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This thesis, A COMPARATIVE ANALYSIS OF WORK-LIFE BALANCE IN INTERCOLLEGIATE ATHLETIC GRADUATE ASSISTANTS AND SUPERVISORS, by SHAINA ERVIN, was prepared under the direction of the candidate's Thesis Advisory Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree Master of Sports Administration in the Department of Kinesiology and Health in the College of Education, Georgia State University.

The Thesis Advisory Committee and the student's Department Chair, as representatives of the faculty, certify that this thesis has met all standards of excellence and scholarship as determined by the faculty. The Dean of the College of Education concurs.

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ABSTRACT

A COMPARATIVE ANALYSIS OF WORK-LIFE BALANCE IN INTERCOLLEGIATE ATHLETIC GRADUATE ASSISTANTS AND SUPERVISORS

By

SHAINA ERVIN

The sport industry is a popular and competitive career field with employees drawn to work in a dynamic, yet often untraditional work environment. The challenge of achieving work-life balance has received considerable study in sport, as employees often find a conflict in balancing their job and other life responsibilities, such as family (work-family conflict) and outside activities. This study introduces a new area of potential conflict (work-extracurricular conflict), the outside activities that may be neglected due to a job, which may impact employees. This area may be especially pertinent to a younger segment of the industry which has not been studied, graduate assistants who work in athletic departments while continuing their education. The purpose of this exploratory study was to assess work-life balance in graduate assistants (GAs) and their supervisors by comparing their levels of work-family conflict, work-extracurricular conflict, job satisfaction, and life satisfaction. Secondly, the study introduced the work-extracurricular conflict construct. Data were collected from GAs and supervisors (N = 47) working in five Division I university athletic departments. Descriptive statistics and ANOVA revealed significant differences between GAs' and supervisors' job satisfaction, while determining they did not differ on work-family conflict, work-extracurricular conflict and life satisfaction levels. They reported moderate levels of family and extracurricular conflict. Sport managers can utilize this information to better understand the work-life balance of GAs and

establish dialogue on ways to improve GAs experience in hopes of keeping these sport professionals in the industry long-term.

A COMPARATIVE ANALYSIS OF WORK-LIFE BALANCE IN INTERCOLLEGIATE ATHLETIC GRADUATE ASSISTANTS AND SUPERVISORS

by

SHAINA ERVIN

A Thesis

Submitted in Partial Fulfillment of the Requirements for the

Degree of Masters of Sport Administration in the

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Georgia State University

Atlanta, GA

July, 2012

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CHAPTER 1

INTRODUCTION

The sport industry is one of the largest and fastest-growing industries in the United States. It is larger than the United States auto industry and 10 times larger than the motion picture industry, producing nearly $250 billion in revenue annually (McKinney, 2011). In 2005, 277 million people attended professional or National Collegiate Athletic Association (NCAA) sporting events (Humphreys & Ruseski, 2008). More than one person in every three watched NFL football in 2005 (Humphreys & Ruseski, 2008). The National Sporting Goods Association claims the NFL television audience is 105 million people, which is over one third of the total US population. With the stable economic growth of the sport industry from year to year, the number of jobs in sport is on the rise. For example, in 1989 the Dallas Cowboys (professional football team in the National Football League) employed a total of 79 people. Twenty years later, the team employed a franchise record 216 people (McKinney, 2011). There is a wide range of careers within the industry that are centered around spectator or participant sports that occur due to the popularity of sports. The industry also has a very competitive job market, with the number of applicants wanting to work in the exciting industry of sports. Employees are increasingly important for organizations' success and competiveness (Saari & Judge, 2004). Organizations strive to maximize their employees' productivity but overlook the importance of employee retention. There are administrative, operational, recruitment, training, and lost productivity costs associated with an employee leaving a company (Higgins, 2012). Job satisfaction is revealed as one of the predictors of turnover intentions in the United States (Posthuma, Joplin, & Maertz Jr, 2005). It is crucial for the overall success of the organization for employers to be aware of issues that could impact their employees' performance, commitment, and satisfaction.

Recent literature suggests there has been a growing interest in the challenge for professionals to balance work and non-work responsibilities. The line dividing family life and

work life has gradually blurred（Younis, Zulfiqar, Arshad, & Imran (2011). Work-life balance is defined as “people spending sufficient time at their jobs while also spending adequate time on other pursuits, such as family, friends, and hobbies” (Smith, 2010, p. 434). Work-life balance is an area of interest to employers and researchers and may impact employees’ success, job satisfaction, and can be considered as the key driver of an individual's career decision (Chawla & Sondhi, 2011). Achieving work-life balance has been linked to higher job, family, and life satisfaction (Carlson & Kacmar, 2000).

