball coaches. Coaches also further expressed frustration associated with the role of social media in Division I athletics, as social media platforms have increased. Although coaches expressed the positive impact of social media on recruiting prospective student-athletes, promoting their programs, and promoting their games, they also experienced the negative attributes of social media, which allow anyone access to a platform to make negative comments about a coach or their team's performance.

Other stressors they reported associated with the media included coaches feeling they always have to be "on" and available; head coaches having to defend and/or explain the decisions they make regarding playing time of student-athletes, in-game strategies, and in-game player substitutions. Thirteen head basketball coaches cited media coverage as stressful for a range of reasons that includes: misquotes and inaccurate reporting; college student writers/reporters not knowing enough about the sport they are assigned to write on; and the lack of local newspaper beat writers, who in previous times followed local sports teams and built relationships with head coaches.

Lastly, ten head basketball coaches perceived the media to have an agenda that is unsupportive of their work. Some of the coaches stated they avoided reading what is written about them and their program in the newspapers or online, because of the stress it creates.

Gender

Gender specific reports show high stress related to the media to be common among both female and male Division I head basketball coaches. Misquotes, inaccurate stories and lack of beat writers, were stressful for eight female head coaches compared to reports by five male head basketball coaches. Six female and four male head basketball coaches reported choosing not to read media outlets to reduce their stress. The high stress reported by female coaches compared to moderate stress reported by male coaches is consistent with high scores on the MBI-ES emotional exhaustion scale and PSS survey, indicating that stress related to the media represents another source of stress in addition to the multiple other sources of stress female head basketball coaches experience in an environment considered to be a male sport. Mishandling of female sports parallels previous research related to discriminatory practices by the media subjected to females in the arena of sport (Bruening, 2005) and males portrayed more positively in the media (Messner, 2002).

Race

Race specific reports show six Black and nine White Division I head basketball coaches expressed stress related to the media. Misquotes and inaccuracies were reported to be stressful by eight White and five Black head basketball coach. Both Black and White head basketball coaches similarly reported choosing not to read media outlets to reduce their stress. Stress related to the media was lower for Black head coaches compared to White head coaches which can be corroborated by low scores from Black coaches on the MBI-ES emotional exhaustion scale and the PSS survey, as compared to White head coaches. This difference may be attributed to the levels of coverage by the

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media of BCS/Power 5 level conferences compared to less coverage of mid-major

conferences, where most Black male head coaches work.

Intersectionality

Intersectionality analysis indicates reports of high stress by all groups of

participating Division I head basketball coaches, but greatest among White female head

basketball coaches related to the media. Misquotes, inaccuracies and the lack of beat

writers were reported as high stress for Black female, White female and White male head

coaches with moderate stress reported by Black male coaches. Most notable are reports

from all five White female coaches who were stressed by misquotes. Lastly, Black

female and White male head basketball coaches said the stress created by the media's

reporting caused them to avoid reading media reports. They found this to be a means for

alleviating stress, while Black male and White female reported low to moderate stress

related to using the similar coping strategies to relieve stress from the media.   Quotes

below shed light on stress produced by the media:

> WM: I don't focus on what the media says a lot, positively or negatively….I don't really feel one way or the other about it. Of course, as a human being, it's hurtful when you might read something that's not flattering or positive, but I try not to make that a focus

> WF: Well, of course. You get misquoted all the time. And that's disappointing. And you work incredibly hard to message who you are as a team, and a program, and you train your players on the media, and then sometimes when you get misquoted or something, I think that's a bummer. I haven't really felt like the media for women's basketball is nearly as negative as football and men's basketball. Probably because the fans are probably not as vocal. If they want someone fired, or they don't like a coach. But that just speaks to the point of how public your job is.

> BM: Well it's changed. It has changed quite a bit…and it's more social media now…You don't have as many newspaper reporters or beat writers that follow you like they used to years ago where you have relationships with them, and you

can kind of give them the inside scoop. Now everyone has a voice. If someone saw you play, they have an opinion, whether it's through Twitter or Instagram or Facebook or what have you. Everyone has a voice and if they don't like you, they didn't like what they saw, it's going to be a negative voice...

WM: Yes…There's nothing private anymore because of social media and the regular journalist media. There's nothing private. You can't deal with certain issues with your team and keep it inside the locker room. That's stressful. The press has their own expectation…You have to defend every decision that you ever made, every game and every day. It's just a continual thing, continually questioning what you do and reporting what you do.

BM: It can be, it can be if you allow it to…If you allow what the media is saying, it can become more stressful if you are always worried about, am I going to have my job? Am I not going to have my job? It can be more stressful

In an effort to cope or relief themselves of stress, some head coaches did not read media

outlets. Quotes below depict this strategy:

WM: I've never felt it (media) stressful. I…understand their job, I don't always agree with maybe something that's said or asked or written. It's not like I go search those things out. I don't read about us…
BF: Just sometimes I found the best way not to stress is not to read it. Because there would be somethings in the paper that (were) attacking your character. The way things are written, was stressful, so the best stress reliever for me was just don't read the paper...Don't read, and that was the best. When I first got there, I wanted to read what they were…saying about my team and then after a while, I just said the best way to relieve stress and not worry about that is not read the media or not read the newspaper. I would look at the news, and then stop looking at the news...especially the sports news...I avoided it...I avoided it and it did help me cope with it...Because if I didn't know what was being said...it couldn't affect me

WM: I think that you're careful about everything that you do. Let's say, you go out for dinner with your wife, and you really have to be aware of your surroundings. Like, even if you're going to have a glass of wine. There might be somebody who maybe doesn't particularly care for you, and that glass of wine turned into three bottles of wine, and had a lampshade on my head, dancing on the bar at the end of the night…So, you're never having that glass of wine. You have a Diet Coke or a glass of water with a lemon and it's just safer. You live much differently and much safer in everything that you do. You may have that glass of wine at home. It's that kind of thing that's out there and the social media world is very prevalent out there.

Fundraising/Speaking Engagements

The tenth higher order theme of fundraising includes four lower order themes. Fundraising was reported as stressful for 17 Division I head basketball coaches related to raising money for their university, their own team and in support of other sports within their athletic department. Coaches say fundraising is also necessary to support the salaries of their coaching and support staff and the upkeep and improvements of facilities (e.g., locker rooms, coaches' offices, or medical equipment that improves the physical health of student-athletes). Funding is essential to maintaining a viable athletic program. Inadequate financial resources contribute to stress, according to 11 head basketball coaches. Speaking engagements and community outreach were stressful for 15 head basketball coaches and ten head coaches described the stress associated with their role in efforts to market and promote their program. It required them to take measures to increase ticket sales, fan engagement, visibility of program via media outlets and promote the basketball program.

Gender

Gender specific reports in the semi-structured interviews show reports of comparable high stress for female and male head basketball coaches related to fundraising to include speaking engagements or community outings. The greatest gender distinction is related to marketing efforts to increase the fan base by selling tickets and increasing the visibility of student-athletes in the program. On this measure the difference between male and female head coaches reports of stress is eight female head coaches compared to one male head basketball coach. High stress reported by female

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head coaches is comparable to high scores on the MBI-ES emotional exhaustion scale and the PSS survey score which found female coaches perceived stress reflected in a mean score of (17.33) compared to male coaches' mean score on the PSS at (13.57). Some female coaches stated that, despite Title IX regulations, women do not receive equitable funding compared to male head coaches for marketing.

Race

Race-specific reports pertaining to fundraising was expressed as a source of high stress by ten Black and seven White head basketball coaches, Reports related to high stress associated with speaking engagements, community outreach and stress associated with a lack of finances available to increase salaries for assistant coaches and support staff were also similarly reported by both Black and White head coaches. Reports of high stress related to marketing efforts were found to be different for six Black head coaches, compared to reports of moderate stress by three White head coaches.

Intersectionality

Using the intersectional lens for analysis, the researcher found reports of high stress related to raising money for the university, for the coaches' own programs and other sports within the athletic department. Stress caused by inadequate funding to pay their coaching staff and maintain competitive upgrades of facilities was reported as a source of high stress for all except one White male head coach. Five Black female, one Black male, three White female and zero White male head basketball coaches describe the lower order themes of marketing to increase attendance and visibility of the program as a source of high stress. Results of stress differed in both the lack of finances head coaches had and the efforts needed to market and promote the program. Stress related to

lack of finances was reported by Black male head coaches who expressed stress more frequently and with more intensity caused by the lack of finances than any other group. They specifically referred to their inability to compete in salaries for their coaching staff. This finding coupled with demographic data related to seven Black head coaches' below fifty percent winning records may be related to results on the MBI-ES that show Black male coaches scored second highest (1.57) on the emotional exhaustion scale.

Marketing which is one of the lower-order themes in fundraising, demonstrates notable distinctions among the participants. Female head coaches reported high stress related to marketing efforts, compared to low reports of stress from male head coaches. Only one male head coach associated stress with marketing. Female head coaches' reports were more aligned with scores on the MBI-ES emotional exhaustion scale and PSS on which female head coaches scored higher than male coaches and could be one contributor to their emotional exhaustion. Quotes below illustrate the causes of stress relative to the higher order theme of fundraising. All head coaches reported stress related to raising money for the university, but Black male head coaches expressed stress related to lack of funds to help supplement their assistant coaches salaries, female head coaches were most stressed related to efforts spent marketing their program and other coaches reported experiences with stress when asked to perform speaking engagements. The first set of quotes depict stress in the area of lack of funds:

> BM: You know what? I would probably say, the lack of resources...When (your staff) knows that three other staffs are coming in the league and they're making a lot more money than they are…Yeah, that's on me sort of to try to see if there's a way to rectify it. Well it's not. It's not going to happen. So that's more stress. That's more worry of okay, what else can we do to try to manage it. And one thing I try to do mainly for them…the camps that we run; the money goes to them. It's not for me and it doesn't completely supplement the difference between what

some of those other guys are making...But again, it's something…I probably make more than I need...but I want them to have a peace of mind.

BM: You know, to me, it's probably second to winning…the budget, it weighs on me heavily. Because we're already under-resourced and under-funded, and it is incumbent upon me to meet that number. But if I want to supersede that, then it's incumbent upon me even more to go out and try to make friends and find some financial resources that are just not there. We've gotta go out and try and create them…I will tell you; it keeps me up at night. It does keep me up at night because one of the edicts from our president and our AD is, "Don't go over budget. Don't go over budget."… if you win you can do whatever you want. But if you're not winning, obviously you've gotta stay within the confines of that budget, and it's hard to do those things when your budget is already…I'm gonna say short. Limited. Non-existent. There are all those adjectives out there.

BM: I'd like to pay our guys (staff) more…We want people to come support (our team), because they deserve it. Last year we won more road games than we won home games. I asked my guys and said, "What is it?" Coach, there's no one that comes to the games. It's a morgue in here. And it affects them. I've seen how hard they work and what they've given to this school and our program, and it bothers me. It bothers me, especially when we have a campus that every freshman and sophomore are mandated to live on campus…But I tell myself every day, control the controllables. That's something I can't control; I tell our team we've got to do our part. We haven't put out a product that people want to watch, so if we can do that, then let's see what happens.

BM: Yeah, yes, yes, yes…that bothers me. You know, we're surrounded by, (several schools)…I'll go out to a restaurant, for example, and see banners of all the other schools (in our area) and there's nothing of us. Or I'll see billboards and it's like, man, we're in (our home state) and there's nothing of (us) around here. So, is it stressful, does it bother me? Absolutely. So maybe that's a combination of stress and bothersome.

BF: No, I tell you there was no real stress with that but obviously the money, depending on where you are, and this is just a head coach answer from what league you're in. How much money do you have to hire staff? I mean, you're only gonna get a certain amount and if that amount is not what you'd like it to be able to hire a certain level of coach, then you have to make do with that.

The majority of reports of stress related to marketing came mainly from female head coaches, but some male head coaches, at mid-major universities, reported stress related to marketing efforts needed for their program:

WF: I think you're always just looking at fan support and thinking how it can be more and what you can do. I don't think financially our program was really well taken care of…I mean the men always had more…We were never allowed to have a fan group, a club. So, we started (our own)…then we were making $50,000 a year and it was good and we could do with it what we wanted. It took planning but it took what for me was a personal thing.

BM: Yeah, yes, yes, yes…that bothers me. You know, we're surrounded by, (several schools)…I'll go out to a restaurant, for example, and see banners of all the other schools (in our area) and there's nothing of us. Or I'll see billboards and it's like, man, we're in (our home state) and there's nothing of (us) around here. So, is it stressful, does it bother me? Absolutely. So, maybe that's a combination of stress and bothersome.

BF: The fan support, and the marketing could've been better. So that really just stressed me out a little bit because you've got so many other areas as a head coach that you're looking at, and that's the last thing that you really want to be doing, putting together a marketing plan...I've always been taught, if you're not investing in your program, if you're not branding your program, no one's gonna do it the way that you would do it...That wasn't one of my areas of expertise, so that became sort of stressful...

Lastly, head coaches reported stress related to speaking engagements to raise money:

WF: Learning to be an extrovert. I'm an introvert. I am a small group person. If you put me in front of a thousand people, I could speak and gave me the mic. I am 100% comfortable because it's my message. It's my heart. I have it easy. As soon as you bring me off that platform and I have to walk around to all those tables, I'm dying inside. I'm absolutely dying inside. I fake it. I learned it but it wears me out so by the time I leave that dinner, I'm absolutely exhausted.

