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Administrative Trust as a Contributor to Forensic Coach Burnout and Exit

Benjamin Schultz Pyle

ADMINISTRATIVE TRUST AS A CONTRIBUTOR TO
FORENSIC COACH BURNOUT AND EXIT

A Dissertation
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Benjamin Schultz Pyle

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ADMINISTRATIVE TRUST AS A CONTRIBUTOR TO
PHYSICIAN BURNOUT AND EXIT

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This study sought to determine whether a relationship exists and its extent between intercollegiate forensic coach trust in university administrators and burnout and exit in intercollegiate forensic coaches. Specifically, this study examined the relationship between intercollegiate forensic coach trust in their university administrators with both intercollegiate forensic coach satisfaction and intercollegiate forensic coach burnout in predicting intercollegiate forensic coach exit from forensics.

Fifty-seven intercollegiate forensic educators participated in the research, including 37 directors of forensics. Data analysis revealed significant relationships between intercollegiate forensic coach trust in university administrators, intercollegiate forensic coach satisfaction, intercollegiate forensic coach burnout, and intercollegiate forensic coach exit from forensics. However, regression analyses revealed only trust in administrators and job satisfaction respectively predicted intercollegiate forensic educators' exit from forensic activity. The research provides discussion pertaining to implications of the findings, limitations of the study, and recommendations for future research.

CHAPTER 1

INTRODUCTION

Background

At the time of this writing, the activity of intercollegiate speech & debate, or competitive forensics, faces an unprecedented challenge. Five hundred sixty-one forensic programs across the United States (Hanson, 2020) continue a rich tradition of argumentation and advocacy proffered within literary and debating societies dating back to the 1800s (Windes, 1960). Comprised of competitive speaking events concerning debate, extemporaneous and impromptu speaking, oratory, and oral interpretation of literature, forensics offers students invaluable skills in critical thinking and oral competency while also providing significant occupational and social advantages stemming from these skillsets (Minch, 2006). Furthermore, many intercollegiate forensic programs offer various scholarships to undergraduate students, providing greater access to higher education despite increasing tuition nationwide (Cheshier, 2000).

However, due to the COVID-19 pandemic, many universities and community colleges immediately placed travel bans on their forensic programs for the 2020-2021 competitive season, virtually eliminating in-person competition – a hallmark of the activity. Furthermore, many programs perpetually struggle from institutional budget cuts, even absent a national pandemic, including the termination of directors of forensics roles, the reassignment of graduate assistant coaches, and eliminating funding for travel and competition (Littlefield, 1991). Speech & debate teams, faced with diminishing resources, must adapt to fulfill their respective programs' mission-statements and justify

further their activity's pedagogical and competitive worth to their institutions. This onus falls mainly on the shoulders of directors of forensics.

Summer 2020 found many forensic directors collaborating and sharing resources regarding implementing a virtual Fall 2020 competitive season. Although the camaraderie and sense of community built among the coaches across the nation served to boost morale and uplift spirits, concerns regularly arose among directors of forensics regarding the uncertainty of their respective university administrations' plans for the Fall 2020 semester. This lack of communication and certainty of support from university administrators can lead to deleterious effects, and unfortunately, proves itself not limited to the impacts of the COVID-19 pandemic (Gratz, 2018; Roloff & Brown, 2006).

Gratz (2018) explained that despite the continuous challenges universities face, administrators must also remain vigilant to foster a sense of trust from their faculty to effectively weather external difficulties and adapt to any significant change efforts. Hart (1988) offered the satisfaction of individual needs as its essential producer to foster organizational trust on the individual level effectively. All faculty and staff must struggle within an ever-changing economic and social climate of upheaval. Forensic coaches often juggle various roles within their respective institutions among their duties concerning teaching, service, and research – yet forensics consumes a disproportionate amount of time with little credit accounted for concerning performance metrics (Carmack & Holm, 2013; Roloff & Brown, 2006). The researchers offered that communication plays a vital mediating role in the correlation between additional job efforts and burnout. Employees, whether faculty, staff, or graduate assistants, desire their professional values to align with their institutions – when perceptions of these values misalign due to a lack of

communication, work overloads can contribute to exhaustion and cynicism (Leiter, Frank, & Matheson, 2009).

Furthermore, role ambiguity and perception of conflict in one's institutional roles fosters deleterious effects for the employee and the institution, including burnout and employee turnover (Tunc & Kutanis, 2009). This negative perception can quickly devolve into a self-fulfilling prophecy. Through social comparison with colleagues, employees' negative perceptions of their institutions only reinforce preexisting perceptions of iniquity (Geurts, Schaufeli, & Jonge, 1998). Additionally, understanding the nature of trust, whether directly or on the organizational level, plays a significant role in understanding leadership (Dirks & Ferrin, 2002). A lack of trust in leadership can jeopardize employees' secure attachments with their leadership and can significantly increase the likelihood of stress, anxiety, and turnover (Simmons et al., 2009). Ultimately, organizations must deal with financial and institutional knowledge losses associated with turnover, often assumed to stem directly from employee burnout (Paris & Hoge, 2010). Thus, to avoid the potentially devastating personal and organizational effects of diminishing employee satisfaction, risk of burnout, and organizational exit, and to further explore the impact and value of trust in leadership, this study focuses on understanding the role organizational trust plays in potentially contributing to intercollegiate forensic coach burnout and exit from the activity.

Problem Statement

Considerable research has explored the wellness of intercollegiate forensic coaches and students (Carmack & Holm, 2013; Gill, 1990; Littlefield & Sellnow, 1992;

Preston, 1995; Richardson, 2005; Ward, 2018). However, wellness discussions often center on the physical body (Ward, 2018), and little research delves into organizational issues impacting forensic coaches (Carmack & Holm, 2013). Furthermore, researchers have not explored the impact of intercollegiate forensic coach trust in their respective institutions upon their perceptions of job satisfaction and burnout as they influence their decisions to leave the activity. Additionally, definitive links do not exist between burnout and turnover, only potential correlations between the work environment's nature and demographic variables (Paris & Hoge, 2010).

Research on trust, job satisfaction, burnout, and exit would prove itself of interest to university administrators considering the hidden and unintended consequences of their perceived organizational support and the level of trust their leadership imbues. This research will also interest current directors and assistant directors of forensics, assistant forensic coaches, graduate student coaches, and undergraduate student competitors. Furthermore, this research may engage business leaders outside academia when considering organizational support perceptions for smaller-scale company initiatives.

Purpose Statement

This study seeks to determine whether a relationship exists and its extent between intercollegiate forensic coach trust in university administrators and burnout and exit in intercollegiate forensic coaches. Specifically, this study examined the relationship between intercollegiate forensic coach trust in their university administrators with both intercollegiate forensic coach satisfaction and intercollegiate forensic coach burnout in predicting intercollegiate forensic coach exit from forensics.

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Theoretical Framework

The theoretical framework employed here situates the present study within a theoretical context and outlines previous literature reviews' connections between trust, job satisfaction, burnout, and exit. This framework for the study will introduce the Job Demands-Resources Model, then map out the connections between each of the variables: trust in university administrators, intercollegiate forensic coach satisfaction, intercollegiate forensic coach burnout, and intercollegiate forensic coach exit (see Figure 1).

Job Demands-Resources Model

Crawford, LePine, and Rich (2010) clarified the Job Demands-Resources Model as a foundation for comprehending how working conditions presuppose employee engagement and burnout levels. The authors defined job demands as ". . . those physical, social, or organizational aspects of the job that require sustained physical or mental effort . . ." (Crawford et al., 2010, p. 835). Hakanen, Schaufeli, and Ahola (2008) similarly demonstrated the Job Demands-Resources Model as ideal for understanding burnout, organizational commitment, and work engagement. Hakanen et al. (2008) defined job resources as "physical, social, or organizational aspects of the job that (1) may reduce job demands and the associated physiological and psychological costs, (2) are functional in achieving work goals, and (3) stimulate personal growth, learning, and development" (p.225). As this study focuses on the organizational or institutional factors that convey perceptions of access to sufficient resources or perceptions of equity and fairness in job

demands, the Job Demands-Resources Model proves ideal to establish the link between perceptions of trust in administrators, job satisfaction, burnout, and exit.

Relationship Between Constructs

      Building upon Gibson and Petrosko's (2014) conceptual model regarding the effect of organizational trust in leadership upon company satisfaction and intention to leave the organization, this study's constructs include trust in university administrators, intercollegiate forensic coach satisfaction, intercollegiate forensic coach burnout, and intercollegiate forensic coach exit. The following section examines the relationships between these variables in the extant literature and justifies the mediating model proposed by this study (see Figure 1).

Figure 1

Conceptual Model of Trust in University Administrators on Intercollegiate Forensic Coach Satisfaction and Intercollegiate Forensic Coach Burnout upon Intercollegiate Forensic Coach Exit Independent of the Demographic Variables
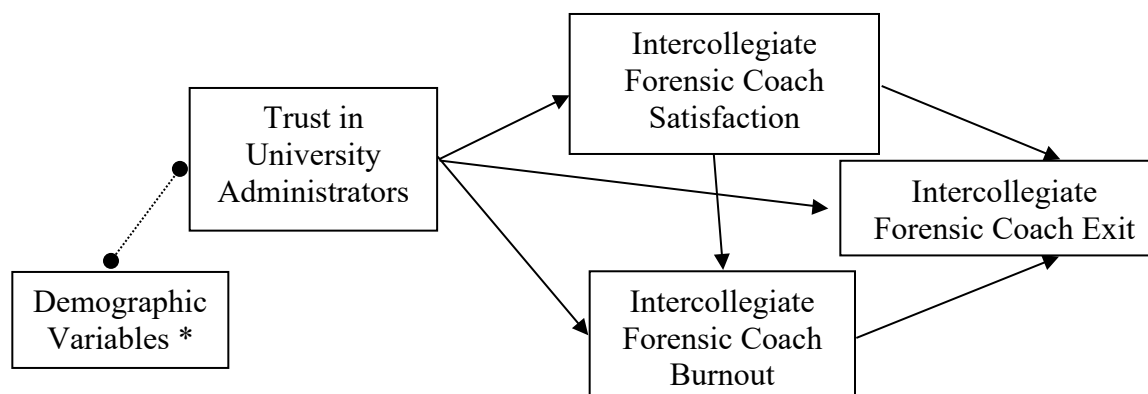
* Current status as a forensic educator, type of institution worked at as a forensic educator, and role served as forensic educator.

Trust in university administrators and intercollegiate forensic coach satisfaction. Hart (1988) explored the vertical relationship between employees and their upper management, proposing trust as a byproduct of employees' satisfaction of needs stemming from openness, shared values, and autonomy. As Mayer, Davis, and Schoorman (1995) subsequently identified with factors such as openness comes the inherent risk and vulnerability associated with trust in the relationship between leaders and followers linked with organizational and individual effectiveness. Spence-Laschinger, Finegan, and Shamian (2001) suggested employee trust in direct leadership fostered increased job satisfaction levels. In consideration of core psychological needs, the researchers found trust proves paramount in employees' processes toward self-

actualization or job satisfaction, and a lack of trust can severely hamper both individual and organizational efforts.

Trust in university administrators and intercollegiate forensic coach burnout. Roloff and Brown (2006) sought to establish the impact of trust in the psychological contract, or the belief that organizations will uphold their promises and provide resources to their employees, upon predicting burnout within the forensic community. The researchers found while educators tend to shoulder heavier loads with little expectation for monetary compensation, administrative efforts to provide resources such as demonstrable recognition and honoring the psychological contract can protect against burnout.