Previous research has explored work-life balance in various professional divisions such as business management (Lyness & Judiesch, 2008), tourism academia (Small, Harris, Wilson, & Ateljevic, 2011), and public management (Maxwell, 2004). Careers in the sport industry have also been assessed from a coaching (Dixon & Bruening, 2005, 2007) and internship perspective (Cunningham, Sagas, Dixon, Kent, & Turner, 2005). The time demands present within athletics can be challenging to employers and employees, as the sport industry is a 24-7 business that requires a high degree of time commitment. Employees carry the responsibility of organizing, working, and attending varying sporting events, and coaches juggle recruiting, practices, competition, office duties, and travel. The long, non-traditional work hours, including nights and weekends, are common when working in sports and often creates a struggle for balance. Dixon and Bruening (2005) found work-life interactions at the individual, organizational, and socio-cultural levels impacted experiences related to work, family and life in NCAA female coaches who are also mothers.

When the work-life balance is not achieved, the concept of work-family conflict is raised, which describes a type of interrole conflict, wherein at least some work and family responsibilities are not compatible and have a resultant effects on each domain (Greenhaus &

Beutell, 1985). Namely, sometimes work obligations can interfere with family responsibilities. Another area impacted by work-life conflict is job satisfaction.

Job satisfaction is the most studied variable in organizational research (Spector, 1997). Employers and researchers are concerned with job satisfaction because it can impact job performance and turnover (Judge, Thoresen, Bono, & Patton, 2001). A high rate of employee contentedness is directly related to a lower turnover rate. Thus, keeping employees' satisfied with their careers should be a major priority for every employer (Gregory, 2009). Dixon and Warner (2010) reported personal life balance to be an important job consideration usually associated with dissatisfaction.

While researchers have studied coaches' and interns' work-life balance, work-life conflict, and job satisfaction , there is relatively little research on the work-life balance of graduate assistants (GA or GAs) who are employed by college athletic departments and sport organizations to assist in day-to-day operations and are the industry's future sport managers. Furthermore, there is little research on GAs' job satisfaction and their perception of future work-life balance and job satisfaction levels in a career in sport.

The U.S. Department of Education, National Center for Education Statistics, 1999–2000 (NPSAS:2000) found 32.5 % of all students completing postsecondary studies had some type of graduate assistantship. Graduate assistants are defined as fulltime graduate students who provide service to the university in exchange for a stipend and, in some cases, additional benefits, such as tuition waivers and health insurance. The assignments, titles and award letters for GAs are as varied as the institutions that comprise the US higher education landscape (Flora, 2007). GA positions are intended to be closely aligned with students' professional goals in an effort to give them experience within the field in which they want to work, as the GAs provide valuable

service to the college or university (White & Nonamaker, 2011). In 1976, the National Collegiate Athletic Association (NCAA) created the Graduate Assistant Coach position (GAC). Article 11.02.4 of the 1990 NCAA Bylaws defined a graduate assistant coach as "any coach who has received a baccalaureate degree and is a graduate assistant enrolled in at least 50% of the institution's minimum regular program of studies." (NCAA, 1990). In addition to GAs in a coaching role, there are GA positions available in all facets of an athletics department include marketing, promotions, ticketing, sales, administration, sports medicine, compliance, and many more. In the current economic climate, budget cuts to college athletic departments are inevitable. These cuts have affected the hiring of full-time employees making the role GAs very important and arduous. GAs in athletic departments perform job duties similar to that of a full-time employee while juggling school responsibilities. They experience long work hours, typically attend most athletic events on and off campus, and often perform job tasks that the full-time employees do not have time to complete or do not want to complete. GAs and interns benefit from the professional experience gained throughout the duration of their positions. However, interns typically fulfill the internship requirement at the completion of coursework while GAs must try and manage a full work and class schedule. GAs' experience within college athletics is beneficial to their long term career goals, but a downside may be work-family conflict.

There is a great need to assess the specific population of GAs in college athletic departments and explore their work-life balance. In an effort to improve the overall longevity of GAs in the industry after they graduate, it is also significant to assess GAs' supervisors' work-life balance, by examining their levels of work-family conflict and job satisfaction.