BF: I would say just the public appearance stuff that I have to do, because I'm an introvert, and I don't really like being on stage and talking, or mingling and small talk, and going to events, and shaking hands, and kissing babies, I don't like all that stuff, that's just not who I am, and I have to do a lot of that, or I should say, I have to do more of that than I would prefer to do…I wouldn't say it's stressful, like I don't stay awake at night thinking of it, but I will say it takes a lot out of me when I have to do those things. It just takes a lot out of me…when I do that kind of stuff, I then have to recharge somewhere someway, because it just takes a lot out of me...

WF: Yeah, one of my biggest things was I was never…When I talk about the support that the men get, it's also based on that social support. They're buddies with these big-money people and they get time with them and face time with them. They come to all their games and then they write checks. I was not

introduced. There was a small window when a woman…introduced me to two guys…and they offered to give me what I needed…I said I just need a court…They wrote a check and bought a new court, and that's the only time I ever got anything or felt like I had a relationship. A woman just walked up to me during one of the many PR (public relations) things that we were all supposed to be at, yet the men's football and men's basketball wouldn't show up. I would be there by myself, and she came up to me one day and said, "What can I do for you? You've been here and been successful. No one's ever done anything for you." I'm like, "Who are you? Are you an angel?

Summary of Results

Gender

Based upon the researcher's definitions of frequency and intensity stated in chapter 3, this section identifies differences in high frequency and high intensity related to gender, race and intersectionality. In the explanation of forming Category II, common sources of stress were established. However, analysis of lower order themes points out distinctions in frequency and intensity for each of the gender, race and intersectionality groups. Distinctions by gender include both male and female head coaches' expressions of high stress related to the work-family conflict, but for different reasons. For female head coaches it was related to the "second shift" and for male head coaches it was related to missing their family. Additional sources of high stress reported by female head coaches that differ from male head coaches are: (1) creating a happy environment for student-athletes; (2) misquotes and inaccuracies by the media; (3) lack of marketing support from administration: and constant comparisons to male coaches with the assumption that male coaches are better.

Race

Both female and male Black head coaches expressed high intensity of stress in their perceptions of their role of being a mentor to student-athletes, especially Black

student athletes.   They were passionate about the need to prepare Black student-athletes for the racism the coaches have experienced and know they will encounter upon graduation. Black head coaches also expressed intense stress related to recruiting in competition against other coaches who they know are cheating. White head coaches mentioned more frequently [was] stress related to being the "face of the program."

Intersectionality

Black female head coaches described stress more frequently related to their gender and race than did their counterparts; however, they do not identify it explicitly. Black male head coaches use more intense language in expressing stress related to mentoring and preparing their student-athletes for life after basketball, most likely because of their own experiences of being a Black male in a hegemonic society. Black males also expressed a higher intensity of stress related to negative recruiting in an environment where they are aware cheating is prevalent. White female head coaches identified multiple sources of stress. They expressed more frequently than any of the other groups, stress related to their desire to create an environment that supported student-athlete's feeling of being happy. White female head coaches were the only group that reported stress related to difficulty in bridging the racial gap between them and their Black student-athletes. They also reported high intensity of stress related to the scrutiny they faced around their sexual identity. The last two reports of high stress reported by White female coaches were related to misquotes and inaccuracies by the media and "do it yourself – DYI" marketing schemes to raise money for their program. These multiple sources of stress are consistent with White female's scoring highest on the MBI-ES emotional exhaustion scale and PSS surveys. Finally, White male head coaches reported

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more frequently, high stress related to being the "face of the program' as a source of

stress.

CHAPTER 5

DISCUSSION

The purpose of this study was to identify types of stress experienced by head coaches in the Division I athletic environment, focusing on differences in the types, frequencies, and intensities of stress they experienced in that environment. The intent of this study was to extend existing research regarding the types of stress experienced by Division I head basketball coaches, as well as, identify the differences and similarities found to exist among and between head basketball coaches based on gender, race and the intersections of gender and race. Through use of transactional stress theory to analyze the data resulting from semi-structured interviews with 20 head coaches and two surveys administered to 16 coaches, the study demonstrated that perceptions of stress depend on the person's appraisal of a situation, which is determined by whether the person believes she or he has adequate resources and support to meet the situation.

Coaches in this study expressed the deleterious effects of stress in a myriad of ways. Reports of frequent stress surround the chronically pervasive work required during the yearlong schedule and limited time to disengage from work activities; ongoing recruiting demands and the many people involved; and ensuring that student-athletes graduate and are developing as people and student-athletes. Intense stress was common by female head coaches who assumed a dual role as the chief operator of their home and child care and the role as CEO and care-giver to a roster of 12 to 15 student-athletes per year. Further, reports of intense stress came from Black head coaches who identified shifts in behavior to fit into a hegemonic culture as an outgroup member.

Findings from this study support the researcher's hypothesis that stressors experienced by high profile Division I intercollegiate basketball coaches differ in type, frequency, and intensity, based on the race and gender of the coach. Further, the differences are sometimes exacerbated by the intersection of gender and race. The results identified types of stress that are common to all 20 Division I head basketball coaches' experiences within the environment of Division I basketball, providing responses to research question one. It also found differences in the frequency and intensity of experiences with stress that occur within the common stresses identified, based on the head coach's gender, race and/or the intersection of both gender and race, answering research question two.

Regarding the environment, which research question three queried, the results indicate that the NCAA, Division I environment is heavily influenced by the hegemonic society that created it and continues to define it. The interaction of persons of different genders and races within a hegemonic environment shaped by genderism and racism is a major source of the differences in the frequencies and intensities of stress experienced by NCAA Division I head coaches.

Although the NCAA Division I basketball organization produces a common set of requirements and expectations for all head coaches, coaches' experiences within the environment differed based on how the coach perceived herself or himself to be positioned in the environment. The coaches' interviews provided evidence that the head coaches' gender, race or the intersectional of the two contributed to whether they perceived themselves to be positioned as members of the ingroup or outgroup within the environment. These perceptions of their position contributed to whether the coach

appraised experiences to be stressful in terms of the support and/or resources they perceive to be available to them. Critical Theory provides a means for analyzing the findings of chapter four to conclude that the hegemonic environment of Division I basketball is the major source of the increased frequency and intensity of stress experienced by Black head coaches, female head coaches, and their intersectionality.

Hegemony

Research Question #4 asks: *How do the effects of stress differ among Division I head basketball coaches within gender, race and intersectionality?* To answer this research question, the researcher reviewed data used to answer Research Questions #1, 2 and 3 through a critical theory lens. Analysis of data through this lens, demonstrated the presence and the influence of hegemony as a source of stress in many aspects of the Division I basketball environment. Hegemony is a factor in the different frequencies, intensities and types of stress according to coaches' appraisals between and within gender, race and intersectionality.

Hegemony reflects a society in which the most influential groups mold ideas and values for the greater society. It typically is normalized to the extent that individuals can become inured to or accepting of its presence and its effects (Birrell & Theberge, 1994). Sports have been characterized as a place in which cultural hegemony is preserved and has had its greatest influence (Hardin, M., Dodd, J. E., Chance, J. & Walsdorf, K.,2004). Data collected in this study and previous research (Retrieved from the Institute of Diversity and Ethics in Sport: Lapchick, R. 2018) confirm the presence of longstanding hegemonic practices in Division I athletics by the majority or dominant group (Connell, 2005; Kim, Sagas, & Walker, 2010 as cited in Kane, 2012). Research from Lapchick

(2018) presents evidence that hegemonic practices are sustained when decision-makers control hiring and firing practices (Belzer, J. & Boettger, E., n.d.) targeted at women, people of color and other groups positioned as outsiders to the power structure (Douglas, 2005; McKay and Johnson, 2008; Schultz, 2005; Spencer, 2004 (as cited in Carter-Francique, 2014).

The 2018 TIDES (Lapchick, 2018) report provides specific data as evidence of the majority groups who control the Division I athletic environment: (a) 70.6 percent of the NCAA executives are White and 29.4% are Black; (b) 80.7 percent of the NCAA Managing Directors are White and 15.9 percent are Black; (c) 77.5 percent of NCAA Administrators are White and 16.3 percent are Black; (d)77.9 percent of NCAA Full-Time Staff are White and 16.5 percent are Black; (e) 93.3 percent of Conference Commissioners are White, including (21 male and 7 female) and there are no Black or Blacks; (f) 75.9 percent of College Athletic Directors are White males (252), 8.4 percent are White females (28) ; 7.8 percent are Black males (26), and 0.9 percent are Black female (3).

Data collected in this study from interviews reveal higher and lower order themes of stress experienced by Division I head basketball coaches that contributes to sustaining an environment where the majority still rules. Descriptions of stress provided in some cases detailed in the next portion of this chapter align with coaches' scores on the MBI-ES and/or the PSS, instruments. In other instances, they do not.

Analysis of the lower order themes identified the presence of hegemony as a contributing factor in ways not immediately perceptible because of the normalization of hegemony in the Division I athletic environment (Scott, W. R., 2001). The themes below

were frequently noted by coaches even if they did not state that they perceived them to be the effects of a hegemonic culture. Critical Theory and Critical Race Theory are useful in analyzing the data from the semi-structured interviews and the secondary sources of the MBI-ES and PSS. From Category II data used to respond to Research Questions one and two, the researcher identified places where the influence of hegemony is interwoven with nearly every aspect of the Division I basketball environment. The researcher identified seven lower order themes as most prominent in demonstrating the presence of hegemony: work-family conflict, responsibility for student-athletes, recruiting prospective student-athletes, media coverage, fundraising/marketing and winning.

Gender

Work-Family Conflict

In this study, one of the most noteworthy differences between female and male head coaches is related to the familial role assigned to women in a hegemonic society (Bruening, J.E., & Dixon, M.A., 2007). Marital status that included coaches with children, proved to be an area in which hegemony was an influence on the stress that head coaches experience. Although both female and male head coaches with children expressed the common stress related to being away from their children and having less time with them (Schenewark & Dixon, 2012), female head coaches stated the added stress factor related to their role as primary caretaker of children and their role as the chief overseer of household operations, while also striving to achieve and maintain peak performance as a head coach in Division I basketball (Bruening & Dixon, 2007; Dixon & Bruening, 2007). Female head coaches described times when their day started at 6:00 a.m. and sometimes ended as late as 12:00 a.m. or even 2:00 a.m. the next day. No male

head coach reported primary responsibility for maintaining the home (Kossek, 1990; Kossek, Colquitt, & Noe, 2001). Research (Graham, J., & Dixon, M., 2014) supports the congruence between the gender-specific parent roles assigned in a hegemonic society and the differences in frequency and intensity of stress related to the family expressed by female and male head coaches in this study. The male dominated Division I basketball environment is built on the assumption that male head coaches are not responsible for maintaining the home and assuming the role of primary caretaker for children.

The dual role for women at home and at work that has been normalized in a hegemonic society is often called the *second shift* (Hochschild, 1989;). Although research on the work-family conflict in sports is sparse, this study found it to be a prominent high stress among female head coaches. Like many other organizations in our society, the NCAA overall, universities in general, and Division I athletic programs provide few resources and support to enable female head coaches to function in this dual role (Dodds, P., 2003; Dixon & Bruening, 2007). This influence creates barriers for women that sometime stunt their growth in the profession, (Abney, R. 2000). This report from female coaches is consistent with female head coaches high mean score on the emotional exhaustion scale of the MBI-ES survey.

The statements below express the intensity of stress associated with the work-family conflict in meeting the expectations of coaches set within the Division I basketball environment. It also speaks to the need for a spouse/partner who is willing to absorb some of the home-related duties to enable the head coach to function in a highly competitive profession with heavy demands and irregular work hours (Foley, M. &

McGillivray, D., 2000;). Male head coaches stated they counted on their wives to help

make it possible for them to do their job.

> BF...I think probably the other one for me is managing family and your job. Like being a good mother, being a great coach, I think that's probably one of the biggest. That's probably one of the top three. Because your family is another job. Having a child is another job and not in a bad way. You love it but it's like you've got to plan when he doesn't have school. I have to find another person. I have to plan that. I have to know that's on my calendar. When he has swimming lessons like, which he missed yesterday. I have to like [to] make sure he's got a way, make sure people know about it, get out his clothes. It's just a lot, put away his old clothes. Go buy new clothes for his age. It's just a lot of stuff. So, it's like a whole other job as a mom. We don't have family here. So, we don't have a grandma that's helping. We pay for help but it's not the same.

> BM: One of the most gratifying things anyone ever told me in my whole life was when our youngest daughter got married a few years ago...Her husband told me that, "As long as she can remember ... she never remembers where her dad didn't have time for her and her sisters."…Yeah. The reason that was a big deal, because well then, how did that relate to stress?...And you're talking all those kids growing up, and me coaching, me being gone three weeks at a time, me being gone a month at a time, and being on the phone with recruits and talking to recruits all the time, and constantly worried and concerned about raising three daughters, and them thinking, "Dad's not around, he doesn't have enough time for me." That whole thing. So constantly trying to balance to make sure that they wouldn't think that I didn't have time for them. So, I was gone, I wasn't there all the time. My wife did a heck of a job of being on my team, explaining to them why I wasn't there...Well I ... For her to believe that was a huge relief, and that okay, that's a major victory, because that was very stressful to me, hoping that they wouldn't feel neglected.