Trust in university administrators and intercollegiate forensic coach exit. Perceptions of inequity, or lack of trust in organizational administrators, serve to exacerbate intentions to leave (Geurts et al., 1998). Likewise, the organization's communication climate significantly impacts employees' levels of stress, burnout, satisfaction, and exit (Burns & Wholey, 1991; Carmack & Holm, 2013; Rittenhouse et al., 2004).

Intercollegiate forensic coach satisfaction and intercollegiate forensic coach burnout. Job satisfaction proves directly linked to intercollegiate forensic coach burnout and intention to leave the activity (Carmack & Holm, 2013). Additionally, job satisfaction as it relates to burnout can affect individuals at different stages of their

careers, with those identified as working in the middle of their careers reporting higher rates of stress and workload than those recently entered into the field or close to retirement (Dyrbye et al., 2013; Williams & Skinner, 2003).

Intercollegiate forensic coach satisfaction and intercollegiate forensic coach exit. Job satisfaction proves a predictor for employee exit from institutions (Mobley, 1977; Hom & Griffeth, 1995). Vroom (1964) identified job satisfaction and job attitudes similarly linked to higher or lower positivity and satisfaction levels. Furthermore, Spence-Laschinger, Finegan, and Shamian (2001) found trust in administrators significantly affected employees' intent to leave, indicating that higher levels of trust in upper management correlate with less likelihood of employee turnover.

Intercollegiate forensic coach burnout and intercollegiate forensic coach exit. Carmack and Holm (2013) established a clear link between intercollegiate forensic coach job satisfaction, burnout, and the intent to leave, or exit, forensic, arguing a critical predictor in determining exit from the activity stemmed from emotional exhaustion reports.

Research Questions & Hypotheses

The present study seeks to determine whether a relationship exists and its extent between intercollegiate forensic coach trust in university administrators and burnout and exit in intercollegiate forensic coaches. Specifically, this study will examine the relationship between intercollegiate forensic coach trust in their university administrators

with both intercollegiate forensic coach satisfaction and intercollegiate forensic coach burnout in predicting intercollegiate forensic coach intent to leave forensics independent of demographic variables. This study's primary research question asks: Does a relationship exist between trust in university administrators, job satisfaction, burnout, and exit for intercollegiate forensic coaches? The following research questions and hypotheses seek to explore this potential relationship further.

Q1. To what extent does trust in university administrators relate to intercollegiate forensic coach satisfaction?

$H1_0$: No relationship exists between trust in university administrators and intercollegiate forensic coach satisfaction.

Q2. To what extent does trust in university administrators relate to intercollegiate forensic coach burnout?

$H2_0$: No relationship exists between trust in university administrators and intercollegiate forensic coach burnout.

Q3. Are the effects of trust in university administrators on intercollegiate forensic coach burnout direct effects or indirect effects through the variable, intercollegiate forensic coach satisfaction?

$H3_0$: No indirect relationship exists between intercollegiate forensic coach satisfaction and intercollegiate forensic coach burnout.

Q4. Are the effects of trust in university administrators on intercollegiate forensic coach exit direct effect or indirect effects through the variables, intercollegiate forensic coach satisfaction, and intercollegiate forensic coach burnout?

H4$_0$: No indirect relationship exists between intercollegiate forensic coach satisfaction and intercollegiate forensic coach burnout with intercollegiate forensic coach exit.

Study's Significance

This study explored the interrelationship between perceptions of trust on the organizational level, and the deleterious individual-level impacts should its absence prove pronounced. Specifically, this study established the need for future research regarding the link between trust and exit from the organization. Furthermore, this study contributed to the base of forensic literature regarding burnout and turnover in forensic educator leadership. Implications for this study stem from the necessity for a shift in focus away from placing the onus for addressing burnout and exit on the individual level and turning the spotlight of attention toward the university and its responsibility to the faculty and staff in ensuring their health and wellness.

Summary

Intercollegiate forensic activity faces increasing challenges that may exacerbate already high demands on a population of coaches prone to high burnout and turnover (Carmack & Holm, 2013; Ward, 2018). This study contains five chapters. Chapter I presented the background on the constructs of trust in university administrators, intercollegiate forensic coach satisfaction, intercollegiate forensic coach burnout, and intercollegiate forensic coach exit. The first chapter then laid out the Job Demands-Resources Model as this study's theoretical framework and discussed the variables'

relationships. Finally, this chapter introduced the research questions and hypotheses pertaining to the constructs.

The subsequent chapters contain the following: Chapter II will explore extant literature on trust in university administrators, intercollegiate forensic coach satisfaction, intercollegiate forensic coach burnout, and intercollegiate forensic coach exit. Chapter III presents this study's methodology. Chapter IV will deliver the results of this research. The study's final chapter will explore the findings and their implications in relation to existing literature, the present study's limitation, and recommendations for further research.

CHAPTER 2

LITERATURE REVIEW

Introduction

The present study seeks to determine whether a relationship exists and its extent between intercollegiate forensic coach trust in university administrators and burnout and exit in intercollegiate forensic coaches. Specifically, this study will examine the relationship between intercollegiate forensic coach trust in their university administrators with both intercollegiate forensic coach satisfaction and intercollegiate forensic coach burnout in predicting intercollegiate forensic coach exit from forensics independent of demographic variables. The following review of extant literature will provide a foundation for these concepts. The present chapter explores the Job Demands-Resources Model, serving as the theoretical framework for this study. The discussion then reviews the existing literature concerning faculty trust in university administrators, followed by exploring research regarding faculty satisfaction within academia. This chapter finally examines extant literature pertaining to burnout and exit.

Literature Gap

Although a significant amount of research explores intercollegiate forensic coach burnout (Burnett, 2002; Carmack & Holm, 2013 and 2015; Dickmeyer, 2002; Gill, 1990; Leland, 2004; Littlefield & Sellnow, 1992; Olson, 2004; Paine & Standley, 2003; Richardson, 2005; Ward, 2018; Wickelgren & Phillips, 2008), and intercollegiate forensic coach burnout as it relates to intercollegiate forensic coach exit from the activity

(Amig & Amig, 2001; Hom & Griffeth, 1991; Littlefield, 1991; Mobley, 1977; Mobley, 1982; Rogers & Rennels, 2008;), little research pertains to the relationship between intercollegiate forensic coaches and university administrators, and no empirical studies explore the role university administrators play in predicting intercollegiate forensic coach burnout or exit from the activity. Outzen et al. (2013) argued that a lack of forensic scholarship comprises an ongoing hurdle for progress within the activity. Furthermore, the authors offered that forensic educators must look beyond process-oriented goals toward outcome-based goals, particularly in communicating goals and needs with administrators. Thus, the present study proves necessary to fill the existing gap in literature pertaining to intercollegiate forensic coaching factors through its focus on empirically exploring the relationship between intercollegiate forensic coach perceptions of trust in their university administrators and coach subsequent satisfaction, burnout, and exit from forensic activity.

Conceptual Framework

Job Demands-Resources Model. The Job Demands-Resources Model provides an ideal framework for understanding the factors contributing to intercollegiate forensic coach burnout and exit from their respective institutions. Crawford, LePine, and Rich (2010) clarified the Job Demands-Resources Model as a foundation for comprehending how working conditions presuppose employee engagement and burnout levels. The authors defined job demands as "those physical, social, or organizational aspects of the job that require sustained physical or mental effort . . ." (Crawford et al., 2010, p. 835). Job demands substantially deplete employees' emotional energy levels through the

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sustained increase in effort to complete or exceed expectations assigned by superiors and, ultimately, leads to burnout (Crawford et al., 2010). Thus, the authors explained job resources reference factors function to alleviate job demands and subsequent psychological and physiological impacts by stimulating personal growth or development aspects. These resources activate motivation due to a sense of satisfaction stemming from perceived support in the employees' evolution as a valuable member of the organization and a greater sense of engagement. Crawford et al. clarified the Job Demands-Resources Model as an excellent theoretical basis for understanding the relationship between organizational operations and employee engagement and burnout through a meta-analysis of literature pertaining to employee engagement and the JD–R model. Their quantitative findings prove crucial to understanding the utility of the JD–R model as it clarified job demands as either challenges or hindrances, where perceived challenges may still result in employee engagement and hindrances might predict employee burnout.

Hakanen, Schaufeli, and Ahola (2008) longitudinally tested the health impairment and motivational processes proposed within the Jobs Demands-Resources model, utilizing a two-wave cross-lagged panel design in a sample of 2,555 Finnish dentists. The authors found workplace factors and perceived lack of resources significantly impact employees' health and wellness. However, the study revealed demands and resources in employees' home lives do not influence health impairment or motivational processes, suggesting work characteristics play a significant role in workers' health and wellness. Although the study utilized self-reports on depression rather than physician diagnoses and solely focused on Finnish dentists, this study significantly illustrates the impact of

workplace factors upon individual lives. Furthermore, this work serves to narrow the scope of satisfaction and burnout solely to work-related factors.

Dreison et al. (2018) explored the contributions of core psychological needs, including trust, within the Job Demands-Resources Model in predicting burnout. Through their cross-sectional study comprised of 358 staff members from 55 clinical teams of 13 mental health agencies across three states, Dreison et al. (2018) suggested efforts to improve employees' job resources, specifically, employees' sense of self-efficacy, may serve to reduce certain aspects of burnout. In essence, employees' organizational resources prove unconstrained by physical or monetary definitions and comprise emotional and psychological validation or support from the institution for the employees' efforts.

Literature Review

Trust in University Administrators. In consideration of core psychological needs, trust proves paramount in employees' process toward self-actualization. A lack of trust can severely hamper both individual and organizational efforts. Gratz (2018) navigated the relationship between faculty trust in university administrators and readiness for change within the institution. Surveying 89 faculty participants randomly from six U.S. universities, the author did not find a significant relationship predicting institutional trust as a mediator for interpersonal trust and readiness for change. However, Gratz (2018) found a significant relationship between institutional trust and change readiness. Utilizing a correlational design, Gratz offered perceptions of trust prove more complex than simple constructs, as although no significant relationship existed between

interpersonal trust and readiness for change, a significant relationship still existed between interpersonal trust and institutional trust, and institutional trust and readiness for change. Thus, this research may suggest trust must find its measurement constrained to direct relationships without the presumption of a mediating variable.

Littlefield (1991) contributed to the lack of research on forensic educators' and university administrators' relationships. The author focused on college administrators' attitudes regarding forensics as an essential program contributing to the university's academic dimensionality. Specifically, the author sought to identify the current level of support for forensic programs on college campuses. Surveying administrative officers at colleges indicated to support forensic programs ($N = 339$), the author utilized a mailed questionnaire including Likert-type questions on funding levels, perceived institutional support barriers, perceived benefits for supporting forensic programs on campus, and individual administrators' perceptions of forensics' programmatic value for students. Results suggested forensic programs no longer in existence suffered from an absence of institutional priority, coach interest, and student interest in the programs. However, institutions still housing competitive speech and debate programs found administrators placing great value in forensics' recruitment opportunities and educational enhancement for students, with 65% of respondents considering forensic programs as important or very important, while only 10% viewed forensics as unimportant or very unimportant to their respective institutions. These findings suggested while administrators tended to identify the value in intercollegiate forensic competition, the author indicated perceptions of value do not necessarily translate to budgetary support, including travel funds, faculty lines, tenure, graduate assistants, or assistant coaching support lines. Ultimately, Littlefield

highlighted the need for further research into the dynamic between university administrators and forensic educators to understand the reasoning behind programmatic discontinuation and further embolden directors of forensics to advocate for their needs. The present study builds upon these concerns by focusing on the perceived relationship forensic educators with their administrators and their impacts beyond value perceptions.