Supervisors are crucial in providing support to newcomers. The role of the supervisor has widened from performance management and control to a more focused approach on career development for their employees (Kidd & Smewing, 2001). Researchers have argued that an important antecedent to career satisfaction is the perceived balance between work and family (Powell and Mainiero, 1992), GAs may perceive their job will become more balanced as they enter the sport field full-time if they feel their boss has work-life balance. Rocereto, Mosca, Gupta, and Rosenberg (2011) studied the direct effects of coaching(as a management style, not referring to the coaching of athletic teams) on employee perceived supervisor effectiveness and organizational work-family balance support, suggesting that employees who are being coached will perceive their employers as being effective in supporting a healthy balance between their work and family lives. Therefore it is important to study and assess GA supervisors' work-life balance in an effort to compare work-family conflict and job satisfaction levels of GAs and their supervisors because it is unclear if GAs have accurate expectations on their work-life balance as they move up the ladder working in sport.

Purpose

Employees are a vital asset to an organization and it is important researchers and sport managers understand work-life balance of their employees, as research shows a lack of balance can impact performance, satisfaction, turnover, health, organizational loyalty and longevity in the career (Hobson, Delunas & Kesic, 2001). Work-life balance in sport has been studied from a conflict perspective (Bruening & Dixon, 2007; Dixon & Bruening, 2005; Dixon & Bruening, 2007; Dixon & Sagas, 2007; Greenhaus & Buetell, 1985; Greenhaus & Powell, 2006; Schenewark & Dixon, 2012). Careers in the sport industry have also been assessed from a coaching (Bruening & Dixon, 2007; Dixon & Bruening, 2005, 2007) and internship perspective

(Cunningham, et al., 2005). However, to date, no research has assessed intercollegiate athletic graduate assistants' and supervisors' work-life balance. Therefore, the purpose of this study was to assess work-life balance by comparing work-family conflict, job satisfaction, life satisfaction, work-extracurricular conflict, and expectations of sport industry graduate assistants.

Objectives of the Study

The objectives of the study were:

1. To assess the work-family conflict levels of graduate assistants in the sport industry.
2. To understand the job satisfaction levels of graduate assistants in the sport industry.
3. To assess the work-family conflict levels of graduate assistants' supervisors.
4. To understand the job satisfaction levels of graduate assistants' supervisors.
5. To determine if there are significant differences between graduate assistants' and their supervisors' work-family conflict, work-extracurricular conflict and job satisfaction.
6. To determine the work-extracurricular conflict levels of GAs when entering a career in athletics full-time

Definition of Terms

Graduate Assistants: Graduate assistants (GAs) are defined as "full-time graduate students who provide service to the university in exchange for a stipend and, in some cases, additional benefits, such as tuition waivers and health insurance. The assignments, titles and award letters for GAs are as varied as the institutions that comprise the US higher education landscape" (Flora, 2007).

Work-life Balance: "People spending sufficient time at their jobs while also spending adequate time on other pursuits, such as family, friends, and hobbies" (Smith, 2010, p.434).

Work-family Conflict: A type of interrole conflict wherein at least some work and family responsibilities are not compatible and have resultant effects on each domain (Greenhaus & Beutell, 1985).

Work-to-family Conflict: work interferes with family (Anafarta, 2011).

Family-to-work Conflict: family interferes with work (Anafarta, 2011).

Work-Extracurricular Conflict: the term "extracurricular" refers to everything outside of work and family. This includes spiritual, hobbies, exercise/health, and social.

Perception: the process by which people translate sensory impressions into a coherent and unified view of the world around them. Though necessarily based on incomplete and unverified (or unreliable) information, perception is equated with reality for most practical purposes and guides human behavior in general (Business Dictionary, 2012).

Job Satisfaction: "the feelings a worker has about his or her job experiences in relation to previous experiences, current expectations, or available alternatives" (Balzer et al., 1997).

CHAPTER 2

REVIEW OF THE LITERATURE

The Sport Industry Lifestyle

The sport industry is a thriving business. In 2011, the estimated size of the entire sport industry in the United States was $422 billion dollars (Plunkett Research, Ltd., 2012). As the sport industry grows in size, so does its workforce. The number of jobs related to spectator sports has risen steadily during the last few decades. According to the Bureau of Labor Statistics, in 2010, there were approximately 131,000 employees working in spectator sports (Bureau of Labor, 2012). Employment of athletes, coaches, umpires, and related workers is expected to increase by 23 percent from 2008 to 2018, which is much faster than the average for all occupations (Bureau of Labor Statistics, 2012). Jobs in the sport industry may be with the sport organization (e.g., professional sport organization, intercollegiate athletic department, youth organization, national governing body) or associated organizations (e.g., marketing firms, agencies, sporting goods manufacturers) (Masteralexis, Barr, & Hums, 2005). Spectator sports, such as professional teams and intercollegiate teams, are a major part of the sports industry. The sport industry requires staffing in a variety of areas to execute spectator sports. Sport managers are needed to manage the games/competitions, market the product, communicate the message, develop the policies, and govern the legislation; while coaches are needed to work with the athletes. The industry provides jobs to many interested in a career in sport and assists in the experience of the athlete, spectator and sport personnel.