Only one female head coach described a Division I environment that provided resources

and other support to help minimize the source of stress related to the family

responsibilities experienced by female coaches:

> WF: My school is an amazing place. We have a... president, that literally said, and I'll never forget it, "We put women in leadership positions and then never give them the resources and tools they need to lead. You're gonna have a childcare clause in your contract, and anybody that takes care of your (children) can get on that plane with you, get in that hotel room with you, and travel." It is not like that at a lot of places, and she insisted that was in my contract. Tickets

even for a football game, which you know those are a pricey deal. I have more tickets than just for me and my husband because I have kids and my caregivers get tickets. How can I possibly talk to recruits and do things like that if I don't have people there to help me? My university is very special that way, in how they treat women, especially women's basketball. I love my AD, he's a rock star…

This model perpetuates an acceptance of the societal norm of women bearing the greater responsibility for maintaining the home and providing for the daily wellbeing of their children. It also deprives men of opportunities to build stronger relationships with their children on a daily basis. The work-family conflict also contributes to the "glass ceiling" phenomenon that continues to limit women's advancement in their professions.

The Student-Athlete

The distinctions between the female and male perceptions of their role with student-athletes reflect the influence of societal norms in which women assume the role of nurturer (Messner, 2002) and many male coaches assume the role of modeling toughness for younger males to emulate. Male coaches' descriptions of their relationships with student-athletes conformed more closely to a hegemonic culture in which both male coaches and male student athletes exhibit masculine toughness (Eagly, A. H., & Carli, L. L., 2007). Although the female and male roles described by coaches are different, both genders used language indicating stress and negative effects when they feel they do not have the resources required to give adequate attention to the needs of student-athletes. They expressed the constant tension they feel between functioning as a CEO of a multi-million-dollar business and developing relationships with their student-athletes. Coaches reported building relationship with student-athletes mainly as a source of positive (eustress) stress (Selye, H., 1974). Interview data pertaining to what head coaches love about coaching Division I basketball, indicate head coaches love the game

because of relationships with student-athletes, seeing student-athletes grow, helping

student-athletes realize their potential, having student-athletes return to campus with their

families, and coaches' love for the game of basketball and seeing it executed well as a

team.   These reports are consistent with both low scores by all head coaches on the

depersonalization scale and high scores on the personal accomplishment scale of the

MBI-ES survey, indicating along with negative stress created by duties, meeting

expectations and meeting expectations of their own family's needs, head coaches love the

work they do with their student-athletes.

Quotes from interviews demonstrate a strong influence of hegemony on the

Division I basketball environment for female and male head coaches regarding their

relationships with student-athletes.

> WM: I just think it's watching the players as…you'll get different players that come through the program. They're all different ... you get to know them and the relationships and seeing how they change and grow. Having guys, you've coached that have moved on and are in the real world working or playing professionally somewhere and knowing they're doing well. That's probably the greatest satisfaction of it. Besides that, it's the competitions. Being a competitor.

> BM: The ultimate one is them graduating. And we've been blessed to have 19 seniors and 18 have graduate. And I'm disappointed that the 19th one didn't…the ultimate, is seeing them walk in that cap and gown. And I think beyond that…years later when they come back and you see them doing well, you see them happy, you potentially get an invite to that wedding or you see that they have a child and they bring them by, that's the ultimate for me...

> WF: I think my players' happiness is incredibly important to me, so therefore if a player's in a bad place, or I feel like there are just issues in them, or with us, a staff member, that really bothers me. That will keep me up all night, that is something that really bothers me… It's something that, you know, I guess it's a blessing and a curse. It's a blessing because I feel like I am very in tune and have this "Spidey Sense" and really care. But it really wears on me. Because I really care. And I'm really into whether someone's not happy or not in a good place. That's a huge part of our job…

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WF: I like building self-esteem in young women through sport, and confidence because that's where I got it. Being part of a team and all that stuff, you learn so many life skills. I think basketball is life….my whole spiel wasn't about how many Nike sneakers you were gonna get or what kind of plane you were gonna fly in. It was all about I'm gonna develop you on and off the court and teach you about life, then you're gonna get success, become successful and confident. When you walk across that stage when you graduate, you'll walk differently. You stick your neck out and your shoulders back a different way than when you came in.

BM: Oh man, there's several. Again, going back to players. Couple things about the players. I love seeing the guys succeed, meaning succeed by getting their degree. I love seeing the guys succeed at this level. We have to develop the guys, and I love seeing their games develop, and seeing the success after the hard work that they put in

WM: I really set my path and goals on my own and really believe in creating a whole program, one, which encompasses the student athlete as a player, obviously, a student in the classroom and then off the court activities. I want them to be more involved in other things outside of basketball and even school.

WM: The interaction with the players. Getting players to make sacrifices for team goals. In today's culture, it's a me, me, me world. So, getting kids, particularly, to make those sacrifices is extremely important.

WM: I love the competition, the outlet for emotion that comes with competition. I love in college basketball the potential you have for impact that you have on players you coach, and coaches you coach with and all that. I love the positive impact you have on community if you're successful.

BF: But I think it's overall the relationships and the connection you build with the players and the coaches and the people you connect with every day. Having an impact, inspire, develop, and transforming these lives of these young people, that's what it's all about, just making a difference.

BF: I do, I love the impact and the growth you see in student athletes over their time, that's the biggest thing. And specifically, I think helping them see within themselves all that they can be, and all that they can accomplish in the future, because they have learned skills to do that. In whatever profession they go into, whatever community that they leave and go to, that they can be leaders, and be women of impact, because they've learned how to do that in college. That is what I get the most joy out of.

These quotes demonstrate the tension between Division I basketball as a sport and

Division I basketball as a business by placing an emphasis on the coaches' responsibility

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to run an organization which often conflicts with their ability to build relationships with their student-athletes. It runs the risk of ignoring the human need to build relationships in the context of one's work (Pope, J., & Hall, C., 2015). This imbalance, between a coach as manager and coach as leader of people undermines the importance of relationships in building an organization (Pope and Hall, 2015). It ignores the human factor of needing relationships and runs counter to recent trends in some parts of the business world attempting to humanize the work place.

Media

The persistent view of basketball as a male dominant sport, perpetuated in a hegemonic society, is also reflected in the disproportionate number of male basketball games televised versus female games. As Messner (2002) has argued, media representations reproduce dominant ideologies and practices which systematically position sport as a male terrain, that culturally centers attention on masculinity whereby women's athletic achievements are either trivialize, marginalized, or ignored altogether (Mavin, S., Bryans, P., & Cunningham, R., 2010). The higher visibility of men's athletic events and their stronger presence in the university community is congruent with societal perceptions of basketball as a male sport (Mavin, et al., 2010), which perpetuates hegemony within Division I basketball.   Messner (2010) reports female sports were underreported compared to male sports. Over a six-week period of data collection, sports shows like ESPN, gave airtime to male sports 96.3 percent of the time compared to female sports 1.6 percent of the time. This disproportionality, which has the effect of diminishing female sport's visibility, is a point of stress for female head coaches who are striving to establish the legitimacy of the sport of women's basketball and for recruiting

prospective student-athletes. They express the effect of this source of stress below.

> WF: It's stressful…that we weren't covered. So, that created stress. We have a lot of good things to talk about and the men could be playing the Sisters of Mercy of the Poor and they would get a front page and we just knocked off somebody and we're not getting, like a little corner on the side. So, that caused stress. I know you're not supposed to focus on the press, but there are times…a student newspaper. I had to learn in time, they are never going to get right what you say, and they are looking for some story. They misquote you 100 times. You could have things written that you didn't mean to say in the way you said them. It could be, being critical of your team, or whatever…

> WF: Well, of course. You get misquoted all the time. And that's disappointing. And you work incredibly hard to message who you are as a team, and a program, and you train your players on the media, and then sometimes when you get misquoted or something, I think that's a bummer.

> WF: Media, yeah, what you say could be misinterpreted. You could have things written that you didn't mean to say in the way you said them. It could be, being critical of your team, or whatever. I think it's more to the social media more so now.

> BF: I found myself the best way not to stress is not to read it. Because there would be somethings in the paper that is attacking your character. The way things are written, some things are being said. It was stressful, so the best stress reliever for me was just don't read the paper...

The disproportionate broadcasting of more male sports compared to female sports sends a message that female sports are less important than male sports. Greer and Jones (2011) explored gender stereotypes and posits that media representations of gender roles are in line with gender schemas, and they reinforce gender stereotypes (Adams, Schmitke, & Franklin, 2005). Young female athletes have fewer opportunities to envision themselves in future careers in basketball, while young males, more often, are encouraged to envision themselves in positions of power.

Marketing

The Division I athletic culture does not account for the disadvantage of women, in

a male dominated sport by providing equitable support for marketing women's sports; therefore, marketing presents an additional source of stress in an already task-filled and stress-filled yearlong schedule for female head coaches. Some female coaches state that, in addition to the inherent marketing advantage men already enjoy, some athletic departments also give more support to marketing men's sports than women's sports. In the absence of adequate support, female head coaches reported taking on marketing tasks on their own, despite a lack of marketing know-how, in an attempt to achieve enough financial and fan support to provide their student-athletes with a positive experience. Female and male head coaches describe their different experiences with stress related to marketing their own program in ways reflected in these quotes from their interviews:

> BF: I should say a minimal amount of stress is when other departments, who are supposed to support us, don't do their jobs well. So, for example, on marketing, if they're not doing their job well to promote our game, and we've got talent, and we've got a winning record, and nobody's at the games…So, I'm being told, "Well you know you gotta raise money." But the marketing department isn't doing their job, or development…and they're not held accountable for that, and so then I've gotta go out and find the money, you know? That is frustrating, which causes a little bit of stress, 'cause now I feel like I've gotta do my job, and somebody else's job…I gotta come up with donors for our foreign tour, or I gotta come up with ideas for marketing…that is frustrating to me, because we've got all these people who are supposed to be experts in their fields, and when they don't do their job, and then it lands on my plate 'cause I'm ultimately responsible for it, and I've gotta figure out how to make it happen, because at the end of the year my AD is not gonna say, "Well marketing didn't do their job, that's why you didn't have fans." And the expectation is you average 5,000 fans a game.

> WM: …I have visibility responsibilities…in a community here…and there are expectations that we're positive members of the community. So, I gotta do a few things with that…we perform at a really high rate…win games, graduate players. We've had nobody really bring any negative attention in any way to the university in any seasons I've been here. So, we've been somewhat charmed or lucky or fortunate or whatever… I thought that I would have more responsibility relative to marketing and fundraising and all that than I've actually had here…for this basketball program in a school where they rely on the visibility that we're able to create and other programs are not so able to create.

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BF: Coaches are dealing with a lot of stuff, a lot of stuff and any mistake on any one of them can get you fired. The marketing and promotions people that are involved, how well is that program marketed? 'Cause at the end of the day, when you are recruiting, and if you tell a kid that you have 200 people at a game, or somebody else says we have 5,000 people in a game, what do you think the kid's gonna do?

The Division I basketball environment sustains a model in which male sports remain dominant on university campuses and in the community. In this setting, women's sports are constantly trying to catch up. Female sports that are not marketed well, make it more difficult for female head coaches to generate revenue, build a fan base and recruit. This hegemonic practice is an equity issue and a violation of the spirit and intent of Title IX which states, "An athletics program can be considered gender equitable when the participants in both the men's and women's sports programs would accept as fair and equitable the overall program of the other gender." (NCAA: Gender Equity Task Force, 1992).

Recruiting Prospective Student-Athletes

Recruiting is also influenced by societal perceptions of female versus male competence. Female head coaches have difficulty recruiting because prospective student-athletes have biases from the media and their pre-college experiences that being coached by men will allow them to develop their potential better than female coaches. Female head coaches reported stress related to recruiting in a hegemonic society that perpetuates perceptions that male head coaches are better equipped to get best results from female student-athletes. Much of this perception is based on female prospective student-athletes seeing male coaching both female and male student-athletes, but do not

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see females coaching males. Quotes below demonstrate the concerns expressed by

female head coaches.

> WF: Yes. I've been told things like 'my players want to play for a man.' They've been told this in a staff meeting, a meeting with my female administrator. They told her 'why don't you just fire [WF] and hire the male assistant…' I know, in my situation, there were only two women left in the athletic department, and I heard the one after me was next [to go]. I think college is big business, and this is just my opinion, but I don't understand ... By firing women's coaches if they're not after two years seeing the needle move in the way they want it, [they are] already going on to the next thing, I just don't understand…If we're not really a revenue sport how that is good for the student athlete. That's been my thing all along. You don't have to pay us like you're paying us and you're cutting everybody's salary.... We're just a pawn in all this. We're just a…not even a coin. Until there was Title IX, 90% of the coaches were being coached by women. Now it's 60/40 the other way. Where did we gain?

> WF: In this last job, like I told you, in my job, numerous times kids wanted to be coached by a man and would say it out loud to the administration because my male [coach] was a father figure, and a lot of them have daddy issues and don't have father figures and are all being coached by men all of the way. In AAU they're like fathers to them. In high school [their coaches]are all men, so the women have gone away from the grassroots up. It's not the best interest of the student athlete, and that's what it all comes down to for me.