McDonald (2001) highlighted the daunting challenges debate coaches face in their efforts to thrive in their fields. Among concerns echoed within extant research, the author highlights the lack of tenure as university administrators focus on creating part-time or non-tenure-track positions and the need to balance personal and professional commitments. Furthermore, McDonald offered the likelihood of forensic educators to unintentionally find themselves excluded from participation in administrative governance due to regular absences from campus due to forensic tournament travel. Ultimately, the author argued directors of forensics should work to communicate and clarify with university administrators the nature of performance evaluations and how they can best articulate their efforts in the realms of teaching, service, and research.

Dreher (2020) similarly advocated for forensic educators' evaluation, indicating the rise in assessment on universities' administrative-levels and the need to articulate programmatic efficacy. The author argued, "Demonstrating the effectiveness of what we do as forensic professionals will not be optional; rather, it will be an expected part of academic lifestyle" (p.8). These concerns highlight the necessity for forensic educators to foster a trusting relationship with their administration in ensuring articulated criteria for performance, evaluation, and competitive success find fulfillment.

Lauth (2008) highlighted the challenges forensic educators face when engaging with university administrators. The author argued forensic directors must foster an open relationship with administrators to ensure everyone achieves their highest interests. However, a lack of understanding on the part of university administration can prove disastrous for established and new programs, leading unsupportive administrators to embrace budgetary cuts or program eradication. Lauth suggests national competitive success can serve as demonstrable evidence of forensic programs' worth to university administrators. However, even small gestures such as sending regular updates to administrators on teams' successes and regularly sending expressions of gratitude to administrators supporting campus programs can bolster goodwill. Although this work focused more on the public relations components of managing forensic programs, the author furthers the need for a relationship between forensic educators and their administrators based on more than transactional interactions. As such, Lauth's arguments may also imply a general sense of disease among forensic educators when engaging with university administrators, particularly due to the power to grant, deny, or cut funding.

Baker (2016) utilized an ethnographic approach to understanding factors impacting forensic coaches. The researcher employed theatrical performance tools to probe deeper issues affecting the individuals surveyed, implementing a performance ethnography approach. The author created ten characters based upon recurring thematic survey responses and often pulling direct quotations from the participants' narratives. Among the ten questions asked of each participant ($N = 434$), three questions pertained to demographic information, two questions pertained to perceived positive outcomes for students engaged in forensics, and five questions focused on the potential negative and

positive personal impacts of the coaching career. The author created one composite character, The Director, to embody "…the various voices in the educational system which continue to push against these educators …" (p.96), voicing concerns surrounding budgetary constraints, lack of support and resources, and perceptions of elitism. Although the constructed characters within the performance ethnography prove limited in their ability to encapsulate the experiences across 434 coaches empirically, this research establishes a significant level of tension or distrust of educational administrators as a common theme among forensic educators.

Roloff and Brown (2006) examined perceptions of organizational support and psychological contract fulfillment as moderators between job demands (in this case, extra role time) and employee burnout. Studying 461 high school speech and debate coaches, the researchers sought to establish the impact of trust in the psychological contract, or the belief organizations will uphold their promises and provide resources to their employees, upon predicting burnout within the forensics community. Although their study focused solely on high school forensic coaches and relied upon a self-report methodology, Roloff and Brown's findings prove relevant for the present study as their focus on educators' factors applies to the intercollegiate forensics community. Roloff and Brown (2006) found while educators tend to shoulder heavier loads with little expectation for monetary compensation, administrative efforts to provide resources, such as demonstrable recognition and honoring the psychological contract, can protect against burnout.

Brown (2007) further focused on organizational citizenship behavior, or the extra efforts employees engage in to meet their roles and organizations' needs best and often unaccompanied by additional pay or recognition. The author argued employees' identities

intertwine with their work roles, and perceptions of support or lack thereof on the organizational or administrative level hold significant power in positive or negative emotional affect. A result in a disparity between expected organizational responses or reciprocity may lead employees to work harder to receive the expected or anticipated appraisal from their superiors. As discussed earlier, Brown's findings furthered an understanding of the mismatch between job demands and resources as they relate to burnout. Findings revealed the greater the disparity between workload and rewards, the higher the level of burnout. Of particular interest to the present study, Brown found the more effort exerted, the more the employee expected praise or attention for their efforts by their superiors.

Brown and Roloff (2011) revisited research regarding burnout and extra employee organizational efforts. Focusing on educators' levels of commitment to the organization, the authors returned to their previous dataset of 461 forensic educators to discover while educators who overextend themselves prove prone to risk for burnout, administrators serve a significant role in potentially alleviating these impacts. The authors found consistently keeping promises, or fostering a sense of trust with their teachers, served to protect against burnout.

Hagerty (2008) navigated the nature of trust as it relates to decision-making within the educational system. Surveying the decision-makers within suburban high school district human resources offices, the author sought to explore their perspectives and humanize their concerns. Specifically, through purposeful sampling of key human resources leadership professionals, the author interviewed participants ($N = 11$) via semi-structured questions about their leadership decision-making perceptions related to their

perceived level of trust within the institution. In exploring the perceptions of administrative leaders within education relating to trust, Hagerty found these leaders contextualized their decision-making in whether it met their highest priority of serving the student. Essentially, participants perceived themselves as fostering a sense of organizational trust if they believed their decision-making during critical or problematic moments ultimately met the highest shared value with their fellow staff and faculty. The findings of this study, though limited by the sample size and as admitted by the author, limited by the focus on leaders' perceptions of their own decision-making behaviors, help to establish the importance trust plays on an administrative level within academic institutions to achieve goals, retain faculty, and serve students. The present study similarly focuses on the role trust plays within academic institutions but focusing on those impacted by perceptions of administrative trust levels rather than how administrators perceive their own behaviors.

Dirks and Ferrin (2002) warned distinctions in relationships between trust and other leadership constructs often prove unclear due to a lack of matching theoretical processes for trust with the appropriate definitions. Likewise, although the authors identified trust as playing an essential role in numerous studies, their meta-analysis also proved limited in its ability to conclude causality among variables. Rather than broadly address faculty trust in the organization or institution, the present study seeks to follow Dirks and Ferrin's (2002) advice by narrowing the scope to address faculty trust in their direct administrators.

An essential approach in narrowing the present study's scope stems from Gibson and Petrosko's (2014) work analyzing the effect of trust in leadership upon nurse's

satisfaction with their positions and their intentions to exit the healthcare system, serving as a conceptual touchstone for the present study. Although the Gibson and Petrosko (2014) study pertained to the healthcare setting, their findings among 294 nurses across two healthcare systems empirically supported the argument of trust in leadership playing a significant role in increasing job satisfaction and lowering employee turnover. The authors indicated all future conceptual models pertaining to job satisfaction, employee burnout, and exit "…should include trust in leader as an antecedent" (p. 15). Thus, as the Gibson and Petrosko work serves as the only empirical study establishing trust as an antecedent to the mentioned variables, the present study seeks to apply a similar conceptualization of trust in leadership's antecedent effects upon the higher education setting.

Intercollegiate Forensic Coach Satisfaction. Maslow's Hierarchy of Needs (1954), including physiological (sustenance), safety (shelter), belonging (social), esteem (achievement & recognition), and self-actualization, often appears within job satisfaction research. Satisfaction in one's employment directly stems from employees' sense of self-actualization and consistently serves as a precursor to voluntary exit from institutions (Mobley, 1977; Hom & Griffeth, 1995). Likewise, job satisfaction proves directly linked to intercollegiate forensic coach burnout and intention to leave the activity (Carmack & Holm, 2013). Additionally, job satisfaction as it relates to burnout can affect individuals at different stages of their careers, with those identified as working in the middle of their careers reporting higher rates of stress and workload than those recently entered into the field or close to retirement (Dyrbye et al., 2013; Williams & Skinner, 2003). Mediating

factors for job satisfaction include job demands, the employees' sense of control over their work, support from colleagues and administrators, and income/incentives (Scheurer et al., 2009). Vroom (1964) furthered individuals' affective orientations toward their work roles significantly influenced their sense of satisfaction. Essentially, job demands and resources serve as predictors for job satisfaction, which link to burnout and exit, thus justifying this study's utilization of the Job Demands-Resources Model as its theoretical framework in understanding intercollegiate forensic coach burnout and exit.

Deaton et al. (1997) focused their research on the negative impacts intercollegiate forensic educators face within their relationships and family life, particularly as it relates to forensic educator satisfaction with their role as a Director of Forensics or Forensic Coach. Through their survey of four females and seven males ($N = 11$), the authors utilized Likert-type scale items within their questionnaire measuring their level of agreement with statements about factors such as salary, physical demands, workload, and intent to leave the activity. Results indicated "…a significant majority agreed that their primary relationship, their family, and their children would be better off if they were not involved in forensics" (p.13). Likewise, the authors found on the administrative level, perceptions of a lack of compensation and respect, along with heightened physical demands, significantly contributed to intercollegiate forensic coach job dissatisfaction. Additionally, the authors highlighted, "… forensic directors and coaches feel underappreciated, underpaid, and underbudgeted, and … this does not decrease the expectations that administrators and students have" (p. 14). Although the sample size proved relatively small to draw any empirical conclusions, these findings furthered the

need for a greater understanding of the interplay between intercollegiate forensic coach dissatisfaction and exit from forensic activity.

Littlefield and Sellnow (1992) focused on forensic coaches and competitors' health and wellness by narrowing the scope to the effects fostered by speech and debate tournaments. Surveying 294 coaches and competitors at the American Forensics Association's National Individual Events Tournament, arguably one of the most nerve-wrought tournaments of the intercollegiate competitive season, the researchers asked respondents to report their perceptions of their health at tournaments and the degree to which factors influenced their behaviors. Their findings revealed significant threats to forensicators' wellbeing, mainly due to the constraints on sleep, nutrition, and heightened anxiety levels.

Olson (2004) similarly explored the wellness of the intercollegiate forensic activity, students, and coaches. The author also argued modeling wellness for students and coaches falls to Directors of Forensics. Furthermore, Olson offered small efforts toward changing current practices would prove ineffectual and systemic change through national forensic organizations proved necessary. Although the author identifies the intense focus on competitive success and the length of competitive seasons as significant contributors to deleterious impacts, university administrators proved absent from this discussion. Again, researchers within the field of forensics appear to identify an insular community removed from university administration either due to perception of disinterest on the part of administrators or lack of support.

Intercollegiate Forensic Coach Burnout. Forensic coaches experience a plethora of physical and psychological hardships throughout their careers. In addition to their teaching loads, coaches often find themselves serving as accountants, emotional confidants/counselors, points of contact for Title IX investigations, teachers, chauffeurs, editors, and choreographers, among numerous other duties disproportionately overwhelm their other professional responsibilities (Burnett, 2002; Carmack & Holm, 2013; Dickmeyer, 2002; Gill, 1990; Leland, 2004; Littlefield & Sellnow, 1992; Olson, 2004; Paine & Standley, 2003; Richardson, 2005; Ward, 2018; Wickelgren & Phillips, 2008). Many forensic coaches serve dual roles as teachers and coaches, leading to an overload of role duties (Carmack & Holm, 2013). Although previous studies established burnout among intercollegiate forensic coaches, little empirical research exists regarding the antecedent organizational variables perpetuating this problem.

Brown and Roloff (2015) explored the role perceptions of organizational support play in buffering forensic coach burnout on the high school level. Surveying 461 high school forensic educators, the authors found both psychological contract fulfillment, through beliefs their efforts would lead to recognition or reward, and perceptions of support by administrators significantly lowered the risk for burnout among high school forensic educators. However, results also indicated as demands and efforts on the part of forensic educators increased, so too did their beliefs for the necessity of reciprocity for their efforts on the part of their administrators. While the authors note the limitations to these findings stemming from the cross-sectional design rather than a longitudinal approach to understanding changes in risk of burnout, they also indicate the need for further research exploring the relationships between educators and administrators

regarding psychological contract fulfillment, reciprocity, and equity. The present study

hopes to continue in the same direction by focusing on the role trust plays toward

psychological contract fulfillment.