For those working directly with a spectator sport, a non-traditional climate that requires long work hours often on weekends or holidays, excessive travel, and limited vacation time is often necessary for success. In this sense, the sport industry differs from other disciplines because it is somewhat untraditional in its work schedule. For example, coaching is known to not be an exceedingly family-friendly profession because the job responsibilities from games,

practices, recruiting, and administrative duties cultivates thriving in coaching as those willing to work 12 hour days, 6 days a week and 50 weeks per year (Knoppers, 1992). The time commitment required in athletics, especially in college athletic departments, presents a challenge for the work-family experience, often creating conflict and a struggle for balance.

The number of those interested in working in the sport industry is greater than the number of available positions (Wong, 2012, p. 4). Although the sports industry is untraditional in lifestyle, those who are passionate about sports are drawn to work in the field, making it a highly competitive industry. One way to earn a competitive advantage for breaking into the sport industry is by obtaining a master's degree and working as a graduate assistant.

The Role of Graduate Assistants

According to the Council of Graduate Schools most recent Graduate Enrollment and Degrees Report, 1.75 million students enrolled in graduate studies in 2010. The total graduate enrollment has increased each year by 3.3 % since 2000 (Bell, 2011). In addition, the National Postsecondary Student Aid Study (NPSAS) data from 2003-2004 reported 73% of all graduate and first-time professional students received some type of aid (grants, loans, assistantships, or work-study), and the average amount received by aided students was $15,100 (Choy & Cataldi, 2006). According to a report prepared by the U.S. Department of Education's National Center for Education Statistics (2009), 328,979 graduate students, or nearly 10 percent of all institutional personnel, were employed in assistantship positions at degree-granting institutions nationally in 2007 (White & Nonnmaker, 2011). The consistent increase of graduate student enrollment in the U.S. provides colleges and universities access to the professionals of tomorrow. The escalating number of students receiving aid demonstrates a growth in students seeking out

graduate assistant positions as a means to pay for school and gain professional experience. This is commonplace for many sport management programs around the country.

Graduate assistants (GAs) are defined as full-time graduate students who provide service to the university in exchange for a stipend and, in some cases, additional benefits, such as tuition waivers and health insurance. The assignments, titles and award letters for GAs are as varied as the institutions that comprise the United State higher education landscape (Flora, 2007). GA positions are intended to be closely aligned with students' professional goals in an effort to give them experience within the field they want to work, and jointly, GAs provide valuable service to the college or university (White & Nonamaker, 2011).

GAs are typically thought of as GTA (graduate teaching assistants), who help teach a class while pursuing their degree or GRA (graduate research assistants), who help faculty members with research grants. However, GAs are employed by many divisions within a university, including its athletic department.

The first sport management master's program emerged on the academic scene at Ohio University in 1966 (Masteralexis, Barr, & Hums, 2005, p.16). Since then, the number of undergraduate and graduate sport management programs has increased. Currently, there are 255 institutions recognized by the North American Society for Sport Management (NASSM) to have an undergraduate sport management curriculum, and 156 master's programs (NASSM, 2012). The steady rise of masters programs has created an increase of students looking for professional experience, while continuing their education. Within these masters programs, GAs have the opportunity to continue their education, often with tuition waiver and a stipend, while earning valuable real life experience in the industry. Typically, assistantship positions are two years in

length, allowing students to have major responsibilities within the organization as they work towards completing their degrees.

GA positions are very similar to internships. Verner, Keyser, and Morrow (2001) indicate that internships provide benefits to the university, the organization, and the student. Also, internships allow students to be a part of the experiential learning process seen as critical to their ultimate career success (Cunningham et al., 2005). Similar to GA positions, internships allow students to gain "real world" experience and opportunities as they are involved in many different facets within the sports field. Internships typically occur when the students' coursework is finished while GA positions require graduate students to balance a full academic load along with their employment for a two year period.

Graduate students in sport management masters programs are commonly hired as GAs by their respective college athletic departments to help in various divisions of the department. University athletic departments fill roles they need without the cost of a full-time employee when hiring GAs. Marketing, ticketing, administration, sports information, and coaching are a few of the areas where GAs are utilized. Recent cuts to athletic department's budgets make GAs more valuable than ever, as the stipends are typically very low in comparison to a full time staff member.