When asked about being a female head coach in Division I basketball, another female

coach stated:

> BF: I don't know if it affects their perception of me, but I do think it affects their perception of our program…First dealing with gender, there are some parents…to have recruits, and even some fans, who feel like a man can coach them differently, or more harshly, or get more out of kids. And I've often been told, "You have to have a man on staff. You have to have a male coach on staff." So I do think my gender impacts how people perceive how maybe the program is run, or can be run, because I'm a woman, and because we have an all-female staff...I think that perception, it's come from more than one…I've heard recruits, I've heard some recruits say, "I wanna be coached by a man." And as you know, in recruiting, more and more of these young girls, (and I say girls because they are teenagers)…only have male coaches growing up. So, they're in middle school, high school, AAU, their club coaches, they're all guys, and so when they start thinking about going to college, I've had a number of them say they're not sure if they want a female coach, because they've never had a female coach, and what is

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that gonna be like? And you see the trend in college, more and more ADs are hiring male coaches for their women's basketball teams, with much less experience in our game. So, there's definitely a perspective that being a female coach in women's basketball is not necessarily a good thing.

This situation is reflective of a male dominant basketball environment that influences how young prospective female student-athletes perceive men to be superior to women. They are not only affected in relation to basketball, but in the development of their own identities as women in ways that are imperceptible to them. As late as 2019, there are no female head coaches of male student-athletes in Division I basketball.

Race

Environment

Race matters in the Division I athletic environment. Black coaches report factors surrounding race as a source of high stress because of how they are perceived within the hegemonic culture of Division I athletics. They experience hegemony in hiring and firing practices and in their status as outgroup members within a White dominated culture at the management level. Further, having experienced racism themselves, Black head coaches are intensely concerned about hegemonic practices in predominantly White institutions, which also assigns outgroup status to Black student-athletes.

Consistent with research, Black head coaches stated their position in the environment causes them to appraise challenges as sources of high stress (Lazarus & Folkman, 1984). They often felt they were treated differently (Cunningham, G. B. & Sagas, M., 2005) from members of the "ingroup" (e.g., White females and males), who do not experience the same threats (Lovett & Lowery, 1994; Stangl & Kane, 1991; Cunningham, & Saga, 2005). Black head coaches felt the generational burden borne by

Black people that require them to be exceptionally good in their performance to enable other Black people the opportunity to enter spaces historically reserved for Whites.

One coach described his experience, saying "I have to be especially good when I know I'm one of a few in the room." The disproportionate rate at which Black head coaches are fired is a high source of stress. Further, a source of stress for Black coaches is the awareness of statistics that demonstrate that they are less likely than their White peers to get a second opportunity to be a head coach (Belzer & Boettger, n.d). It is plausible that stress about job security is rooted in a history in which White males have used immutable traits (e.g., gender, race and sexuality) to create a category of "the other" to deny equal opportunities (Fink, J. S., Pastore, D. L., & Riemer, H. A., 2001).

> BM: I think I'd be naïve to say that no it [race] doesn't. I think we've tried building relationships with everybody on our…team and their parents. But I'm certain there's someone on campus, I'm certain there's some parent that probably perceives me a certain type of way, because of my ethnicity. So yeah, I completely think that that happens. We try to always put ourselves in positions that we teach and we talk, and we articulate to people so they can understand that…we can go street, a little bit, we can get down to the kids level, but we can also be very smart and engaging and sit in committees with presidents, and all of that. I think that's why people like (another Black Coach), myself, and (others) have propelled [ourselves] in this profession, because I call it "mixers". We can go to a white house, and we can go into Compton.

> BF: I think there are certain recruits who feel more comfortable because I'm a Black female and think that I can connect with them better. I don't feel any…Well, and I'm (on the east coast) so I don't know if you've ever heard, but people say, "(I'm in a prime area to recruit really good kids)." And..., where I am, it's a republican area, you know? So, I have had letters, racist letters, and no death threats or anything like that, but it was certainly distasteful. And I'm not complaining, because our ancestors, and generation in the past, went through way more than what I've gone through. But I do know there's an element of folks in our area that probably aren't supportive of our program because of my race.

> BM: Yes...There was a comment made at (my former school) that, "Some boosters would have liked to have seen us have a few more White players."… I just don't know if that would have been said if I was a White coach...We played a

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particular style that was an up-tempo style, and when our teams were better, we were always in the top 10 points scored and possessions. And what a lot of people, the critics, would just say, "We would just roll the ball out there. The team was undisciplined, it wasn't coached." And I always feel like…I really believe this…And you know because you coach... If you're a team, every time they get the ball, run the lanes very wide, and they share the ball, they do that every time…it takes as much discipline to do that as it does to pass the ball 20 times before you shoot...That's hard to do...But anyway, sometimes I felt that that was without people realizing it, just a racial [racist] perception.

BM: Absolutely, until they get to know and speak to me. So, a stereotype or a... I joke with a lot of my guys, but I'm serious. The fact that I'm a dark-skinned guy. Right off the bat, people have a certain perception of who they think I am, just by me being dark-skinned, dark-skinned male, doesn't smile a lot. You know what I mean? And so, it's like, "this dude is mean", and that's not the case. So absolutely. A lot of times, to be honest with you, I break the ice, and it's the weirdest thing, 'cause I can feel it. We've all been there where we can feel it. When I'm able to, as people say, "Man, you're really well spoken," which is offensive, but once I speak to them, I can just sense the relief and the like, "Oh my gosh. He's nothing like I thought." It's just a feel thing. We've been there. We've been there.

BM: No, because I mean…You can relate to this…I didn't become African American when I was 15...You know? And now all of a sudden, I feel this different way of being treated. I was born this way, so it's just like, you know…Stevie Wonder was born blind, so he doesn't know the difference. He doesn't feel like he's missing out…

BF: I think when I first got this job, I think I had some challenges, because I didn't look like people expected…their coach to look like. And so, I had to…and mostly because of my race, not because of my gender. So, I had to live down some of that negativity, which I think we were able to do. I wouldn't necessarily say it caused me a lot of stress, 'cause I didn't really think about (it). My perspective was, especially from a recruiting standpoint, was this school is bigger than me). It's the top 50 university in the world, and so there's not gonna be too many families that are gonna say, "We don't want a free education to (this) University, because the coach is Black."
Interviewer: So, sell the university?

BF: Right…Exactly.

Interviewer: When you say, "love down negativity." I love that phrase first of all, but how does that look?

BF: It just looks like showing up and being kind and courteous. Representing the university with dignity, and with class, and with grace. And I just always, my

perspective has been, when people don't know me, and they make judgements about me, that's fine, but once they get to know me, then I can just love down the negativity. They can't feel the same way if they have an experience with me. So that's what I mean by loving down the negativity, I just go into homes, and go into schools, go into wherever we need to go to, and we're representing (our university) , and sell the university, and exhibit as much class and grace and dignity as you can.

Also, "being the only one in the room", doesn't strictly apply to their own university environment. Few Black head coaches have a small support group among head coaches who understand the stress of what it means to be a Black coach in Division I basketball. Beyond that, Black head coaches often face racism within the university and surrounding community. Black head coaches are confronting an expectation that they are less intellectually capable than Whites (Coakley, J., 2009) and thus, inadequate to hold their position as head coach. How the community feels about Black people in general helps shape the receptivity to Black head coaches.

> BM: I don't know if it was caused. Maybe just the settings that I've been in where there are not very many of us or me in there, that would probably be the only thing that I've felt, and probably the need to be really good in that setting And maybe break down some barriers or change some ideas of ah, okay, I didn't ... we hear a lot, "Boy, he's pretty articulate." Or, "He speaks so well," that type of deal. So, I think that's probably the only time that I feel that, more so as a Black head coach... Not necessarily as a male.

> BM: Yeah. I would say...I'm trying to...there's been several. Probably since I've been here, the one that stands out the most is... We went out to a school to speak, and it was (a) rural (area). It was a predominantly white school. I'm not sure that they knew I was a Black head coach. And so, when I walked in with my players, and my players were Black as well, ...you could see the tension in the principal when we walked into the school. Maybe not necessarily gender, but certainly the fact that being a Black head coach with three Black players in there that really, really threw him off. I felt like things got short. I felt like the time that we were supposed to be there got cut off and so forth. Now the kids were having, I thought a cool time, but you could just kinda...things just got really, really short. Lesson learned. Rural part of the area might not be for us.

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The quotes that appear below, from interviews with White head coaches, who were

answering the same question about being treated differently because of their gender and

race, stand in contrast to statements made by Black head coaches' above.

WM: No.

WM: No. I don't think so. I don't much remember. I guess I've never thought
about it, I guess not.

WM: I succeeded (a well-respected African American coach) and I went to
him...So I think there was probably a number of people…who thought that the
person who succeeded...should have been an African American. And that's okay, I
understood that totally, and when I was thinking about taking the job, the first
person I went to was (the former coach). And I said, "Listen, I'm interested in this
job, but I can't be interested, and I won't be interested unless...you think it's a good
idea that I would succeed you." And he gave me his blessing and then I went
ahead and did that... I don't think people care what color you are. I don't think it
matters in any way, shape or form. Get the job done...Yeah, I don't think it's that
much of a deal.

Implications further demonstrate the narrative expressed in the quotes shown

above by both Black and White head coaches is an outgrowth of a hegemonic society that

acknowledges the physical attributes of Black people to serve the purposes of a

hegemonic society, namely, to entertain, to do physical labor, and produce financial gain

for the society (Hawkins, B., 2010). This keeps them in an outgroup category never to be

a part of the ingroup based on the myth of their inferior intelligence. Despite the

financial contribution Black athletes have made to boost university funding (Hawkins,

2010), data from the TIDES report (Lapchick, R., 2018) regarding the head coach to

student-athlete ratio, demonstrate Division I athletic department's reluctance to hire

Black male (and female) head coaches. In women's basketball there are 33.8 percent

White student-athletes and 43.0 percent Black student-athletes. Head coaches in

women's basketball includes 45.9 percent White female head coaches, 33.9 percent White male head coaches, 11.9 percent Black female head coaches and 5.2 percent Black male head coaches. In men's basketball 25.5 percent of student-athletes are White and 53.6 percent of student-athletes are Black. Pertaining to head coaches, 75.2 percent of head coaches are White male and 22.4 percent of head coaches are Black male head coaches.   The hegemonic society has maintained power by characterizing "the other", in this case Black people (Fink, et al., 2001).   This "otherness" is rooted in similar discussions about Black quarterbacks stating that Black athletes are not sufficiently intelligent to play in thinking positions such as quarterback (Pitts, 2003).   The controversy typifies the race-based hegemony that continues in the overall NCAA athletic environment. Coaching and upper-management are the last bastion of keeping people in a limited range of opportunities based again in the myth that Black people are not smart enough to do thinking jobs.

These statistics are consistent with maintenance of a hegemonic Division I environment that continues to hire a majority of White persons in positions of head coaches, leadership and decision-making, even though the majority of student-athletes are Black in revenue generating sports (Hawkins, 2010).   These practices create an environment that makes Black coaches vulnerable to discriminatory firing practices (Belzer, J. & Boettger, E., n.d.).

Winning

All Division I head basketball coaches stated they are always aware that winning matters in evaluating their success. The language Black head coaches used to describe the cumulative effects of having to function every day in a predominantly White

institution where institutional racism (Feagin, 2006) is present and influential, creates

more stress around the need to win.

> BM: You know what? I think about it often. Being the coach where I'm at, at the surrounding, the location…and being a black coach . . . it is probably just my worry, but I think about it often. Okay, how do the outsiders view me as opposed to if I were someone of another race. And again, this is something that we talk about with our group . . . and understanding the value we have, to pass it along to the younger guys, to help them understand how important it is for us [Blacks] to have success and how it helps those other guys…Well, it's important for us, for me here and those others at the mid-level for him to have success at the high level. And so those things we talk about, we look at, we worry about a lot because there's not a whole lot of brothers in terms of the percentages of players to coaches, players to head coaches. There's not an equal portion…or percentage to balance it out. So no, definitely, I think about it. I don't worry about it...Because I can't control that...I can just do as well as I can and hopefully help some others and point others in the direction to do as well as they can. And hopefully we do well enough where we give ourselves more opportunities...I don't just [function] as a coach. I would probably think if there's an issue, if there's a problem that maybe I would handle it as a black head coach differently than a white head coach or a non-black head coach. I would look at it that way. I'm sure, and I don't know if this is specific towards me, but I would guess when you're at certain schools, maybe there's a white kid that didn't play as much and maybe that parent, "Well he didn't play because a black head coach," or that type of deal. I've never experienced that...I've never felt or thought about that at all, but I'm sure it probably happens...

> BM: I would say my race [matters] more so than maybe my gender. Definitely my race. It impacts the perception, so to speak. When I first got here, I think I had an all-black staff except one guy, on purpose. I think my team was all black, on purpose. So much so to where my dad said something, "Hey you realize where you are? You know you're in (a predominantly) White area?" I told him, "What you want me to do? I don't care. What you want me to do?" I heard it from a couple of different angles, and so I started to kind of understand the political part of it and started to try to .... I wanted us to be successful; I wanted us to have opportunities. Period. I've opened up a tremendous amount more.   It's not an intentional thing where I say, "He's black. I want him," or, "He's white. I don't want him." I want the best person. I want the best person, and they just happen to look like me a lot. And yeah, there are people who I think look at that and they make assumptions. They judge. But again, I could care less about that. I don't buy it…So, yeah. There's a little bit of that, but I can feel ... No one has just come up and blatantly said anything to me, but I can feel it. I can definitely feel it in the community a little bit here and there and at different functions here and there.

BF: In terms of being on the court and coaching, no. I can't think of anything that I can be truthful in saying, "I know 100% for sure it happened because of this." So, because of that, I would be hesitant to say, "Yes, this happened."
Interviewer: So, there's never been a time or times that you felt your race caused you to be treated differently?