Bistodeau (2015) spoke to concerns regarding the first-year forensic coach,

warning incoming coaches about the risks associated with heavy workloads, emotional

exhaustion, reduction in self-esteem and feelings of accomplishment, and a loss of a

sense of oneself due to extra effort offered to the organization. Outzen (2016) employed

an autoethnographic approach to account for his experiences as a first-time intercollegiate

director of forensics. Aligning his experiences with extant literature, the author navigated

a thorough discussion of the demands new directors of programs face within the activity

and their departments. Among the author's insights, the subject of burnout also inevitably

arose. Although Outzen admits to still loving the forensic activity and not looking to

leave anytime soon, the author also offers, "I look back, however, on all the research I

poured over, the experiences I reflected on, the time I struggled to find even writing this

manuscript … and for the first time I understand the impulse to quit" (p.31). The author

furthers, "The tensions faced by directors do not just exist on paper and burnout does not

just hit in year six. It starts the first year…" (p.31). Although limited to the author's

experiences, Outzen's autoethnography effectively links arguments regarding the impacts

of forensic educators' workloads, time spent traveling, unhealthy sleep, and diet

management, among interpersonal stressors and anxieties upon individual forensic

educators' levels of burnout and desire to exit the activity.

Billings (2002) noted, "…coaches rarely stay in the activity for the extent of their

career…" (p.36) and offered continuity of leadership within the activity often proves

difficult due to the cycling-in of new coaches each year. Considering the impact of competition, Walker and Walker (2017) argued forensic coaches experience significant anxiety at intercollegiate forensic competition due to apprehensions surrounding interactions with fellow coaches. The forensic community proves insular, with coaches from other programs serving conflicting roles as friends, colleagues, and competition, with pressure to politically navigate interactions and avoid deleterious effects for the coach's own students. Surveying 28 coaches, results indicated a higher likelihood of avoidant and withdrawn behaviors among coaches, with some respondents reporting sensations of heightened anxiety surrounding the uncertainties of interacting with other coaches. Because of the tendency toward anxiety in perceiving peer relationships and a trained sense toward observing colleagues as competition, the present study hopes to provide further insight into whether these behaviors may extend to relationships with administrators within their respective institutions.

Workman (1998) identified improper training as a contributor to forensic coach burnout. Establishing six competencies, including instructional, financial, leadership, administration, interpersonal, and professional, the author argued little programmatic focus exists among current forensic programs to teach and foster these competencies outside of graduate teaching assistantships. Workman offered the role of teaching the next generation of coaches should fall to Directors of Forensics. However, the bevy of responsibilities shouldered by these roles, without significant support from university administrators to provide assistant directors and support staff to manage coaching, budgetary, travel, and other responsibilities, serves to perpetuate a cycle of future directors learning "on-the-job" with little-to-no training.

Jensen (1997) also identified a lack of training among the many unique challenges Directors of Forensics face. In addition to coach ownership of their health and wellness, the author argued the necessity of administrative-level steps to combat the potential for forensic coach burnout and dissatisfaction, including sufficient staff and resources, institutional evaluations acknowledging forensic educators' responsibilities and workloads, and organizational policies supporting efficiency. Furthermore, Jensen underscores the significance institutional support plays in protecting intercollegiate forensic coach satisfaction and stability of forensic programs, stating, "…a lack of institutional support is a factor contributing to professional at-riskness" (p.13).

Freeman et al. (2017) utilized a convenience sample of 21 new college forensic coaches to explore areas in which the participants believe themselves underprepared for their respective positions. Participants identified a lack of specific training for their roles outside of observing behaviors modeled by previous directors or colleagues within the field. The authors noted the surprise new coaches experienced regarding the time commitment and extra-role duties and their roles as forensic educators, noting, "Although rewarding and fruitful, the time needed to fulfill coaching demands continues to surprise and negatively impact new coaches" (p.10). Despite this study's small sample size, the authors admirably advance the discussions surrounding disparities in forensic educators' expectations and resources. Furthermore, the authors advocated for an increased focus on forensic coach formalized training rather than a reliance on informal observation and replication of perceived best practices. These formalized training programs require university administrators to recognize forensic programs and educators' value and allocate funding to support these endeavors. Fenner (2020) further argued for a more

holistic professional development of Forensic Directors, echoing previous researchers' concerns about the distinct lack of administrative, management, and leadership training for these incoming coaches.

Outzen (2014) further focused research efforts on the graduate-student coaching level, offering graduate assistant coaches often face tension in resolving their social identities' ambiguity. Qualitatively interviewing graduate student forensic coaches, the author highlighted how these individuals often find themselves trapped between their roles as students and their role as authority figures over undergraduate competitors. In some cases, graduate assistants also serve directors or assistant directors' roles, shouldering the administrative responsibilities associated with salaried compensation at other institutions. Outzen warned a lack of guidance, mentorship, and feedback, graduate students may find themselves stuck in an arrested state of development, highlighted by extant literature as a lack of professional development opportunities due to lack of training and support.

Piety (2010) qualitatively explored the nature of burnout among fifteen intercollegiate forensic educators. Building upon the burnout themes identified by Maslach et al. (2001), participants responded to questions pertaining to their levels of emotional exhaustion, perceived reductions in the personal achievements, and a sense of depersonalization in relation to their coaching, teaching, and personal lives. In addition to factors identified, such as the competitive season's length, physical demands, and the negative toll exacted upon forensic educators' families, the author indicated the responsibility to resolve burnout and model healthy behaviors for students rests with the forensic educators themselves. Although administrative-level insights appeared, focusing

on the coach identities as teachers and the problematic potential to delineate forensic program administrative tasks to students, little discussion pertained to the role university administrators played in alleviating forensic educators' burnout or the nature of their relationship. This lack of discussion may imply perceptions on the part of the respondents university administrators prove either unaware or uninvested in forensic educators' development, satisfaction, and health.

Carmack and Holm (2015) focused on the role support networks play in buffering or alleviating the impact of burnout on intercollegiate forensic educators. While previous intercollegiate forensic research regarding burnout argued the onus for addressing burnout rested with the individual director or coach choosing to model healthier behaviors, Carmack and Holm empirically analyzed efforts to engage in this process by measuring communication competence. Surveying intercollegiate forensic coaches and directors of forensics ($N = 111$), results indicated forensic educators' inability to discuss their feelings of burnout, whether with coworkers, administrators, or family, significantly increased the risk for burnout. Furthermore, the authors noted larger coaching staff contributed to higher coworker support levels, buffering against deleterious impacts due to stress. Carmack and Holm's findings prove valuable to the present study in furthering understanding of the roles administrators play in potentially reducing the likelihood of burnout among their faculty and staff members.

The Maslach Burnout Inventory (MBI) served as a consistent instrument to measure burnout throughout the extant literature reviewed (Carmack & Holm, 2013 and 2015; Paris & Hoge, 2010; Roloff & Brown, 2006; Moody et al. 2013; Jesse et al., 2017).

This study will similarly employ this instrument to measure burnout within the intercollegiate forensics community.

Intercollegiate Forensic Coach Exit. Several decades of research developed models linking predictors of employee exit from institutions (Mobley, 1977; Mobley, 1982; Hom & Griffeth, 1991). According to Amig and Amig (2001), a quarter of an employee's annual salary comprises the average employee turnover cost. High turnover rates also adversely cost organizations institutional knowledge, organizational morale, and reduce productivity. Interestingly, employees' relationship with leadership proves a significant predictor for employee exit. Vandenberg and Nelson (1999) found an increased intent to leave did not automatically result in an exit from the organization. Instead, the researchers discovered individuals' various motives in articulating their intent to leave accounted for some correlation between intent to leave and subsequent exit. Essentially, positive feelings towards leaders may suppress turnover behavior, whereas negative feelings toward leadership may fuel it.

Carmack and Holm (2013) similarly identified the need for asking "why" questions to determine which factors precede stress and burnout among forensic educators. Their work established a clear link between intercollegiate forensic coach job satisfaction, burnout, and the intent to leave, or exit, forensics. Although, as specified, many coaches experience varying degrees of burnout, Carmack and Holm (2013) found through their self-report survey of 111 forensic educators a critical predictor in determining exit from the activity stemmed from emotional exhaustion reports.

Rogers and Rennels (2008) navigated the role family tensions play in predicting intercollegiate forensic coach exit from the activity. The authors surveyed both current and former forensic coaches ($N = 105$) to more clearly glean insight on factors potentially perpetuating early exit from forensics. Findings presented statistical validation for the high burnout rate among forensic educators and reported a general negative perspective between balancing family and work responsibilities. Similar to previous studies regarding forensic educators' risk for burnout, the authors advised educators to explore ways to balance their approach to the activity and administrative duties more healthfully. While burnout associated with family tensions proved validated in predicting exit from the activity, no discussion pertained to the role relationships with administrators might serve to either buffer or fuel burnout.

Littlefield (1991) navigated the activities and roles former directors of forensics embrace upon exiting the activity. Identifying the intense workload, hours away from home, stress, and risk for burnout as contributors to directors leaving forensics, the author offered leaving active coaching duties may lead former directors to seek various administrative-level supportive roles within the institution. For programs with larger coaching staffs and resources, the author highlighted the director may not leave forensics at all but may take a step back from coaching to focus on administratively running the team. Additionally, individuals exiting active coaching also tend to maintain forensic connections and offer support as an administrator within the institution. Littlefield's findings imply a necessity for connection with the university administration for programmatic and personal success, whether through seeking resources or providing them as administrators themselves.

Perceptions of inequity, or lack of trust in organizational administrators, serve to exacerbate intentions to leave (Geurts et al., 1998). Likewise, the organization's communication climate significantly impacts employees' levels of stress, burnout, satisfaction, and intention to leave (Burns & Wholey, 1991; Carmack & Holm, 2013; Rittenhouse et al., 2004).

Summary

The present study seeks to determine whether a relationship exists and its extent between intercollegiate forensic coach trust in university administrators and burnout and exit in intercollegiate forensic coaches. Major themes present within this literature review included trust in university administrators, job satisfaction, burnout, and exit from institution/organization. The current chapter explored the Job Demands-Resources Model as an ideal framework for understanding the discussed themes' interrelationship. The JD–R Model establishes links between the concepts of job satisfaction, burnout, and intent to leave, making it critical to understanding the interplay between these variables. Likewise, the discussion of the literature on trust in administrators established links between organizational support perceptions or inequity as indicative of job resources influencing satisfaction, burnout, and intent to leave. The literature review then explored the connections between each of the variables, justifying the present study's proposed model placing exit as a dependent variable with job satisfaction and burnout as potential mediating variables to the independent variable of trust in university administrators.

The next chapter explains the present study's methodology, research design, population and sample, instruments, data collection and analysis, limitations, and validity and reliability.

CHAPTER 3

METHODOLOGY

Introduction

The last chapter examined the extant literature on trust in university

administrators, intercollegiate forensic coach satisfaction, and intercollegiate forensic

coach burnout. The literature illuminated a dearth in the research regarding the role

administrative trust plays in contributing to burnout and exit. This study seeks to explore

the relationship between organizational trust, burnout, and exit. The present chapter will

navigate the proposed methodology to examine the primary and subsequent research

questions and hypotheses. The following sections presented include the present study's

purpose, the primary and subsequent research questions and hypotheses, research design,

population and sample, instrumentation, data collection, data analysis, and limitations.