BF: Yeah, not really.

Interviewer: Okay. I'm just thinking of that, "Not really."

BF: Yeah, I just . . . but you know, it's not clear and I can't make a clear distinction of, you know, is that just me?

Interviewer: Well, it is your experience and so if it is your experience, have you had any of those feelings?

BF: Right. Yeah, not really, not really.
Interviewer: Okay. I'm just holding onto that "not really."

BF: I know you are. I know you are.

Interviewer: And I want to reemphasize this is highly confidential so if there is something-

BF: Here's the thing, there are instances where, from a recruiting standpoint, that I think it could come into play demographically, depending on where you are in the world. And, in the country. I think it's more the unknown, the unfamiliar, you know. It could be me just feeling a certain type of way and maybe they don't. You know what I mean? So, it's kind of like, I don't know that they would. Often times in recruiting, you may ask yourself, 'would they be comfortable doing that? If they're coming from a situation where nobody looks like me, they've played for men from middle school to high school to AAU and would they be comfortable making that switch? They're probably not gonna tell me that that's why they wouldn't do it or that's why they're not comfortable but listen, it's human nature thing to want to be familiar with what you're doing and be comfortable. There's nothing wrong with that but I do think that creeps into it sometimes.

The most significant factor of hegemony working against Black head coaches, is

their limited opportunities to have more than one head coach experience. Winning in

Division I basketball is associated with the number of head coaching positions a coach

has held prior to her or his present head coach position. Eight out of ten White head

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coaches who have winning percentages at fifty-five percent or above, have held previous

head coaching positions at other institutions before the position they held at the time of

the interview. Demographic data show that only two Black head coaches, with a winning

percentage at fifty-five percent or above have had previous head coaching positions.

These data demonstrate the advantage for head coaches when they have had prior head

coaching experience versus only having assistant coaching experience.

> BF: I think too, even with that, the pressure of…being a minority coach, female, you're a double minority. You're female and you're an African-American coach. So that can be added stress as well. It shouldn't be, but the way things have been going over the last few years, it has been one of the things that sticks out. There's not a whole lot of us that are still coaching, holding those head coaching positions...I think that being an African-American female you definitely have to be on your Ps and Qs and be 10 times sharper than anyone else because you're constantly being watched and being evaluated. Let's say there's a bad call or something, and if we show or express our emotions in the wrong way, then it can be taken, it can be totally different than someone else that, let's say a White male. He can do the same thing, but it will be viewed differently than how we will be judged. And I do think that we are watched and evaluated a little closely...Officials. a call may be made and you can express yourself, but if you don't express yourself in the right way, you can be taken the wrong way...And the call can go a whole totally different way and it will be viewed totally different....That's just my opinion...I think fans, boosters, I wouldn't say the boosters, per se, but just fans, the media. People are watching and looking and evaluating and constantly sharing their opinions about how they feel and what they think.

> BF: Do I feel that, my race, and gender affects how administrators, and fans. They can't help it; they can't help it. To that extent, when I first started coaching…I could have blown people out. Seriously, I could have. They just don't know. Those athletes that I had then were far superior to any of the athletes that I have right now, but you know what? You would never see that, because one, we didn't run. We would execute and take great pleasure in determining where the shot was coming from, but people just don't know. I think that was so unfair to the kids. The reason why I didn't let them run, is because I knew that they would say, "They're just playing, and they can't think." For me, as a Black coach, me having primarily Black players, I knew that we were assumed to not be bright enough to be able to execute, whether it's zones or man, or whatever….unfortunately, I felt like I held us back…Our team was just very respectful, and never would show who we really could be….We functioned the way that we needed to, to gain the

kind of respect that we needed to. Now, I'll tell you what, I see teams running, and shooting, man, it's good. It's all good. Everybody's happy now, but I remember one of my coaching colleagues called me, a Black female called, she said, "Coach, I was thinking about hiring these people, but they happen to be Black, and as a Black coach, how am I gonna be perceived? What's gonna happen? Can I really take a chance when I'm doing that?" I was saying to her, "You need to hire people that you're comfortable with, one, and not worry about that, because as long as you know that you're not being a racist, and it's just about the people that you're comfortable with, and the people that you feel can best help you develop this team, that's what's most important. But, do be sure that it's gonna be seen as that, and it's gonna be more difficult to get a White player to come, because they're gonna say that you just want to have a Black player. That's sad, but that's gonna have to be on them... You're gonna have to accept that, you're gonna have to know that that's what's being thought….but I tell you what. Please don't lose, because they're gonna be on you like..." I remember getting a couple of letters...for an example. We had 85% of our players were White when I first came. I asked the athletic director. I said, "Let me ask you this, do you have a problem if? Let's go 100% of them are Black. Do you have a problem with that?", and she said no. She happens to be (foreign) and I happened to believe her. I just wanna know, because I wanna be able to have the choice of Black players, White players, whatever. Just the best players, period. I don't wanna be labeled, and I don't want to get to a point where that is something that is said about me, although you can't help everything. I remember getting a letter from someone that said something like, "Our tax payer's dollars are not supposed to be going towards these players that you're bringing up from wherever."

The ramifications of being a part of the "outgroup" (e.g., Black females and males) is that these members are not exposed to the same amount and type of support given to members of the "ingroup". Negative and poor job evaluations, as well as limited access to networking opportunities for career advancements (Nier, Gaertner, Dovidio, Bankerm, and Ward, 2001; Cunningham, & Sagas, 2005), further perpetuate practices of hiring coaches who align to the racial and gender similarity of ingroup group members (Everhart & Chelladurai, 1998).   In this study, years of experience as a head coach was more related to winning than years of experience as an assistant coach.

Data reveal four Black female coaches, who had single head coach experience only, had an average of 6.5 years as a head coach. The one Black female head coach

with a winning record above fifty-five percent had more than 6.5 years of experience as a

head coach with multiple head coach positions prior to her current position. Four Black

male coaches had an average of 5.1 years of experience as a head coach. Only one Black

male head coach had a winning record above fifty-five percent and multiple head coach

experience. Data indicate two out of five White female head coaches with head coach

experience only (no assistant coach positions) and three White female coaches with a

mixture of previous head coach and assistant coach experience. White female head

coaches, who have the highest average winning percentage among all groups of coaches

had an average of 19.6 years of head coaching experience. White male head coaches,

who had the second highest winning percentage among head coaches, had multiple head

coaching positions and averaged 21.0 years as a head coach.

> WF: Well, I mean, stress isn't bad. I don't know. When people say stressful…I mean, it's definitely a career where you're being judged publicly…Not that I read the newspapers and stuff…There's not a lot of careers where you really don't control…There's so many uncontrollables in terms of your performance. But yet if you don't win a certain amount of games, you get fired. So, I just think the overall…I think it can be a very stressful profession in the sense that, you know, there's people out there losing their jobs for things that they can't control. And I think that's the hardest thing about coaching…I definitely feel like it's a profession that has a lot of pressure. It's a very pressurized profession…I'll be fine when I'm done coaching, and my daily work life is not up for critique every day…

> WF: I think I like seeing the improvement, kind of putting the puzzle together. Figuring out how to ... take over a program, which were all losing programs and to build them into really respectable teams. Champions. I think it's fun to see people improve and enjoy playing and develop.

Lingering racist views about Black people's capabilities result in more rapid

removal of Black head coaches if they are not immediately successful and denial of

additional head coach opportunities. The influence of the universities, community, and

alumni often make athletic directors hesitant to keep Black coaches if there is no

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immediate success. Black head coaches' opportunities to have more than one experience as a head coach is not a practice that has been applied to White head coaches in this study. The White head coaches in this study have a mean of 2.3 head coach experiences compared to a mean of 0.7 head coach experiences for Black head coaches. Further, all ten White head coaches in this study have winning percentages of fifty-five percent and above, while only two Black head have winning percentages at fifty-five percent and above. If Black head coaches are fired after their first head coach experience and denied a second opportunity as head coach, the proportionality between the number of Black head coaches and White head coaches will continue to be skewed against Black head coaches.

The Student Athlete

Ensuring student athletes' academic success resulting in graduation, as well as their success on the court, is a common source of stress for all Division I head basketball coaches. Although similar numbers of coaches expressed stress related to their desire to prepare students-athletes for life as well as a successful playing career, the types, frequency, and intensity of support coaches felt their student-athletes needed varied. Black coaches made clear the stress they felt about ensuring that their student-athletes graduate from college, particularly Black student-athletes who are at highest risk of not graduating. As former student-athletes themselves, Black coaches cite their own experiences with the barriers that often prevent Black student-athletes from leaving college with a degree. They expressed concern about the future for Black student-athletes if they did not earn a college degree, which would give them a better chance of surviving in a racist society (Lapchick, 2018).

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The researcher included many of the quotes from Black head coaches, which

indicate high frequency of stress about race, particularly in relation to the duty they felt

they had to prepare Black student-athletes for a hegemonic society.

> BM: I think my main role is to teach young men, whether it's on or off the floor. And I think our staff does a great job of communicating, of coaching, of teaching, of correcting, hopefully being role models for them to see what, when, where, and how things should be done. And I think a big part of that is just spending time with them…we have to spend more time with them and have greater relationships with them. And I think that's my main role…with the players, and hopefully get them to see the big picture…The term we use all the time, "life after basketball." Because the basketball is going to stop bouncing and if we can help prepare them for the things that they haven't learned yet, whether it's living off campus and paying bills and just time management. All of those different things we try to give them a little bit throughout the years that they're under our guidance.

> BM: I've mentioned our players, just them as individuals. They require a certain amount of time and attention daily from myself and our staff. We try to make sure that they get that, because without them there's no us.

White head coaches share the similar concerns about the success of all student-athletes,

including Black student-athletes; however, unlike Black coaches, they have not had the

experience of navigating a hegemonic society as a Black person. They did not express

the same urgency as did Black head coaches.

> WM: …We've only had one senior that did not graduate in the first (few) years we were here. We had some guys leave early for the NBA, that still have not got their degree, but we've only had one senior in 14 years that did not get his degree. Winning games, getting their degrees, trying to represent the university in a very positive manner.

> WF: I mean, I think it's management and it's leadership. You're trying to inspire the student athletes…every day. It's being in tune. It's really, I think, a lot more mentoring as well as obviously teaching them the game of basketball and how to win, and how to develop their skills.

Black head coaches' words may explain their high scores on the MBI-ES related

to feelings of personal accomplishment and their low scores on feelings of

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depersonalization. This next set of quotes from interviews demonstrates the high

intensity of stress expressed by both female and male Black head coaches created by their

awareness of the consequences of racism on the future of their Black student athletes.

> BF: I feel proud of the fact that we wanna find out what it is that they (SA's) want to do at the end of those four years. So often they will tell you that they want to be a professional basketball player and all that, but everybody's not gonna be that...The most important thing right now, is to be the best player they can be, but more importantly, to get that degree. At the end of those four years, you have choices, that it would be the greatest thing to be able to continue to play, but at least you have a degree that you can count on, that is serving as your livelihood. Now we know that the opportunity for the young ladies to make a living, playing basketball overseas is also something that's there. For those who wanna come back, even though you don't get paid as much to play in the WNBA.

> BM: [It is] why I think a lot of us think we get into the business…I want our guys to do welI. I truly wanna see our guys be successful. And to be quite frank with you, I coach a predominantly black team…and I'm not being racist by any stretch, but I know it's hard for black young men, black young women, so I know how difficult it is for them to get out there in the real world. So that stresses me out in the fact that making sure that these guys have a degree to fall back on. But not only a degree but have some type of plan once they get done, and we know, typically, going to play professionally is their plan and we know that's not always the answer that happens for them...That stresses me out. It really does.

> BM: Yes. We've been getting hit on several occasions with all-staff meetings, with head coaches' meetings, in regard to the national anthem. Police brutality. What's our stand? What are we gonna do with our team? And because it's been an African American deal, the majority of it, stressed me out a little bit. Also, the university wants everybody to stand, and now they can't make everybody stand, but they want everybody to stand and put their hand up. Well I'm African American, so it's hard for me to go into a room, majority of my team being African American, and tell them that they can't kneel. Whether I believe that or not, because I'm not a kneeler. I would stand and put my hand over[my heart], but I understand why Colin Kaepernick is[refusing to stand]! So, it's hard for me to go in there and say…it just stresses me out, because I know what they want, and I know how they're gonna perceive it. But I know probably on our team there's probably a couple of guys that want to kneel! So, we just use it as an educational deal, and I took myself out of it. I got our team together and said, "Let's talk about it. Here's the subjects, you guys tell me what you think. And you articulate why." And it was so powerful. They did a really good job and, unbeknownst to me, half our team, over half our team, have parents that were in the military, or uncles or someone. So, it was important for them to stand. So, we did that, and then…I'd

never done this in coaching, we started it last year. We have an African American safety patrol officer on campus, who's outstanding, he came in and talked to our team about police brutality and what to do when you get pulled over. So, we just try to educate, educate, educate. But in those meetings, I feel a certain type of way, when I think I'm the only African American head coach on campus.

Athletics is one of the few opportunities for Blacks to escape the race-based discrimination in employment, housing and education. Without the edge of an education, the future of Black youth is limited. They often face unemployment or under-employment in low paying dead end jobs or violations of the law. A student-athletes' future is linked to the future of their community.

Intersectionality

Winning

Four out of five Black female and two Black male head coaches reported being the first Black coach hired at their institution as a head basketball coach. Four out of five Black male head coaches were employed at mid-major universities which have fewer resources to pay their coaching staff, upgrade facilities which attract recruits, and build a roster of the most talented student-athletes. They are competing against BCS/Power 5 conferences who have more resources. Black female head coaches are entering the position as head coach under double jeopardy (hooks, 1981) as the first Black female head coach to be hired at that institution. Black male head coaches are stymied in their careers in that their first appointment as a head coach is at a mid-major university which has limited resources for winning. These factors create high probability that first time Black coaches and coaches at mid-major universities' winning percentages are negatively affected. Their long-awaited opportunity to become a head coach, after numerous years as an assistant coach, is based on one chance that is often short lived. Research by Belzer

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& Boettger (n.d.) reporting discrimination in Division I basketball, emphasized the retention and firing practices that take place amongst Black coaches to be more threatening than for White coaches. The decade-long longitudinal study from (2008-2017) investigated the percentage of hires for both female and male head coaches resulting in retirement, a new job, firing or pressure to resign. Results show Black female head coaches are fired or resign six times more often than White head coaches (Belzer & Boettger, n.d.). They also have the least opportunities to be rehired as a head coach at another institution (Belzer & Boettger, n.d.).

Black male head coaches were fired, forced to resign, or are fired without the opportunity to be re-hired as a head coach three times more often compared to White male head coaches (Belzer & Boettger, n.d.). Additionally, 66.7 percent of White head coaches are replaced by another White head coach in men's basketball, while the numbers are higher in women's basketball with 75.4 percent of White head coaches replacing another White head coach (Belzer & Boettger, n.d.). These statistics depict the manner in which hegemony based on gender and race is at work in Division I athletics to create high stress as it relates to job security and peak performance.

> BF: Yeah. When I was (at my old school), I was the first minority head coach period that was ever there.
>
> Interviewer: And that's all sports? Does that include all sports?
>
> BF: All sports, yeah. And I felt at times that being in that community, sometimes being looked upon…Okay, my race...at times I felt that way when I was living there
>
> Interviewer: Okay. And that caused you greater stress? How did that...
>
> BF: It caused me stress because I didn't want to be out in the community as much. I tried to go to work, go home, and just stay out of the way. It made me at times

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feel uncomfortable. Especially year five with a new AD coming in and people talking or saying different things. It caused some stress and made me feel uncomfortable at times…

BM: Well, obviously the winning and the desire to win. I would assume all coaches are competitors. You love to win. You grew up playing the game. Again, at this level, it's not just for fun. We want it to be fun, but it's our livelihoods and it's how we pay our bills. It's how we contribute to our families and protect our families. So that's, to me, that's the main reason. And then you have to make sure that you're continuing to strive to get better or stay at a certain level, because it's a win now. And win more. And bring more money into the university, more opportunities to the university. And then just with the changes of conferences, the changes of television, and then how much money is involved, there's just added stress.

BM: If I had to say one thing, I would say winning. Winning enough to where it attracts recruits' attention. Winning enough to where your fan base is somewhat satisfied, although we all know they won't ever be satisfied. Winning enough to where your AD feels comfortable and confident that you are capable of either winning more, or at least winning at a certain level where he feels good about it. So, yeah. The winning piece, I think, has the biggest stress factor, if you will. At this level, a combination of all of the things that you incur throughout the course of a day is so different. It's so different than, say ... You can't compare it, but I'm going to. A BCS-Level School vs. a Mid-Level school...Like I was the associate head coach. If I said, "Hey I need so and so, so and so right now," within 10 minutes it's gonna happen. Here, I can say ... As the head coach, I can say, "I need so and so, so and so," it might be 10 weeks, and they didn't even think about making it happen. So, it's just ... It's just different that way.

The Student-Athletes

Segregation in a hegemonic society has hampered interaction between Blacks and Whites. Three White female head coaches reported difficulty in developing positive interaction between them and Black female student-athletes because of some Black parent's perceptions that that White female head coaches were not able empathize or understand the experiences of Black female student-athletes. A White female coach explains in her interview the coach-to-student athlete dynamics shaped by a history of racism in American society.

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WF: (My university) is a predominantly white school; so early in my career when we were recruiting black players, African American, I didn't really know politically correct because I used to ask my players and they'd be like just call us Black. So, I always asked them first, and whatever they told me then that's what I would say was okay. So, we would recruit players - Black, and they'd say no one is like us [meaning themselves). Like on your team. I'd be like you're right. So, the one year I went out and probably got, not A [player], because no A players would come but B and C, and it changed the whole dynamic of our team because now the next [Black] kid that came in and said 'hey, I got some people like me' and then our team pretty much from that point on was half and half. So, that was just something; so, it affected the recruiting because [then] it was like well wait your team is all white, why would I come? So, then I went after a couple of [Black] kids, and they all came in as a unit…But I just had to realize that I [now] understood. So, when you say race, for me it was like opening my eyes. To say yeah, I understand. This is a very white campus, and this is a very white team. Why would you come here? No and the reason for that is because I grew up as a city kid with a lot of experiences. I'm not saying ... but if I was in the city I could really relate and say hey, I understand let me tell you 80 houses to a block. I was drinking at 13 and what I was doing and choices I made and what basketball did for me. All of the sudden there was no color in the room. It was just life experience... So, one player's mom was very unstable, and she started putting on Facebook that she was going to come after me with a gun because I was racist, and everyone knew she was unstable but (the student-athlete) was in such a situation. She was a (city kid) and she was in such a situation that she knew her mom was unhealthy, but she had to support (her); it was her mom. But her mom started making threats; so, we had to ban her (mother) from games. She wasn't really coming anyway but she tried to make this protest. Her daughter was our leading scorer. So, what she was saying didn't match up with what was going on, and she was using social media too and I didn't even know because I was never following her on Facebook and [the student-athlete's] AAU coach was very much her father figure, told me about it. So that did cause me stress, because she was threatening me.

These next quotes from White coach's interview demonstrates another kind of lasting effect of racism on White coaches:

WF: I think that that's probably just human nature and I think we could say it doesn't, but I am a white woman period, you know? I can't always relate to what maybe, for parents or dad, what his expectations might be for his daughter, or if someone' s black, or someone's Hispanic, or someone's Jewish or Muslim. I think we all bring our background to the table, no matter who we are. But if specifically, the question is: does that influence ... Did that cause more stress…what…Well, I think that sometimes when the things don't go people's

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way that's a way to look at it. That's a lens that they could say, "Well (she) doesn't have children maybe she doesn't understand what my daughter's goin through.", or "(she's) white, she doesn't understand how my daughter was treated. My daughter is black." I don't know this for a fact…But I just think that's just human nature that sometimes we can say, "Well, he doesn't understand what a woman goes through, or how we feel.", that's just human nature.

WF: I even had an experience in this last job where a kid said they couldn't relate or talk to our head coach because she was White, and this kid was Black. She ended up going to a Black assistant instead of coming to me about something and told her (the assistant coach), "I can't talk to her." I think kids, obviously, have to be comfortable around who they're around, but in the end, I built a relationship with that kid and in fact I'm very proud of her development and improvement. I also think people are very smart and manipulative. Even people in our business, they use that, whether it's a man, whether it's a Black female, whatever. They're using and manipulating, and it's very hard for me to watch some of that stuff. It's not genuine. It's not authentic. It's not the best interest of the student athlete, and that's what it all comes down to for me.

The depth of hegemony's influence on our society makes it nearly impossible to distinguish whether misunderstandings between a Black person and a White person are attributable to human differences influenced by race or merely human differences alone. Practices of hegemony have affected both White and Black people in the way they see each other at an unconscious level so that the human factor is affected by the racial factor.

Fundraising

Fundraising was a common source of stress among all the coaches in the study; however, levels of intensity among White male head coaches is related to the expectation they would be the face of the program to raise revenue through ticket sales, winning and maintaining good relationships with alumni, who are also a source of revenue. Black male head coaches in the study identified fundraising to be also be a source of stress related to their positions at mid-major programs where raising sufficient funds to be able

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to pay their assistant coaches competitive or attractive salaries is a constant challenge.

The quotes below are from White and Black male head coaches, who identify intense

stress around fundraising.

> BM: You know, to me, [fundraising]'s probably second to winning. That piece right there as far as the budget, it weighs on me heavily. Because we're already under-resourced and under-funded, and it is incumbent upon me to meet that number. But if I want to supersede that, then it's incumbent upon me even more to go out and try to make friends and find some financial resources that are just not there. We've gotta go out and try and create them. And our staff has done a really good job of helping us meet those goals, but that ... I will tell you; it keeps me up at night. It does keep me up at night because one of the edicts from our president and our AD is, "Don't go over budget. Don't go over budget."… if you win you can do whatever you want. But if you're not winning, obviously you've gotta stay within the confines of that budget, and it's hard to do those things when your budget is already…I'm gonna say short. Limited. Non-existent. There are all those adjectives out there.

> BM: I'd like to pay our guys (staff) more. And those are two avenues that each year I've been able to get a little bit more…The biggest thing from me right now, and I'm trying to convince our team, these next two games are so critical, if we can be four and (zero) (4-0) going into our first, or our second road game, I think that will generate some buzz. But this is just one of these places…We want people to come support them, because they deserve it. Last year we won more road games than we won home games. I asked my guys and said, "What is it?" Coach, there's no one that comes to the games. It's a morgue in here. And it affects them. I've seen how hard they work and what they've given to this school and our program, and it bothers me. It bothers me, especially when we have a campus that every freshman and sophomore are mandated to live on campus…But I tell myself every day, 'control the controllables.' That's something I can't control; I tell our team we've got to do our part. We haven't put out a product that people want to watch, so if we can do that, then let's see what happens.

> BM: Yeah, yes, yes, yes. You know, we're surrounded by, (several schools)…and here we are…and so...yeah, that bothers me 'cause I'll go out to a restaurant, for example, and see banners of all the other schools and there's nothing of us. Or I'll see billboards and it's like, man, we're in (our home state) and there's nothing of (us) around here. So, is it stressful, does it bother me? Absolutely. So maybe that's a combination of stress and bothersome.

> BM: From the school? Yeah ... here's a pet peeve of mine. Someone takes a job, and then they get fired three years later, and they say, "Yeah, man, they weren't

serious. They didn't want to support the program." Well, you knew that when you took the job...You know, and I had an opportunity this past spring to go to be a head coach at a place that they had a very small budget, and they were limited as to what they could do. Well, if I were to take that job, now if they're going to say, "We're going to work; we're going to try to raise the funds to increase the budget but right now we don't have it," if I take that job, I know what I'm getting into...If I get fired three years later, then to me, well, I knew I was taking a risk, because their budget wasn't there. They just couldn't get it going the way I thought. Instead, you know, well they're not serious, but you know that coming in, so. That happens in certain places...It's just…you know going in what that budget is....And we always feel like, regardless of the circumstances, we're going to be able to turn it around anyway...So that can be stressful...It's in the name, but this is harder than I thought.

Universities dependence on funds raised from revenue generating sports, like Division I basketball, is turning Division I basketball from a sport to a business. Coaches assuming the financial burden of fundraising creates more opportunity for cheating which results in scandals like the FBI probe into fake admission by White parents to get their child into prestigious schools and assistant coaches who were charged in supplying money to high-profile recruits in hopes of securing a commitment to their university. Targeting potential recruits as early as middle school deprives potential recruits from enjoying the sport of basketball before making recruiting decisions.

Recommendations

This study has established that transactional stress is present in the interaction between head basketball coaches and the Division I athletic environment. Research has also established that stress is a threat to a person's mental and physical wellbeing; therefore, the NCAA overall and athletic departments in particular, have a responsibility to create environments that promote the physical and mental wellbeing of coaches, as well as student-athletes. The NCAA has made important first steps in fostering the

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mental and emotional wellbeing of student-athletes (NCAA, 2019), but has not taken comparable steps on behalf of coaches. Relationships between head coaches and student-athletes are interdependent; therefore, supporting one without supporting the other is a faulty model. This set of recommendations is intended to demonstrate some of the support head coaches require identified by coaches in this study. In support of head coaches, the researcher makes recommendations regarding the coach and the environment.

Support for Coaches

- Provide mentors, with Division I with head coach basketball experience, to guide coaches in adopting constructive ways to handle stress experienced in their role as head coaches in the Division I athletic environment.

- To support head coaches adequately, athletic directors in Division I athletic departments should hire administrative staff with previous head coaching experience rather than continuing the current trend of hiring people with business and law backgrounds.

- Follow the newly established model of mental wellness by the NCAA, provided to student-athletes, which focuses on promoting mental health. Coaches need similar support for their mental health, enabling them to meet their own challenges unique to head coaches with appropriate coping skills.

- Universities should follow the model of the NCAA Headquarters with intentional hiring practices to ensure inclusiveness and diversity

- Implement diversity and inclusion training for both head coaches and student-athletes.

- Hire marketing personnel specifically for Women's sports, especially women's basketball that tends to draw more fan interest than other female sports

Environmental Changes

- Launch a study to understand the presence of racism and genderism in the fabric of intercollegiate athletics, particularly in relation to Black head coaches and female head coaches. The NCAA needs a mechanism for holding universities accountable for keeping the Presidential Pledge enacted in 2016, that promotes diversity and gender equity in intercollegiate athletics.

- Implement support to Black and female head coaches for navigating the hegemonic Division I basketball environment created by a long history of not hiring Black and female head coaches.