Research Questions & Hypotheses

The present study seeks to determine whether a relationship exists and its extent

between intercollegiate forensic coach trust in university administrators and burnout in

intercollegiate forensic coaches. Specifically, this study will examine the relationship

between intercollegiate forensic coach trust in their university administrators with both

intercollegiate forensic coach satisfaction and intercollegiate forensic coach burnout in

predicting intercollegiate forensic coach intent to leave forensics independent of

demographic variables. This study's primary research question asks: Does a relationship

exist between trust in university administrators, job satisfaction, burnout, and exit for

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intercollegiate forensic coaches? The following research questions and hypotheses seek to explore this potential relationship further.

Q1. To what extent does trust in university administrators relate to intercollegiate forensic coach satisfaction?

H1$_0$: No relationship exists between trust in university administrators and intercollegiate forensic coach satisfaction.

Q2. To what extent does trust in university administrators relate to intercollegiate forensic coach burnout?

H2$_0$: No relationship exists between trust in university administrators and intercollegiate forensic coach burnout.

Q3. Are the effects of trust in university administrators on intercollegiate forensic coach burnout direct effects or indirect effects through the variable, intercollegiate forensic coach satisfaction?

H3$_0$: No indirect relationship exists between intercollegiate forensic coach satisfaction and intercollegiate forensic coach burnout.

Q4. Are the effects of trust in university administrators on intercollegiate forensic coach exit direct effects or indirect effects through the variables, intercollegiate forensic coach satisfaction, and intercollegiate forensic coach burnout?

H4$_0$: No indirect relationship exists between intercollegiate forensic coach satisfaction and intercollegiate forensic coach burnout with intercollegiate forensic coach exit.

Research Design

Research questions about understanding the processes affecting variables should utilize qualitative data instead of research questions that might focus on understanding the extent of the impact that would use quantitative data (Huck, 2012). As such, this study will employ a quantitative approach to its research design. Specifically, this study will utilize correlational research to determine whether a relationship exists and its extent between administrative trust, job satisfaction, burnout, and exit. Hypothesis testing will assess the relational strength and direction of the variables (Huck, 2012).

Population and Sample

This study's population will include participants identified as an executive director of forensics, director of forensics, assistant director of forensics, director of individual events, director of debate, coach, assistant coach, or graduate teaching assistant coach from intercollegiate forensic programs across the United States. The criterion for participation in this study will include part- or full-time employment at a university or community college, including compensated graduate teaching assistants. This study will not involve volunteer forensic coaches due to their lessened likelihood of engaging with university administrators regarding managing program resources and decision-making. Furthermore, this study will include participants who met the above criteria yet exited intercollegiate forensics via retirement or resignation.

While random sampling remains the gold-standard for empirical research, it also proves arduous to attain (Huck & Cormier, 1996; Huck, 2012; Leech, Barrett, & Morgan, 2014). Therefore, researchers must assess if the sampling approach, whether nonrandom,

purposive, stratified, clustered, systematic or quota, proved sufficient to meet the study's needs. Since the forensic coach population comprises a tiny subset of higher education roles, this study will employ a nonrandom convenience sampling method to gather data.

Instrumentation

This study seeks to further the body of literature by utilizing correlational research gathered via validated instrumentation. Instruments used in research must face validity and reliability standards, particularly in determining the strength of the questions or the accuracy with which they measure the concepts (DeVellis, 2016). As such, the present study will build upon existing research's utilization of valid and reliable instrumentation to create a 49-item questionnaire comprised of the following four sections: 1) trust in university administrators, 2) intercollegiate forensic coach satisfaction, 3) intercollegiate forensic coach burnout, and 4) intercollegiate forensic coach exit.

Trust in University Administrators

Gratz (2018) successfully measured institutional trust by faculty through the utilization of a 4-item 5-point Likert scale from "strongly disagree" to "strongly agree" adapted from a similar study by Cook and Wall (1980). As the present study seeks to measure the relationship between intercollegiate forensic coaches (often faculty or graduate teaching assistant faculty) and university administrators, the Gratz (2018) instrument proves appropriate.

Intercollegiate Forensic Coach Satisfaction

Williams and Skinner (2003) warned against utilizing single item "homegrown" questions due to validity and reliability concerns. Thus, the 18 item 6-Point Likert type Job in General Scale (JIG; Ironson, Smith, Brannick, Gibson, & Paul, 1989) due to its subsequent successful utilization in reliably demonstrating employment satisfaction (Balzer et al., 1997).

Intercollegiate Forensic Coach Burnout

Successful studies regarding forensic coach burnout recently utilized the Maslach Burnout Inventory (Carmack & Holm, 2013; Roloff & Brown, 2006). Furthermore, the research by Geurts et al. (1996) explicitly measured burnout as it relates to intent to leave variables through the utilization of the MBI (Paris & Hoge, 2009). The present study will employ the same 22-item 7-point scale ranging from "never experienced" to "every day" (Maslach, Jackson, & Leiter, 1996).

Intercollegiate Forensic Coach Exit

Four items adapted from Geurts et al. (1998) which successfully measured participants' intention to leave the organization along with the single item, "Have you thought about leaving forensics (e.g., not coaching)?" (Carmack & Holm, 2013, p. 48) will measure intercollegiate forensic coach exit. Although Carmack and Holm's (2013) adapted question successfully targeted forensic coach intent to leave the activity, the additional items from Geurts et al. (1998) should also account for intent to exit the

institution (rather than if a participant intended to leave the institution to continue coaching forensics elsewhere).

Data Collection

The researcher will submit this proposal to the Western Kentucky University Institutional Review Board (IRB) for consideration and approval. This IRB process intends to protect participant anonymity and ensure the minimal risk in gathering data, particularly during the present COVID-19 pandemic.

Following IRB approval, the researcher will post an introduction to the study and an invitation to participate in forensic e-mail mailing lists, or "listservs," comprising most forensic programs engaged in individual events and debate intercollegiate competition. This message will include a link to the Qualtrics questionnaire and will stipulate the participant may discontinue the survey at any point should they desire. The researcher will provide participants a 2-week window to complete the questionnaire with a reminder post to the "listservs" 2-days before the survey's close to massage an increase in participation rates. The data will not include partially completed surveys. Although participants will not directly benefit from this study, participants may glean a sense of community and empowerment in contributing to a greater understanding of factors that may negatively impact intercollegiate forensic activity.

Data Analysis

This study will utilize the Statistical Package for the Social Sciences (SPSS) software to analyze the quantitative data. The researcher will design demographic

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questions to collect data on age, gender, years of coaching, career stage, income, job demands, job control, and collegial support. Descriptive statistics will analyze this demographic data with frequency distributions providing median scores for the sample's characteristics. An exploratory factor analysis (EFA) requires a minimum sample size of 100 (Huck & Cormier, 1996; Huck, 2012; Leech, Barrett, & Morgan, 2014).

Summary

This chapter navigated an overview of the methodology employed to examine the relationship between trust in university administrators, intercollegiate forensic coach satisfaction, intercollegiate forensic coach burnout, and intercollegiate forensic coach exit. The researcher will construct a 49-question survey based on established instruments related to these variables. Through nonrandomized convenience sampling, the criterion for participation in this study will include part- or full-time employed intercollegiate forensic coaches at universities or community-colleges, including compensated graduate teaching assistants. This study seeks to contribute to the current research gap regarding trust in administrators as a contributor to employee burnout and exit from organizations.

CHAPTER 4

ANALYSIS AND RESULTS

Introduction

Chapter 4 presents the analysis and results of this study's findings. This chapter begins with an outline of the study's purpose and the research questions and hypotheses. Then, the chapter explores the data collection and research sample. Finally, the chapter navigates the study's data analysis, participants' demographic characteristics, and findings followed by a summary.

Study's Purpose

This study seeks to determine whether a relationship exists and its extent between intercollegiate forensic coach trust in university administrators and burnout and exit in intercollegiate forensic coaches. Specifically, this study will examine the relationship between intercollegiate forensic coach trust in their university administrators with both intercollegiate forensic coach satisfaction and intercollegiate forensic coach burnout in predicting intercollegiate forensic coach exit from forensics.

Research Questions & Hypotheses

This study's primary research question asks: Does a relationship exist between trust in university administrators, job satisfaction, burnout, and exit for intercollegiate forensic coaches? The following research questions and hypotheses seek to further explore this potential relationship.

Q1. To what extent does trust in university administrators relate to intercollegiate forensic coach satisfaction?

> $H1_0$: No relationship exists between trust in university administrators and intercollegiate forensic coach satisfaction.

Q2. To what extent does trust in university administrators relate to intercollegiate forensic coach burnout?

> $H2_0$: No relationship exists between trust in university administrators and intercollegiate forensic coach burnout.

Q3. Are the effects of trust in university administrators on intercollegiate forensic coach burnout direct effects or indirect effects through the variable, intercollegiate forensic coach satisfaction?

> $H3_0$: No indirect relationship exists between intercollegiate forensic coach satisfaction and intercollegiate forensic coach burnout.

Q4. Are the effects of trust in university administrators on intercollegiate forensic coach exit direct effect or indirect effects through the variables, intercollegiate forensic coach satisfaction, and intercollegiate forensic coach burnout?

> $H4_0$: No indirect relationship exists between intercollegiate forensic coach satisfaction and intercollegiate forensic coach burnout with intercollegiate forensic coach exit.

Data Collection and Research Sample

The present study's data collection began November 13, 2020 and was completed November 27, 2020. Following IRB approval and after seeking permission from the

email listserv's host institution, the researcher posted an introduction to the study and an invitation to participate to the IE-L (individual events-listserv) forensic e-mail mailing list hosted by the Minnesota State University, Mankato and comprising 561 forensic programs engaged in individual events and debate intercollegiate competition to gather voluntary participants. The researcher posted a reminder email to the listserv two days prior to the study's closing to encourage additional participation. The online survey tool, Qualtrics served as the survey administration software. Of the 561 forensic programs sampled, 65 individuals responded to the survey. The researcher removed eight participants who did not complete the survey from the dataset. Thus, this study included the responses from 57 participants, a 10% response rate, in the data analysis.

Frequency Distributions and Descriptive Statistics

This study utilized the Statistical Package for the Social Sciences (SPSS, Version 27.0) to compile all frequency distributions. The researcher conducted an analysis of frequency distributions to describe the dataset and evaluate the nature of any missing data. Participants responded to demographic questions regarding (1) current status as a forensic educator, (2) type of institution worked at as a forensic educator, and (3) role served as forensic educator. Of the 57 study participants, 43 currently serve as a forensic educator (75.4%) and 14 voluntarily left or retired from forensic activity (24.6%) as seen in Table 1. A majority of respondents worked at universities (n=37, 64.9%) while the remainder worked at liberal arts colleges (n=10, 17.5%) or community colleges (n=10, 17.5%) as indicated in Table 2. Most participants served as directors of forensics (n=37, 64.9%), with 10 participants identifying as assistant/associate directors (17.5%), and the

remainder identifying as executive directors (n=1, 1.8%), coaches (n=2, 3.5%), assistant

coaches (n=1, 1.8%), and graduate teaching assistant coaches (n=6, 10.5%) (see Table 3).

Table 1

Current Status as a Forensic Educator

Variable	N	%
Current Forensic Educator	43	75.4%
Voluntarily Left the Activity / Retired	14	24.6%
Total	57	100%

Table 2

Type of Institution Worked at as a Forensic Educator

Variable	N	%
University	37	64.9%
Liberal Arts College	10	17.5%
Community College	10	17.5%
Total	57	100%

Table 3

Role Served as Forensic Educator

Variable	N	%
Executive Director	1	1.8%
Director	37	64.9%
Assistant/Associate Director	10	17.5%
Coach	2	3.5%
Assistant Coach	1	1.8%
Graduate Assistant Teaching Coach	6	10.5%
Total	57	100%

Research Variables and Instrumentation

Trust in University Administration, Intercollegiate Forensic Coach Job Satisfaction, Intercollegiate Forensic Coach Burnout, and Intercollegiate Forensic Coach Intent to Leave the Activity served as the variables for the present study. The researcher utilized Gratz's (2018) Institutional Trust instrument which successfully measured institutional trust by faculty through the utilization of a 4-item 5-point Likert scale from "strongly disagree" to "strongly agree" adapted from a similar study by Cook and Wall (1980). The 18 item 6-Point Likert type Job in General Scale (JIG; Ironson, Smith, Brannick, Gibson, & Paul, 1989) due to its subsequent successful utilization in reliably

demonstrating employment satisfaction (Balzer et al., 1997) found its employment here to measure Intercollegiate Forensic Coach Job Satisfaction. The researcher utilized the Maslach's Burnout Inventory's 22-item 7-point scale ranging from "never experienced" to "every day" (Maslach, Jackson, & Leiter, 1996) to measure Intercollegiate Forensic Coach Burnout (Carmack & Holm, 2013; Roloff & Brown, 2006). Four items adapted from Geurts et al. (1998) which successfully measured participants' intention to leave the organization along with the single item, "Have you thought about leaving forensic (e.g., not coaching)?" (Carmack & Holm, 2013, p. 48) measured Intercollegiate Forensic Coach Exit.

The researcher ran Cronbach's α to confirm the scales' internal consistency for each of the variables. Cronbach's α, the common test employed assesses sufficient interrelation between variables to justify their combination into scales or indexes, serves as a measure of internal consistency. Ideally, researchers seek an alpha level of .7 as the accepted cut-off for estimating internal consistency (Schmitt, 1996). However, researchers also accept a more lenient alpha level of .6 for items' consideration as a reliable scale (Schmitt, 1996). Thus, the present study utilized the more lenient .6 alpha as the benchmark of acceptability. Table 4 presents the Cronbach's α calculations.

Table 4

Cronbach's Alpha for Instrumentation

	Cronbach's	Cronbach's Alpha Based on Standardized	N of
Scale	Alpha	Items	Items
Inst_Trust	.873	.873	4
Job_Sat	.657	.655	8
Burnout	.749	.704	22
Exit	.469	.477	5

Cronbach's α returned an alpha level of .87 for the Trust in University Administrators (Inst_Trust) scale, well above both the .6 and .7 benchmarks ($M = 13.39$, $SD = 4.25$). Table 5 indicates how the alpha level can improve with the removal of certain items from the scale. The third item, "Our institution at work seems to do an efficient job" (Q165), if deleted, would raise the alpha level to .88. Because this item pertains more to coach perceptions of administrators' efficacy within their job purview rather than in effectively navigating trusting relationships with subordinates, the researcher removed this item from the scale, creating the three-item scale "Inst_Trust_2" to measure Trust in University Administrators.

Table 5

Cronbach's Alpha: Trust in University Administrators

Item	Cronbach's Alpha if Item Deleted
Q163	.810
Q164	.832
Q165	.883
Q166	.813

Cronbach's α returned an alpha level of .66 for the Intercollegiate Forensic Coach Job Satisfaction (Job_Sat) scale, slightly above the .6 benchmark ($M = 36.70$, $SD = 7.42$). Table 6 indicates how the alpha level can improve with the removal of certain items from the scale. The sixth item, "Supervision/Supervisor Behavior" (Q132), if deleted, would raise the alpha level to .67. Because this item appears to pertain more to perceptions of overall supervisory behavior rather than a specific relationship with the coach, the researcher removed this item from the scale, creating the seven-item scale "Job_Sat_2" to measure Intercollegiate Forensic Coach Job Satisfaction.

Table 6

Cronbach's Alpha: Intercollegiate Forensic Coach Job Satisfaction

Item	Cronbach's Alpha if Item Deleted
Q127	.643
Q128	.644
Q129	.610
Q130	.545
Q131	.589
Q132	.667
Q133	.635
Q134	.651

Cronbach's α returned an alpha level of .75 for the Intercollegiate Forensic Coach Burnout (Burnout) scale, well above the .6 benchmark and slightly above the .7 benchmark ($M = 91.72$, $SD = 12.67$). Table 7 indicates how the alpha level can improve with the removal of certain items from the scale. The twelfth item, "I feel very energetic" (Q226), if deleted, would raise the alpha level to .79. Because this item more broadly pertains to coach perception of their energy states, the researcher removed this item from

the scale, creating the 21-item scale "Burnout_2" to measure Intercollegiate Forensic

Coach Burnout.

Table 7

Cronbach's Alpha: Intercollegiate Forensic Coach Burnout

Item	Cronbach's Alpha if Item Deleted
Q215	.714
Q216	.723
Q217	.707
Q218	.748
Q219	.731
Q220	.720
Q221	.759
Q222	.714
Q223	.755
Q224	.725
Q225	.723
Q226	.791
Q227	.723

Q228	.714
Q229	.748
Q230	.717
Q231	.767
Q232	.769
Q233	.767
Q234	.705
Q235	.766
Q236	.745

Cronbach's α returned an alpha level of .47 for the Intercollegiate Forensic Coach Intent to Leave (Exit) scale, well below even the .6 benchmark ($M = 14.93$, $SD = 3.47$). Table 8 indicates how the alpha level can improve with the removal of certain items from the scale. The fourth item, "Before I change employers, a lot has to happen" (Q80), if deleted, would raise the alpha level to an acceptable level of .64. Thus, the researcher removed this item from the scale, creating the four-item scale "Exit_2" to measure Intercollegiate Forensic Coach Intent to Leave. Table 9 depicts the Cronbach's alpha levels for the revised scales.

Table 8

Cronbach's Alpha: Intercollegiate Forensic Coach Intent to Leave

Item	Cronbach's Alpha if Item Deleted
Q77	.291
Q78	.225
Q79	.376
Q80	.639
Q81	.414

Table 9

Cronbach's Alpha for Revised Instrumentation

Scale	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Inst_Trust_2	.883	.887	3
Job_Sat_2	.667	.660	7
Burnout_2	.791	.746	21
Exit_2	.639	.662	4

Data Analysis

The researcher conducted a descriptive analysis of the variables to explore preliminary data insights. Analysis of the mean (*M*) and standard deviations (*SD*) revealed the following: Trust in University Administrators (*Inst_Trust_2*) possessed *M* = 10.26, *SD* = 3.06; Intercollegiate Forensic Coach Satisfaction (*Job_Sat_2*) indicated *M* = 31.44, *SD* = 6.76; Intercollegiate Forensic Coach Burnout (*Burnout_2*) revealed *M* = 86.91, *SD* = 13.28; and Intercollegiate Forensic Coach Exit (*Exit_2*) showed *M* = 11.11, *SD* = 3.47 (see Table 10).

Descriptive statistics (Tables 10 & 11) did not reveal evidence of non-normality or outliers. Multiple regression analysis (Table 12) revealed an adjusted R^2 of .37

indicating our model accurately predicts Intent to Leave Intercollegiate Forensic up to

37% ($F = 12.14$, $p < .001$). The variable, Intercollegiate Forensic Coach Burnout was

removed from the model due to its highest nonsignificant p value above .3. Multiple

regression analysis was rerun (Table 13) and revealed p values less than .3 for the

remaining independent variables (adjusted $R^2 = .37$, $F = 17.68$, $p < .001$).

Multicollinearity tests (Table 14) indicated a highly significant relationship between

Trust in University Administrators and Exit and a significant relationship between Job

Satisfaction and Exit. Residual plots suggested no evidence of non-normality (Figure 2),

and no evidence of heteroscedasticity (Figure 3), meeting the assumption for linearity.

Table 10

Descriptive Statistics

Variable	*N*	*M*	*SD*	Min	Max
Inst_Trust_2	57	10.26	3.06	4	15
Job_Sat_2	57	31.44	6.76	18	47
Burnout_2	57	86.91	13.28	58	116
Exit_2	57	11.11	3.47	4	19

Table 11

Descriptive Statistics

Variable	%
Current Forensic	
Educator	75.4
University	64.9
Director	64.9

Table 12

Multiple Regression Analysis

Variable	*B*	*SD*	*t*	*p*	*95.0% CI*
Inst_Trust_2	-0.54	0.13	-4.17	0.000	[-0.81, -0.28]
Job_Sat_2	-0.10	0.06	-1.69	0.098	[-0.23, 0.02]
Burnout_2	0.03	0.03	1.02	0.312	[-0.03, 0.09]
Intercept	17.24	4.00	4.37	0.000	[9.34, 25.16]

Table 13

Multiple Regression Analysis

Variable	*B*	*SD*	*t*	*p*	*95.0% CI*
Inst_Trust_2	-0.57	0.12	-4.41	0.000	[-0.83, -0.31]
Job_Sat_2	-0.12	0.06	-2.40	0.039	[-0.24, 0.01]
Intercept	20.80	1.86	11.16	0.000	[17.06, 24.53]

Table 14

Multicollinearity

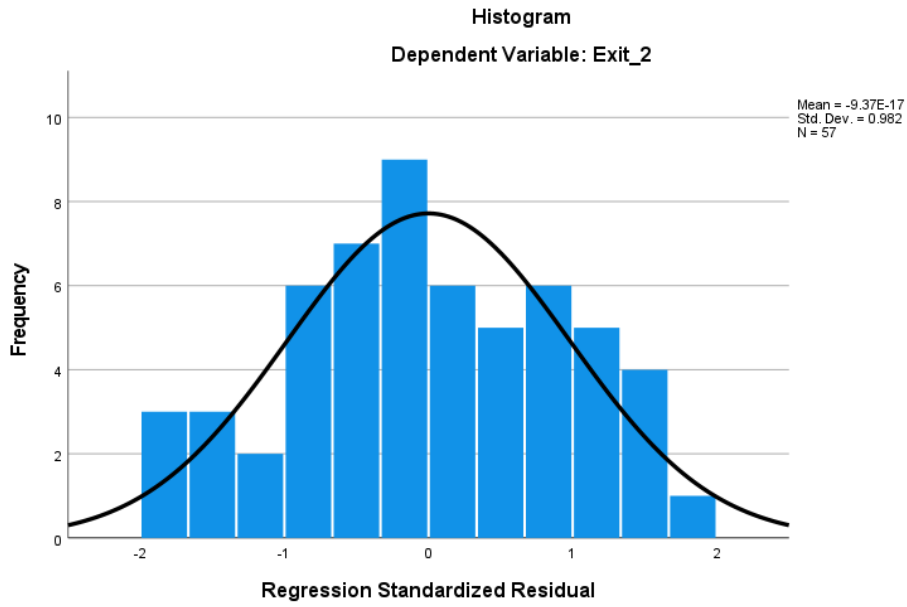| Variable	VIF
Inst_Trust	1.15
Job_Sat	1.15

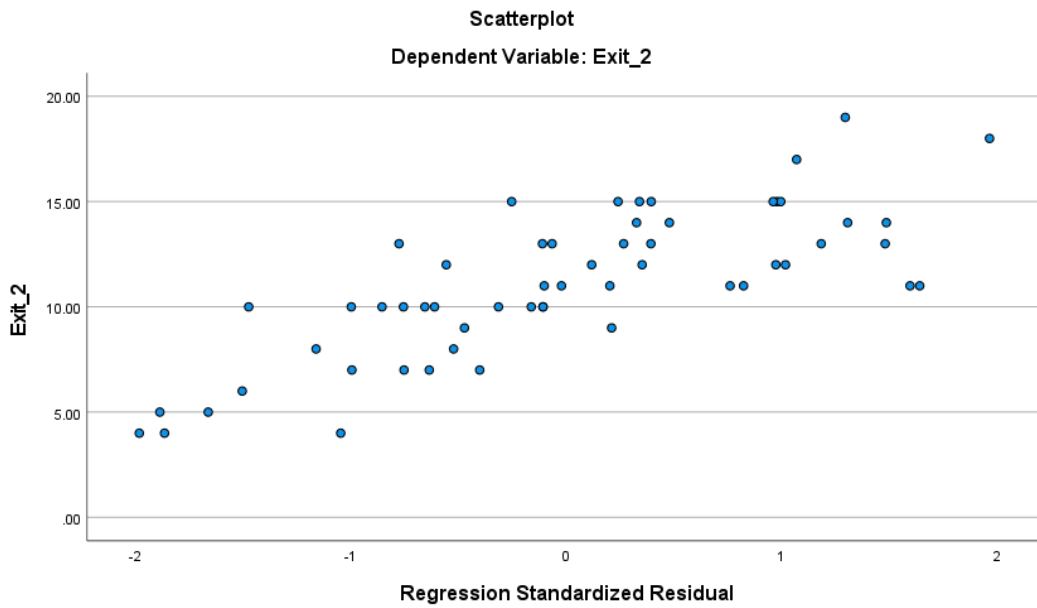*Figure 2*. Histogram of Residuals.