- To establish equity, extend to Black head coaches the same opportunities for multiple head coach experiences that are already given to White head coaches. This study has demonstrated that head coaches with winning records have had multiple head coaching experience prior to their current successes.

- In consideration of the stress caused by the yearlong schedule, reduce the number of required pre-season and conference games. Additionally, create a dead period allowing coaches real down time (which Division I women's basketball has already implemented during the months of August and May) and athletic departments create an environment that encourages head coaches to observe their allocated downtime.

- Create a family-inclusive environment at every level of the university, including the athletic department.
- Address the added stress that female head coaches experience in their dual role as chief overseer of their household and their role as head coach. Implement contractual support from the institution that supplements, as appropriate, support to female coaches with children still in the household.

Recommendations for Future Research

- Replicate this study with a larger and more diverse pool of participants.
- Replicate this study with a focus on implications associated with age differences
- Extend research with a singular focus on coping strategies that are applicable to the unique ways the different groups in this study experienced the Division I environment
- Conduct case studies with representatives from each of the groups included in this study for more in-depth insights into the impact of coaches' stress on the student-athlete.
- Conduct an experimental design may be useful in examining whether there is a cause-effect relationship between the coach and the environment

Limitations and Delimitations

Limitations

- The need for confidentiality to protect the identity of participants required the extraction of some parts of direct quotes (LaVoi, N.M., 2016), which may have limited the full meaning that the coach intended.

- Another limitation is that only 16 out of 20 Division I head basketball coaches responded to both the MBI-ES and PSS surveys, preventing knowledge that all 20 coaches may have provided.

- Variations of coaches' availability, due to time constraints, may have resulted in getting more information from some coaches than others. It was the intent of the researcher to interview all head coaches for the same amount of time. However, some of the interviews were conducted after the start of the playing season, which limited head coaches 'availability.

- It is possible that interviews and surveys taken further into the season, once game play began, may have created differences in the data collected from surveys and interviews, prior to the start of games being played.

- This study provided descriptive qualitative data along with some quantitative data, but it is not an experimental design in which the researcher could establish cause and effect between the coach and the environment.

Delimitations

- Given the length of time of the study, the researcher interviewed 20 Division I head basketball coaches, which represents a portion of the all Division I head basketball coaches.

- The participants in this study included 20 Division I head basketball coaches. Although data from a pool of 20 Division I head basketball coaches is representative of all male head coaches in men's basketball and female head coaches in women's basketball , it is only 27% of the total number. Therefore,

findings from this study, cannot be generalized to include all Division I head basketball coaches.

Conclusion

The findings from this study have demonstrated that the traditions and norms of society influence the sports world, but sports also influence and perpetuate the norms of society. Sports carry out society's respect for fair play, team work, as well as individual achievement and endurance. On the other hand, sports also perpetuate societal flaws, including persistent racism and genderism, which have become so normalized in a hegemonic society that they are almost imperceptible. The study demonstrated that coaches are often aware of their own stress or the source of their stress. They sometimes used language to describe their experiences without realizing they were describing stress or without realizing that the source of their stress was often evidence of the influence of hegemony on their environment. Science informs us that chronic stress poses serious threats to one's health.

Race and gender matter in sports. Although people of color are highly visible and well paid as players in sports (e.g., basketball), personnel in decision-making positions remain predominantly White and male, reflecting a hegemonic society that perpetuates a societal schema of White superiority and male dominance. This study found that the hegemonic societal construct operating in Division I basketball is an institutionalized source of stress that affects female, male, Black, and White head coaches in similar, as well as, different ways according to head coaches' narratives in the interviews. Black coaches are affected by limited employment opportunities and disproportionately high rates of firing. Black coaches also live with a prevalent myth that they are not smart

enough to be decision makers and strategists. White coaches are burdened with having to be the face of the program, perpetuating an image that Whites are still in charge of the management and decision-making in the organization. Women are burdened by a male coaching model without acknowledgement of the unique attributes and circumstances that female coaches bring to the sport.

With regard to gender, female coaches, as distinct from male coaches, are disproportionately scrutinized by student-athletes, parents and administration regarding their interactions with their student-athletes. Subsequent to the interviews of this study, numerous female coaches are reporting an increase of scrutiny. Some are under investigation and some have been fired or forced to resign by universities regarding student-athlete allegations of mistreatment by their coach. Meanwhile, male head coaches publicly exhibit mistreatment of their male student-athletes using abusive language and gesturing without scrutiny, but applause. The media come to the defense of male coaches who blatantly verbally abuse their student-athletes and seemingly have received no reprimand for their behavior. These instances reflect a continuance of hegemonic practices consistent with the "good ole' boys" network that protects males and perpetuate aggressive behavior acceptable among men as evidence of "strength".

With regard to intersectionality, Black female coaches are at the bottom of the rung, experiencing the "double jeopardy" of being both female and Black in a White male-dominant arena. They continue to face the stress of occupying spaces in the NCAA where they are the first Black coach hired at a university, and they are fired, forced to resign or retire from coaching at rate higher than any other group.

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APPENDIX A

IRB APPROVAL

Instructions and Notes:

- Depending on the nature of what you are doing, some sections may not be applicable to your research. If so, mark as "NA".
- When you write a protocol, keep an electronic copy. You will need a copy if it is necessary to make changes.

1 Protocol Title

Include the full protocol title: **The Effects of Anxiety and Stress on the Performance, Psychological Health and Overall Well-Being of Division-I College Basketball Head Coaches and the Types of Administrative Support Provided**

2 Background and Objectives

Provide the scientific or scholarly background for, rationale for, and significance of the research based on the existing literature and how will it add to existing knowledge.

- Describe the purpose of the study.
- Describe any relevant preliminary data or case studies.
- Describe any past studies that are in conjunction to this study.

The purpose of this study is to examine how the Division-I collegiate athletics environment of high stress, and multiple expectations affect head coaches' performance in the sport of men and women's basketball. Additionally, the study intends to discover what head coaches identify as their most basic need (autonomy, competence and relatedness), Pope, J.P., and Hall, C. (2015) of support from their athletic administration; and how that support might bolster a coaches' sense of self-efficacy.

The importance of this study is to add a counter perspective of the effects of stress and anxiety on the performance of Head Coaches in lieu of the voluminous existing research that focuses mainly on the effects of stress and anxiety on athletes. Lastly, the study might add to understanding the intersectionality of gender and race/ethnic differences in coaches' perceptions of the support they require.

3 Data Use

Describe how the data will be used.

Examples include:

- Dissertation, Thesis, Undergraduate honors project
- Publication/journal article, conferences/presentations
- Results released to agency or organization

- Results released to participants/parents
- Results released to employer or school
- Other (describe)

The data will be used as a dissertation for the completion of a PhD degree, in the Department of Simulations, Modeling, and Applied Cognitive Science (SMACS), with emphasis in Sports Psychology.

4 Inclusion and Exclusion Criteria

Describe the criteria that define who will be included or excluded in your final study sample. If you are conducting data analysis only describe what is included in the dataset you propose to use.

Indicate specifically whether you will target or exclude each of the following special populations:

- Minors (individuals who are under the age of 18)
- Adults who are unable to consent
- Pregnant women
- Prisoners
- Native Americans
- Undocumented individuals

The demographic of only consenting adults of, Division-I Basketball Head Coaches, will be allowed to participate in the case study

5 Number of Participants

Indicate the total number of participants to be recruited and enrolled: 10

6 Recruitment Methods

- Describe who will be doing the recruitment of participants.
- Describe when, where, and how potential participants will be identified and recruited.
- Describe and attach materials that will be used to recruit participants (attach documents or recruitment script with the application).

The researcher conducting this case study will be involved in the recruitment of Division-I Head Basketball Coaches. Recruiting tactics include, phone calls and emails to secure commitment and consent of participants (See attachments)

7	**Procedures Involved**
	Describe all research procedures being performed, who will facilitate the procedures, and when they will be performed. Describe procedures including:
	• The duration of time participants will spend in each research activity.
	• The period or span of time for the collection of data, and any long term follow up.
	• Surveys or questionnaires that will be administered (Attach all surveys, interview questions, scripts, data collection forms, and instructions for participants to the online application).
	• Interventions and sessions (Attach supplemental materials to the online application).
	• Lab procedures and tests and related instructions to participants.
	• Video or audio recordings of participants.
	• Previously collected data sets that that will be analyzed and identify the data source (Attach data use agreement(s) to the online application).

As the sole interviewer, personal information will be gathered from each participant prior to the interview. A maximum of 20 open-ended questions will be asked of each coach, within the time frame of 60 – 90 minutes at length.   I will only conduct a maximum of 3 interviews per week, travel requirements. I portable recording device will be used to collect data, as well as note taking by the researcher for each interview.

8	**Compensation or Credit**
	• **Describe the amount and timing of any compensation or credit to participants.**
	• **Identify the source of the funds to compensate participants**
	• **Justify that the amount given to participants is reasonable.**
	• **If participants are receiving course credit for participating in research, alternative assignments need to be put in place to avoid coercion.**

Each participant will receive a $50 gift card to his or her favorite eating establishment, as well as a personalized hand-written thank you note from the researcher for their contribution to this case study.

9	**Risk to Participants**
	List the reasonably foreseeable risks, discomforts, or inconveniences related to participation in the research. Consider physical, psychological, social, legal, and economic risks.

Due to the high profile and visibility of Head Coaches in Division-I basketball, all participants will be given pseudonyms.

10 Potential Benefits to Participants
Realistically describe the potential benefits that individual participants may experience from taking part in the research. Indicate if there is no direct benefit. Do **not** include benefits to society or others.
N/A

11 Privacy and Confidentiality
Describe the steps that will be taken to protect subjects' privacy interests. "Privacy interest" refers to a person's desire to place limits on with whom they interact or to whom they provide personal information. Click here for additional guidance on ASU Data Storage Guidelines. Describe the following measures to ensure the confidentiality of data: • Who will have access to the data? • Where and how data will be stored (e.g. ASU secure server, ASU cloud storage, filing cabinets, etc.)? • How long the data will be stored? • Describe the steps that will be taken to secure the data during storage, use, and transmission. (e.g., training, authorization of access, password protection, encryption, physical controls, certificates of confidentiality, and separation of identifiers and data, etc.). • If applicable, how will audio or video recordings will be managed and secured. Add the duration of time these recordings will be kept. • If applicable, how will the consent, assent, and/or parental permission forms be secured. These forms should separate from the rest of the study data. Add the duration of time these forms will be kept. • If applicable, describe how data will be linked or tracked (e.g. master list, contact list, reproducible participant ID, randomized ID, etc.).
If your study has previously collected data sets, describe who will be responsible for data security and monitoring.
All data from portable recorder will initially be maintained on an external hard drive and eventually transcribed onto ASU cloud storage with a protected password for access.

12 Consent Process
Describe the process and procedures process you will use to obtain consent. Include a description of:
    • Who will be responsible for consenting participants?
    • Where will the consent process take place?
    • How will consent be obtained?
    • If participants who do not speak English will be enrolled, describe the process to ensure that the oral and/or written information provided to those participants will be in that language. Indicate the language that will be used by those obtaining consent. Translated consent forms should be submitted after the English is approved.	

The consent process will begin with a consent form emailed to each participant, prior to scheduling an interview. Each participant will submit his or her consent form with an electronic signature. Upon receipt of consent, the researcher will secure an appointment date for to conduct the interview and make necessary travel arrangements.

13 Training
Provide the date(s) the members of the research team have completed the CITI training for human participants. This training must be taken within the last 4 years. Additional information can be found at: Training.

Julie Rousseau: CITI Completion Date (10/03/2015)

APPENDIX B

CONSENT FORM

Title of Study: The Influence of Gender, Race and Intersectionality on Stress in Division I Head Basketball Coaches

Introduction and Purpose
My name is Julie Rousseau. I am a PhD student at Arizona State University, working with my faculty advisor, Professor Robert Gray, in the School/Department of Human Systems Engineering. I would like to invite you to take part in my research study, which concerns stress as it is experienced and perceived in relation to the gender, race, and intersectionality of head coaches in the category of Division I basketball.

Procedures
If you agree to participate in my research, I will conduct an interview with you via Skype (or face-to-face) at a time and location convenient to your schedule. The interview will involve questions about stress as a Division I head basketball coach. It should last approximately 60-90 minutes. With your permission, I will record the audio of our interview in addition to taking notes. The recording is to accurately record the information you provide and will be used for transcription purposes only. If you agree to being audio taped, but feel uncomfortable at any time during the interview, I will turn off the recorder at your request. Or, if you don't wish to continue, you can stop the interview at any time.
I expect to conduct only one interview with you; however, follow-ups may be needed for added clarification. If so, I will contact you via email/phone to request this.

Benefits
There is no direct benefit to you from taking part in this study. However, as a former Division I head basketball coach, it is hoped that the research will shed light on some of the stress, coaches endure and will benefit others in the profession, by helping them identify the stress, the sources of stress, and ways to manage it. The study may help coaches cope more effectively with the stresses they experience, and hopefully provide information that let's coaches know they are not the only ones experiencing stress

Risks/Discomforts

Due to the high profile and visibility of Head Coaches in Division-I basketball, all participants will be given pseudonyms and anonymity of location of employment (university of employment) to protect their identity. If some of the research questions make you uncomfortable, you are free to decline to answer those you don't wish to, or to stop the interview at any time. As with all research, there is a chance that confidentiality could be compromised; however, we will take every precaution to minimize this risk.