Figure 3. P-Plot of Residuals.

Hypothesis Tests Results

To determine the existence and extent of a relationship between the variables of intercollegiate forensic coach trust in university administrators, intercollegiate forensic coach satisfaction, intercollegiate forensic coach burnout, and intercollegiate forensic coach exit, the researcher conducted a Pearson's Product Moment Correlation Coefficient (Pearson's r) analysis. The researcher conducted correlation tests against the hypotheses, ($H1_0$) No relationship exists between trust in university administrators and intercollegiate forensic coach satisfaction, ($H2_0$) No relationship exists between trust in university administrators and intercollegiate forensic coach burnout, ($H3_0$) No indirect relationship exists between intercollegiate forensic coach satisfaction and intercollegiate forensic coach burnout, and ($H4_0$) No indirect relationship exists between intercollegiate forensic coach satisfaction and intercollegiate forensic coach burnout with intercollegiate forensic coach exit.

Trust in University Administrators and Job Satisfaction

$H1_0$: No relationship exists between trust in university administrators and intercollegiate forensic coach satisfaction.

The correlational coefficient determining a relationship's existence between trust in university administration and job satisfaction proved calculated at $r = .363$, $p < .006$. Although a very weak correlation exists between the variables, the p value indicates evidence supporting the alternative hypothesis. Thus, the researcher detected a statistically significant relationship between trust in university administrators and job satisfaction.

Trust in University Administrators and Burnout

H2₀: No relationship exists between trust in university administrators and intercollegiate forensic coach burnout.

The correlational coefficient determining a relationship's existence between trust in university administration and burnout proved calculated at $r = -.288$, $p < .030$. Although a very weak correlation exists between the variables, the p value indicates evidence supporting the alternative hypothesis. Thus, the researcher detected a statistically significant negative relationship between trust in university administrators and burnout.

Job Satisfaction and Burnout

H3₀: No indirect relationship exists between intercollegiate forensic coach satisfaction and intercollegiate forensic coach burnout.

The correlational coefficient determining a relationship's existence between job satisfaction and burnout proved calculated at $r = -.385$, $p < .003$. Although a very weak correlation exists between the variables, the p value indicates evidence supporting the alternative hypothesis. Thus, the researcher detected a statistically significant negative relationship between job satisfaction and burnout.

Job Satisfaction as Mediator to Burnout and Exit

H4₀: No indirect relationship exists between intercollegiate forensic coach satisfaction and intercollegiate forensic coach burnout with intercollegiate forensic coach exit.

The correlational coefficient determining a relationship's existence between job satisfaction and exit proved calculated at $r = -.422$, $p < .001$. Although a weak correlation exists between the variables, the p value indicates evidence supporting the alternative hypothesis. Thus, the researcher detected a statistically significant negative relationship between job satisfaction and exit.

The correlational coefficient determining a relationship's existence between burnout and exit proved calculated at $r = .335$, $p < .011$. Although a very weak correlation exists between the variables, the p value indicates evidence supporting the alternative hypothesis. Thus, the researcher detected a statistically significant relationship between burnout and exit.

Model Findings

The data revealed significant correlations between the variables. To further explore the model's predictive nature and causation between variables, the researcher conducted multiple regression analyses. Data determined trust in university administrators ($F(1,55)=29.053$, $p< .000$, $r^2 = .346$) and job satisfaction ($F(1,55)=11.894$, $p< .001$, $r^2 = .178$) predict intercollegiate forensic coach intent to leave the activity, respectively, at a low to moderate level with 29% of the variance in intent to leave the activity explained by trust in university administrators and 12% explained by coach satisfaction with their employment.

Summary

Data comprised results from 57 participants sampled via nonrandom convenience sampling from 561 U.S. intercollegiate forensic programs. Participants completed a 49-item questionnaire pertaining to Trust in University Administrators, Intercollegiate Forensic Coach Job Satisfaction, Intercollegiate Forensic Coach Burnout, and Intercollegiate Forensic Coach Intent to Leave. Descriptive statistics and frequencies provided insight on demographic information. Correlational analysis between the variables indicated statistical significance relationships between the variables, Trust in University Administrators, Intercollegiate Forensic Coach Job Satisfaction, Intercollegiate Forensic Coach Burnout, and Intercollegiate Forensic Coach Intent to Leave. However, regression analysis revealed only University Trust in Administrators and Intercollegiate Forensic Coach Job Satisfaction proved significant in predicting Intercollegiate Forensic Coach Intent to Leave.

The following chapter discusses the research findings and connections with extant literature. Additionally, the chapter will discuss implications of the results, limitations, and future research.

CHAPTER 5

FINDINGS AND DISCUSSION

Introduction

The present chapter opens with a discussion of the study's findings. Then, the chapter moves to discuss implications of this research on the theoretical and practical levels. Finally, the chapter closes with an exploration of the present study's limitations and future research recommendations.

Seeking to further the conceptualization of organizational trust in leadership as an antecedent to deleterious organizational impacts such as lowered job satisfaction levels, higher levels of burnout and employee turnover proposed by Gibson and Petrosko (2014), the researcher sought to determine whether a relationship exists and its extent between intercollegiate forensic coach trust in university administrators and burnout and exit in intercollegiate forensic coaches. Specifically, this study examined the relationship between intercollegiate forensic coach trust in their university administrators with both intercollegiate forensic coach satisfaction and intercollegiate forensic coach burnout in predicting intercollegiate forensic coach exit from forensic. The results of the present study furthered the justification for considering trust in leadership as a powerful antecedent in considering deleterious effects on employee satisfaction, burnout, and exit from institutions and professions.

Key Findings and Implications

This study's primary research question asked: Does a relationship exist between trust in university administrators, job satisfaction, burnout, and exit for intercollegiate forensic coaches? The following research questions and hypotheses sought to explore this potential relationship further.

Trust in University Administrators and Coach Satisfaction

Q1. To what extent does trust in university administrators relate to intercollegiate forensic coach satisfaction?

> *H1$_0$: No relationship exists between trust in university administrators and intercollegiate forensic coach satisfaction.*

Data revealed a statistically significant relationship exists between trust in university administration and job satisfaction ($r = .363$, $p < .006$). Although this relationship expressed weak correlation between the variables, the *p* value indicated evidence supporting the alternative hypothesis. These results proved unsurprising based upon extant literature.

Crawford et al. (2010) reminded readers through their exploration of the Job Demands-Resources Model how organizational resources activate workers' motivation due to a sense of satisfaction stemming from perceived support in the employees' evolution as a valuable member of the organization. In this way, trust in leadership may serve as a resource the employee can call upon to lighten the perceived demands of their present workload. Furthermore, these findings align with Gibson and Petrosko's (2014) empirical study that established trust as an antecedent to job satisfaction.

Within the higher education context, these findings suggest relationships between faculty and their administrators play a significant role in mitigating the effects of increased job demands and diminished external resources. As established earlier, faculty members face high levels of stress due to demands in the areas of teaching, research, and service. Forensic coaches must additionally navigate their own administrative duties, extensive travel away from home throughout the competitive season, and also may struggle to justify their program's existence. However, regardless of the constraints forensic educators face, trust in leadership appears to ensure a level of satisfaction to buoy through turbulent waters.

Trust in University Administrators and Burnout

Q2. To what extent does trust in university administrators relate to intercollegiate forensic coach burnout?

> *H2$_0$: No relationship exists between trust in university administrators and intercollegiate forensic coach burnout.*

Findings pertaining to trust in university administrators and intercollegiate forensic coach burnout revealed the existence of a significant relationship between the variables ($r = -.288$, $p < .030$). Although a very weak correlation, the *p* value indicated evidence supporting the alternative hypothesis. Thus, the researcher detected a statistically significant negative relationship between trust in university administrators and burnout. Essentially, as trust in leadership increases, burnout decreases. Again, these findings prove unsurprising considering extant literature.

Dreison et al. (2018) explored the contributions of core psychological needs, including trust, within the Job Demands-Resources Model in predicting burnout, and suggested leadership efforts to improve employees' job resources, specifically, employees' sense of self-efficacy, may serve to reduce certain aspects of burnout. In essence, employees' organizational resources prove unconstrained by physical or monetary definitions and comprise emotional and psychological validation or support from the institution for the employees' efforts. The present study's findings align with the notion of trust indeed serving as a critical resource to combat burnout, as Gibson and Petrosko (2014) first offered.

On the practical level, these findings provide a roadmap for elements university administrators may prioritize when engaging with intercollegiate forensic coaches presenting signs of intense stress or burnout. Rather than promising to provide more resources, which may not come to fruition, or focusing on addressing the individual employee's burnout, the administrator would benefit from remaining a trusted and reliable leader. In this way, regardless of the circumstances surrounding the employee's stress, their trust in leadership can lessen perceived threats to their employment status, program's existence, budget, among other real or imagined issues.

Job Satisfaction and Burnout

Q3. Are the effects of trust in university administrators on intercollegiate forensic coach burnout direct effects or indirect effects through the variable, intercollegiate forensic coach satisfaction?

H3₀: No indirect relationship exists between intercollegiate forensic coach

satisfaction and intercollegiate forensic coach burnout.

Correlational analysis revealed a relationship between job satisfaction and

burnout at $r = -.385$, $p < .003$. Although a very weak correlation existed between the

variables, the p value indicated evidence supporting the alternative hypothesis. Thus, the

researcher detected a statistically significant negative relationship between job

satisfaction and burnout, or as job satisfaction increases, employee burnout decreases.

These findings align with existing literature pertaining to job satisfaction and burnout.

Carmack and Holm (2013) established a direct link between intercollegiate

forensic coach job satisfaction and burnout. Job demands, the employees' sense of

control over their work, support from colleagues and administrators, and

income/incentives each contribute to employees' sense of satisfaction (Scheurer et al.,

2009). Likewise, Vroom (1964) established individuals' affective orientations toward

their work roles significantly influence their sense of satisfaction. The present study's

findings align with extant literature suggesting linkages between job satisfaction and

burnout.

Again, in a practical sense, this relationship may present as simplistic when

considering the passion intercollegiate forensic educators hold for the activity. Within the

analysis, although many participants indicated a lack of trust in their administrators, a

majority of respondents did not meet the criteria for experiencing burnout. These findings

prove interesting given the present timing of this study during the COVID-19 pandemic,

in which intercollegiate forensic educators rapidly responded to move competitions,

practices, and administration entirely online while many others faced serious losses in

university resources. In a way, love for the activity of forensics may serve as a unique buffer against traditional conceptualizations of burnout when considering the added interrelation of trust in leadership.

Job Satisfaction as Mediator to Burnout and Exit

Q4. Are the effects of trust in university administrators on intercollegiate forensic coach exit direct effects or indirect effects through the variables, intercollegiate forensic coach satisfaction, and intercollegiate forensic coach burnout?