Confidentiality

Your study data will be handled as confidentially as possible. If results of this study are published or presented, individual names and other personally identifiable information will not be used.

To minimize the risks of confidentiality, all data from portable recorder and Skype recording will initially be maintained on an external hard drive and eventually transcribed onto ASU cloud storage with a protected password for access.

When the study is complete, I will save the notes and transcribed documents for use in future research done by myself or others. I will retain these records for up to 5 years after the study is over. The same measures described above will be taken to protect confidentiality of this study data.

During the interview you should refrain from using the names of others when responding to questions.

Compensation

As a thank you for participating in this study, you will receive a gift of $50 for your participation at the completion of your interview and after possible follow-up questions for clarity have been conducted

Rights

Participation in research is completely voluntary. You are free to decline to take part in the project. You can decline to answer any questions and are free to stop taking part in the project at any time. Whether or not you choose to participate in the research and whether you choose to answer a specific question or continue participating in the project, there will be no penalty to you or loss of benefits to which you are otherwise entitled.

Questions

If you have any questions about this research, please feel free to contact me. I can be reached at jroussea2@asu.edu or (310-384-6407 – cell). Professor Robert Gray can be reached at robgray@asu.edu or 480-727-1419.

If you have any questions about your rights or treatment as a research participant in this study, please contact the Arizona State University Committee for Protection of Human Subjects at (480) 965-6788.

****

CONSENT

You will be given a copy of this consent form to keep for your own records.

If you choose to participate in this study and agree to the audio of the interview being recorded, please provide verbal consent.

APPENDIX C

EMAIL REQUEST FOR INTERVIEW

Sample Email One:

Good Morning Coach <Name>,
I hope this email finds you well. As you are aware, I am obtaining my PhD and I am embarking on the last year of the program. There are several steps to take before the completion of my degree, but one important step is to conduct interviews with Division I head basketball coaches, and this is where I hope you will assist.
I would be honored to have you as a participant which will be a part of the data collection process that will help examine the types and intensity of stress experienced by Division I head coaches. Upon deciding to participate, you will be asked to participate in one audiotaped interview that will take approximately 60 minutes in length.
Due to the high sensitivity of your position, your responses to interview questions will be kept confidential, and at no time will your actual identity be revealed.
The purpose of this initial email is to secure your participation as well as obtain a possible date to conduct your interview.
Thank you in advance for participating in this important study, I look forward to hearing from you soon,

Sample Email Two:

Hello, Coach, <Name>,

I hope this email finds you and your recovery going well. My name is Julie Rousseau, former head coach of the Los Angeles Sparks and Pepperdine University. After more than 20 years of coaching, I am obtaining my Ph.D. in sports psychology and I am embarking on the dissertation phase of the program. An important part of my dissertation design is to conduct interviews with Division I head basketball coaches. You are one of the people I am hoping to interview. I believe your insights and experiences can provide valuable information for my study.   Your participation is strictly voluntary.

My study focuses on the types and intensity of stress experienced by Division I head coaches. (I think you may know something about this topic). If you decide to participate, you will conduct an interview through video conferencing that will take approximately 60 minutes in length, with the possibility of a shorter follow up interview. Please be assured that your responses to interview questions will be kept confidential, and at no time will your identity be revealed.

Upon approval from my department at Arizona State University, I anticipate that I will begin conducting interviews in the month of October 2017. The purpose of this initial email is to secure your consent to participate in the interview. If you are interested in participating in an interview, I will send you more information about the study, along with a possible date to conduct your interview.

Thank you in advance for participating in this important study, I look forward to hearing from you soon,

APPENDIX D

NOTES OF GRATITUDE

Sample One: Directly Thanking the Coach

Hello, Coach, <Last Name>,
I sincerely thank you for your participation in my research on stress and coaching. Your contributions helped make this study a success!

Wishing you the very best,

Sample Two: Thanking the Head Coaches' Executive Assistant

Hello, Ms., <Last Name>,
Thank you for your assistance in helping secure the interview with Coach <Last Name>. Without your help scheduling their interview would have been next to impossible and thwarted the progress of my research.

Your efforts will never be forgotten,

APPENDIX E

INTERVIEW QUESTIONS

DATA COLLECTION STRESS IN DIVISION I HEAD BASKETBALL COACHES

Demographic Questions

1. Age
2. Gender (Self-Identified)
3. Race (Self-Identified)
4. Marital Status
5. Educational Achievement
6. Current position
7. Amount of time at current position
8. Total years as a coach
   a. How many years as a head coach
   b. How many years as an assistant coach
9. If in the field of athletics/sports, what are other positions you've experienced and how many years in the position (e.g., graduate assistant, manager, volunteer, etc.)

Expectations of Head Basketball Coach
1. To start with, can you tell me a little about how you first got into coaching?
2. Can you tell me a little about your role as a coach and what it generally requires?
3. What's a typical day and year like for you in your current role?

Identifying Stressors
I'd like you to think about your current role as a basketball coach and the environment that you work in.
1. Do you find your job as a basketball coach to be stressful?
2. What is it that makes your job stressful?
   a. **Elaboration probes** – *Why is that a particular source of stress for you?*
   b. **Clarification Probes** - *I'm not sure I understand what you mean by [specific stressor]. Can you just go over that again?*
3. What stands out as the most stressful part of your job?
4. You've talked a little about XXX. Tell me about stress from other areas/stress related to other parts of your job.
5. How does stress affect your performance as a coach?
6. Have you ever experienced stress related to: the media; travel; lack of administrative support; communication with athletes; recruiting; lack of financial support; lack of social support? If so, in what ways?
7. Do you feel the way people view your race and gender affects their perception of you?
   a. **Prompt –** If answer for only one perception, follow-up asking for both gender and race perceptions of others
8. If I was an athlete on your team, how would I be able to tell that you're experiencing stress?
9. Is there anything that you do to hide your stress when you're coaching? Tell me about it.
10. How do you try to manage your stress?
11. What, if anything, would make you leave the coaching profession?

12. What is it that you love about coaching?
13. Are there any other stressors you would like to talk about that have not been mentioned? If so, tell me about them.

Consequences of stress and coping strategies
In this part of the interview, I'd like to talk about some of the consequences that stress has for you. If you can think back over your coaching career
1. Can you tell me about a time or times during that period that have been particularly stressful?
2. What effects did this stress have on you/What were the consequences of this stress for you?

    Prompts:

          Behavior, what would happen when you experienced stress like that? moods/emotions, how did you feel?
          thoughts?

    Clarification Probes:

          I'm not sure I understand what you mean by.
          Can you just go over that again?

    General Probes:

          What other effects did this have?
          Has it ever gotten too much?
          What would have to happen for you to say enough is enough?
3. If I were one of the people around you at that time, for example, another coach or one of your athletes, how would I have been able to tell that you were stressed?
4. How did you cope with the stress you felt during this part of your career?

    Elaboration Probe:

          What strategies did you put in place to help you cope with stress?

Before we move on to the final part of the interview, is there anything else that you can think of that you'd like to add, regarding how stress affected you and the ways that you coped with it?

Positive experiences of stress and concluding remarks

1. Have you ever viewed stress in a positive way? Tell me about that.

    Elaboration Probes:

          When did it become positive?
          When were you aware of stress?
          Coping strategy?

> *How was this different to other experiences of stress?*
> *Was it an effort to see it as positive?*

2.   Thinking about all the things we've talked about today, what would you say stands out as the most stressful part of your job? Why?

3.   Thank you very much, I think that's everything I'd like to ask you, but before we finish, is there anything you'd like to ask, or anything you'd like to add that you feel we haven't covered?

APPENDIX F

2018-2019 DIVISION I WOMEN'S BASKETBALL RECRUITING CALENDAR

NCAA Division I Women's Basketball Recruiting Calendar

August 1, 2018, through July 31, 2019

(See NCAA Division I Bylaw 13.17.3 for Women's Basketball Calendar Formula)

(a)   August 1 through September 8, 2018,   **Quiet Period**
         [except for (1) below]:

         (1)   August 13-17, 2018:   **Recruiting Shutdown**

(b)   September 9-29, 2018:   **Contact Period**

(c)   September 30, 2018, through February 28, 2019,   **Evaluation Period**
         [except for (1) and (2) below]:   (scholastic events only)

         (1)   November 12-15, 2018:   **Dead Period**

         (2)   December 24-26, 2018:   **Dead Period**

(d)   March 1 through April 4*, 2019:   **Contact Period**
         *April 4: Contact with juniors is not permissible.

(e)   April 5-18, 2019,   **Dead Period**
         [except for (1) below]:

         (1)   April 12-14, 2019:   **Quiet Period**

(f)   April 19-23, 2019:   **Evaluation Period**
                                          (scholastic events only)

(g)   April 24 through July 5, 2019,   **Quiet Period**
         [except (1) through (3) below]:

         (1)   April 26-28, 2019:   **Evaluation Period**
                                        (certified nonscholastic events only)

         (2)   May 6-12, 2019:   **Recruiting Shutdown**

         (3)   May 17-19, 2019:   **Evaluation Period**
                                        (certified nonscholastic events only)

(h)	July 6-12, 2019:	Evaluation Period (certified nonscholastic events and institutional camps only)
(i)	July 13-20, 2019:	Dead Period
(j)	July 21-25, 2019:	Evaluation Period (certified nonscholastic events and institutional camps only)
(k)	July 26-31, 2019:	Quiet Period

Exceptions:

1. Evaluations are permitted during the National Junior College Athletic Association championship competition.

2. Evaluations are permissible in all states that play the high school basketball season in the spring only from April 8-28 and July 8-31, provided evaluations outside of the July period are counted toward the 112 recruiting-person days.

2018-19 NCAA Division I Women's Basketball Recruiting Calendar

QUIET PERIOD
RECRUITING SHUTDOWN
CONTACT PERIOD
EVALUATION PERIOD: SCHOLASTIC EVENTS ONLY
DEAD PERIOD
EVALUATION PERIOD: CERTIFIED NONSCHOLASTIC EVENTS ONLY
EVALUATION PERIOD: CERTIFIED NONSCHOLASTIC EVENTS AND CAMPS

- September 30, 2018, through February 28, 2019, and April 19-23, 2019, Evaluation Periods: Scholastic events only.
- April 4 contact with juniors is not permissible.
- April 26-28 and May 17-19, 2019, Evaluation Periods: Certified nonscholastic events only.
- July 6-12 and 21-25, 2019, Evaluation Periods: Certified nonscholastic events and institutional camps only.
- See Bylaw 13.1.7.6.6 regarding national team activities and regional championships.
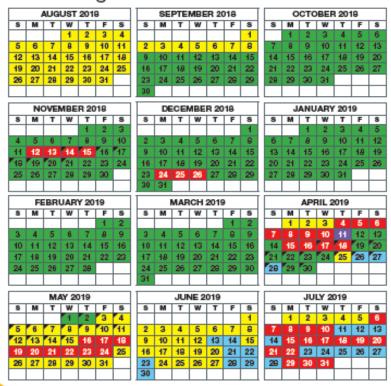
APPENDIX G

2018-2019 DIVISION I MEN'S BASKETBALL RECRUITING CALENDAR

Division I Men's Basketball
Recruiting Calendar 2018-19

AUGUST 2018

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER 2018

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER 2018

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER 2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER 2018

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

MARCH 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 2019

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2019

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2019

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY 2019

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

What's changed for 2018–19?

In response to recommendations from the Commission on College Basketball, the NCAA made changes to the recruiting calendar to increase the role of high school programs and reduce the involvement of third parties in the recruiting process:

- New four-day recruiting period April 29–May 2 to allow coaches to contact or evaluate recruits immediately following the April 26–28 nonscholastic events evaluation period.
- Evaluation period June 13–14 at NBPA Top 100 Camp, a new collaboration between the NCAA and NBPA.
- New evaluation periods June 21–23 and 28–30 at scholastic events approved by the National Federation of State High School Associations or a two-year college athletics governing body (i.e., NJCAA, CCCAA, NWAC).
- Evaluation period July 11–14 at NCAA-certified nonscholastic events, a reduction in evaluation periods at these events from three weekends in July to one weekend in July.
- Evaluation period July 23–28 at new youth development camps conducted by the NCAA and member schools/conferences.

QUIET PERIOD

In-person recruiting contacts may be made only on the college's campus. No in-person, off-campus contacts or evaluations may occur.

RECRUITING PERIOD

Authorized athletics department staff may make in-person, off-campus recruiting contacts and evaluations.

EVALUATION PERIOD

Authorized athletics department staff may engage in the following off-campus activities designed to assess the academic qualifications and playing ability of a recruit:

- Nonscholastic events certified by the NCAA (April 26–28; July 11–14).
- NBPA Top 100 Camp (June 13–14; ends 2 p.m. June 14).
- New evaluation periods June 21–23 and 28–30 at scholastic events approved by the National Federation of State High School Associations or a two-year college athletics governing body (i.e., NJCAA, CCCAA, NWAC).
- NCAA youth development camps (July 23–28).

No in-person, off-campus contact may occur with a recruit during the evaluation period.

DEAD PERIOD

No in-person recruiting contacts or evaluations, and official and unofficial visits by recruits to the college's campus are not permitted.

DEAD PERIOD ENDS/ RECRUITING PERIOD BEGINS (NOON APRIL 11)

SIGNING PERIODS

Early signing period is Nov. 14–21; regular signing period is April 17–May 15.

Dates with ▱ in corner denote signing period.