> *H4$_0$: No indirect relationship exists between intercollegiate forensic coach*
>
> *satisfaction and intercollegiate forensic coach burnout with intercollegiate*
>
> *forensic coach exit.*

The correlational coefficient determining a relationship's existence between job satisfaction and exit proved a weak relationship calculated at $r = -.422$, $p < .001$. Although a weak correlation exists between the variables, the p value indicates evidence supporting the alternative hypothesis. Thus, the researcher detected a statistically significant negative relationship between job satisfaction and exit, or as job satisfaction increases, employee turnover decreases.

The correlational coefficient determining a relationship's existence between burnout and exit proved calculated at $r = .335$, $p < .011$. Although a very weak correlation exists between the variables, the p value indicates evidence supporting the alternative hypothesis. Thus, the researcher detected a statistically significant relationship between burnout and exit, or as burnout increases, so too does employee exit from the institution.

Regression analysis revealed trust in university administrators and job satisfaction as respective predictors for exit from intercollegiate forensic activity. Essentially, as trust in leadership and/or employee job satisfaction decreases, the likelihood of intercollegiate forensic coach exit from the institution and forensic activity increases. Surprisingly, burnout did not predict intercollegiate forensic coach exit. Although previous studies explored the impact and prevalence of burnout among intercollegiate forensic educators, these findings suggested more research must focus on the organizational and administrative factors which contribute to employee turnover, not necessarily their level of burnout. Many factors play into an individual's sense of burnout, including their homelife. However, these findings reveal clear predictive links within the purview of organizational leadership. To coin the adage, "People do not quit jobs, they quit bosses."

Limitations

This study proved limited by its sample size. Although the intercollegiate forensics community does not resemble the robust size of NCAA intercollegiate competition, 57 respondents proved too small for any sense of generalizability. Similarly, only 37 directors of forensic programs responded of 561 across the United States. Rather than focus on specific programs or activities within academia, perhaps future research should broaden the scope to simply include faculty and staff relationships with their administrators.

Additionally, the present study excluded certain demographic elements, such as age, race, and gender, that may prove more enlightening to understanding the effects of trust, satisfaction, burnout, and exit. While the researcher strove to protect the anonymity

of participants, particularly in a relatively small and collegial population, the findings proved limited in their ability to incorporate the intersectionality of race and gender with burnout.

Recommendations and Future Research

The present study serves as a first step toward understanding the role trust in leadership plays within a higher education context. Future studies should consider replication of this research with a larger sample size. As stated above, further research may seek to broaden its scope to include departmental faculty and staff rather than on the programmatic level to avoid smaller sample sizes.

As more research explores trust as an antecedent to job satisfaction, burnout, and exit, researchers may consider tailoring the language of the instrument or adding and deleting particular items to more accurately reflect their target population. Additionally, although the present study sought to protect anonymity of respondents and their programs, future research may consider including demographic questions pertaining to program or department size, number of faculty or staff, and number of supervisory administrators or direct reports. The present study furthered trust as a significant specific relationship, but further data proves necessary to isolate which relationships hold more sway.

Finally, future research may seek to explore whether trust in leadership plays a more significant role in predicting employee turnover than burnout. The lack of exploration on the role a lack of trust in leadership may unintentionally narrow researchers' focus on understanding interventions to curtail turnover due to burnout

rather than explore the antecedent organizational factors responsible for perpetuating a climate which exacerbates deleterious employee effects. Leadership influences all aspects of organizational culture, and ignorance of the role trust plays in predicting organizational success, or failure, hampers the efficacy of any future organizational change efforts.

Summary

The present study explored interrelationships between trust in administrators, job satisfaction, burnout, and exit among intercollegiate forensic educators. Findings revealed trust in leadership and job satisfaction respectively predict intercollegiate forensic coach intent to leave the activity. However, although all variables correlated with one another, burnout, surprisingly did not predict intercollegiate forensic educators' intent to leave. These findings further indicate the need to understand the role trust in leadership plays in predicting deleterious employee and organization outcomes. Furthermore, this research should assist administrators in higher education when considering the role their relationships play in shaping departmental, unit, and programmatic outcomes among their followers. Finally, this study adds a unique discussion pertaining to administrative and institutional relationships among intercollegiate forensic educators.

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APPENDIX A

LIST OF ABBREVIATIONS AND SYMBOLS

α Cronbach's index of internal consistency

M   Mean

SD   Standard deviation

p   Probability associated with the occurrence under the null hypothesis of a value as extreme as or more extreme than the observed value

r   Pearson product-moment correlation

=   Equal to

INFORMED CONSENT DOCUMENT

Project Title: _Administrative Trust as a Contributor to Forensic Coach Burnout and Exit__

Investigator: _Benjamin Schultz Pyle, Educational Leadership, bspyle@crimson.ua.edu____

You are being asked to participate in a project conducted through Western Kentucky University. The University requires that you give your signed agreement to participate in this project.

You must be 18 years old or older to participate in this research study.

The investigator will explain to you in detail the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation. You may ask any questions you have to help you understand the project. A basic explanation of the project is written below. Please read this explanation and discuss with the researcher any questions you may have.

If you then decide to participate in the project, please sign this form in the presence of the person who explained the project to you. You should be given a copy of this form to keep.

1.   **Nature and Purpose of the Project:**

Dear Participant,

My name is Ben Pyle, and I am a doctoral student at Western Kentucky University. For my dissertation, I seek to determine whether a relationship exists and its extent between intercollegiate forensic coach trust in their university administrators and coach burnout and exit from forensic activity. Because you are a forensic educator, I am inviting you to participate in this research study by completing this online survey.

2.   **Explanation of Procedures:** This questionnaire will only require 8-10 minutes of your time to complete. Participation is strictly voluntary, and you may refuse to participate at any time. By filling out this survey, you consent to participate in this study and to have your responses included in any conclusions drawn from the data. All research will be conducted in accordance with the policies outlined by Western Kentucky University's Institutional Review Board (IRB).

3.   **Discomfort and Risks:** Participation in this study requires reflection that may cause emotional discomfort, though no more than in your everyday life.

4.   **Benefits:** There is no compensation for completing this survey. Although participants will not directly benefit from this study, participants may glean a sense of community and empowerment in contributing to a greater understanding of factors that may negatively impact intercollegiate forensic activity. Research on trust, job satisfaction, burnout, and exit would prove itself of interest to university administrators considering the hidden and unintended consequences of their perceived organizational support and the level of trust their leadership imbues. This research will also interest current directors and assistant directors of forensics, assistant forensic coaches, graduate student coaches, and undergraduate student competitors. Furthermore, this research may engage business leaders outside academia when considering organizational support perceptions for smaller-scale company initiatives.

5.   **Confidentiality:** This is an anonymous survey. Your answers cannot be linked to you or your institution in any way and will only be analyzed as part of the total survey responses. Data will only be provided to my dissertation chair, Dr. Randy Capps.

6.   **Refusal/Withdrawal:** Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.

You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

_____   _____
Signature of Participant   Date

_____   _____
Witness   Date

- I agree to the audio/video recording of the research. *(Initial here)* _____

THE DATED APPROVAL ON THIS CONSENT FORM INDICATES THAT
THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY
THE WESTERN KENTUCKY UNIVERSITY INSTITUTIONAL REVIEW BOARD
Robin Pyles, Human Protections Administrator
TELEPHONE: (270) 745-3360

APPENDIX C

Intercollegiate Forensic Coach Survey Cover Letter

November 5, 2020

Dear Participant,

My name is Ben Pyle, and I am a doctoral student at Western Kentucky University. For my dissertation, I seek to determine whether a relationship exists and its extent between intercollegiate forensic coach trust in their university administrators and coach burnout and exit from forensic activity. Because you are a forensic educator, I am inviting you to participate in this research study by completing this online survey.

This questionnaire will only require 8-10 minutes of your time to complete. Participation in this study requires reflection that may cause emotional discomfort, though no more than in your everyday life. There is no compensation for completing this survey. Participation is strictly voluntary, and you may refuse to participate at any time. This is an anonymous survey. Your answers cannot be linked to you or your institution in any way and will only be analyzed as part of the total survey responses. Data will only be provided to my dissertation chair, Dr. Randy Capps.

By filling out this survey, you consent to participate in this study and to have your responses included in any conclusions drawn from the data. All research will be conducted in accordance with the policies outlined by Western Kentucky University's Institutional Review Board (IRB).

You will find more information regarding the study by clicking the link below.

Thank you for taking the time to assist me in my educational endeavors. The data collected will provide useful information for individuals involved in intercollegiate forensics and contribute to a greater understanding of factors that may negatively impact intercollegiate forensic activity. If you have any additional questions or require more information, please contact me at (618) 727-1808 or bspyle@crimson.ua.edu.

Survey link:
https://universityofalabama.az1.qualtrics.com/jfe/form/SV_3ql8J7Enb08DZTD

Sincerely,

Ben Pyle

Ed.D. Candidate
Western Kentucky University

APPENDIX D

Survey Instrumentation

Institution Trust (Cook & Wall, 1980; Gratz 2018)	
Our institution is sincere in its attempts to meet the faculty point of view.	Likert 1-5
Our institution can be trusted to make sensible decisions for our institution's future.	Likert 1-5
Our institution at work seems to do an efficient job.	Likert 1-5
I feel quite confident that our institution will always try to treat me fairly.	Likert 1-5
Job Satisfaction and Dissatisfaction in Higher Education (Oshagbemi, 1997)	Likert 1-5
Teaching	Likert 1-5
Research	Likert 1-5
Administration and Management	Likert 1-5
Present Pay	Likert 1-5
Promotions	Likert 1-5
Supervision/Supervisor Behavior	Likert 1-5
Co-Workers' Behavior	Likert 1-5
Physical Conditions / Working Facilities	Likert 1-5
Maslach Burnout Inventory: Educators Survey (Maslach et al., 1996)	
I feel emotionally drained from my work.	Likert 0-6
I feel used up at the end of the workday.	Likert 0-6
I feel fatigued when I get up in the morning and have to face another day on the job.	Likert 0-6
I can easily understand how my students feel about things.	Likert 0-6
I feel I treat some students as if they were impersonal objects.	Likert 0-6
Working with people all day is really a strain for me.	Likert 0-6
I deal very effectively with the problems of my students.	Likert 0-6
I feel burned out from my work.	Likert 0-6
I feel I'm positively influencing other people's lives through my work.	Likert 0-6
I've become more callous toward people since I took this job.	Likert 0-6
I worry that this job is hardening me emotionally.	Likert 0-6
I feel very energetic.	Likert 0-6
I feel frustrated by my job.	Likert 0-6
I feel I'm working too hard on my job.	Likert 0-6
I don't really care what happens to some students.	Likert 0-6
Working with people directly puts too much stress on me.	Likert 0-6
I can easily create a relaxed atmosphere with my students.	Likert 0-6
I feel exhilarated after working closely with my students.	Likert 0-6
I have accomplished many worthwhile things in this job.	Likert 0-6
I feel like I'm at the end of my rope.	Likert 0-6
In my work, I deal with emotional problems very calmly.	Likert 0-6
I feel students blame me for some of their problems.	Likert 0-6
Intention to Leave the Organization (Geurts et al., 1998)	

I consider my decision to work for this employer as an obvious mistake.	Likert 1-5
If it would have been easier to change employers, I would have quit a long time ago.	Likert 1-5
I'm equally willing to work for another employer.	Likert 1-5
Before I change employers, a lot has to happen.	Likert 1-5
Perceived Intent to Leave (Carmack & Holm, 2013)	
I have considered leaving forensics (e.g., not coaching).	Likert 1-5