> Theresa Wenzel, Senior Women's Administrator at Georgia Institute of Technology explained that GAs are essential to the functioning of the athletic department (T. Wenzel, personal communication, March 21, 2012).
>
> .
>
> While the utilization of graduate assistants varies from sport to sport within the NCAA and often has limitations, the role of a graduate assistant for various support units (sports information, sports medicine, sports marketing, compliance, etc.) within an athletic department has been instrumental in the improvement of college athletic departments and the servicing of teams. Graduate assistant positions often result in a win-win scenario for the graduate student and the department though they require long, demanding hours. While

> graduate assistants are often trying to find a balance between their class requirements and their work load, they are generally some of the more eager workers within a department because they are trying to gain valuable knowledge and experience while trying to earn a full-time position and/or a good reference.
>
> The typical day of a graduate assistant at Georgia Tech includes going to class, doing homework, being in the office to do the prep work for a practice or a game, going to a practice or game and dealing with head coaches, supervisors and student-athletes. Graduate assistants are balancing full-time demands and responsibilities while receiving compensation comparable to a part-time position and often work seven days a week. Generally graduate assistants bridge the gaps within a department and result in cost savings while providing additional resources for teams. The greatest challenge with having graduate assistants serve in support units is that most graduate positions are two year positions which means as a supervisor you are spending a fair amount of time training people and it doesn't provide a lot of consistency within a department.
>
> As a whole, I think graduate positions are a great way to get exposed to an athletic department while getting part of your education paid for in the process.

In detail, a GAs typical work week is not an 8 a.m.to 5 p.m. work day, 5 days a week. They carry a full-time academic schedule, generally 9 hours, or 3 courses of graduate studies per semester. Also, GAs are typically required to work 20 hours a week for their respective departments. The demands of athletics lend to GAs exceeding these hours because many GAs have to work the sporting events in addition to preparing for them. This and other duties contribute to most GAs working more than 40 hours a week. It is unclear if these demands lessen as the staff member promotes to a higher position or if this experience prevents people from continuing into the field.

GAs often work with older, more experienced individuals. Loughlin and Barling (2001) expressed as cohorts, young people wish to develop and manage their careers on their own terms, with an important part of this career individualism being the achievement of balance between the work and non-work aspects of their lives. It is important GAs aim to balance their position, academic program and social/family life in order to be productive students and employees. The growing conflict present between GAs' work and nonwork domains can be labeled work-family

conflict. The difficulties in prioritizing and managing school, work, and family may impact the work-life balance of GAs.

There have been very few studies assessing GAs' roles in sport. Dunn and Dunn (1997) observed the graduate assistant coach's (GAC) experiences as it relates to role theory. Role theory emphasizes the difficulty an individual has in managing multiple life roles at once, causing interrole conflict (Dixon & Bruening, 2007). Despite the numerous roles of GACs, Dunn and Dunn (1997) determined the experience gained as a GAC was extremely important to the career development of those who aim to become full-time coaches. Research suggests there may be role conflicts for GAs who are not in a coaching position. To date there have been no studies exploring GAs' work-life balance in sport.

The Role of the Supervisor

GAs are typically supervised by a full-time staff member. This usually adds to the workload of supervisors, as they will have additional responsibilities of mentoring and delegating to the GA. Supervisors' roles have been studied from an internship perspective (Liu, Xu, & Weitz, 2011). Feldman, Folks, and Turnley (1999) expressed the supervisors (mentors) overseeing interns are critical to interns' work lives. Often, supervisors determine the types of tasks assigned and are responsible for evaluating interns' performances for future recruitment decisions. Likewise, GA supervisors' work-life balance may be lessened or improved because of the GA. This is unclear, making it important to study supervisors' work-life balance.

Theoretical Framework

Work-Life Balance and Work-Family Conflict Theory

Work-Life balance. Employees are the real assets of the organizations as they are vital to the functioning and success of the business (Mohsan, Nawaz, Khan, Shaukat, & Aslam, 2011).

More than ever before, managers indicate that employees make a critical difference when it comes to innovation, organizational performance, competitiveness, and thus ultimately business success (Bakker & Schaufeli, 2008). Consequently, organizations are often concerned with employee production, optimizing their efficiency and potential, retaining employees through job satisfaction, and their loyalty to the organization. In 1986, work-life balance was first used to describe the trend of individuals spending more time on work and less time on other aspects of their lives (Lockwood, 2003). A growing area in research is concerned with work-life balance of employees. Work-life balance is defined as "people spending sufficient time at their jobs while also spending adequate time on other pursuits, such as family, friends, and hobbies" (Smith, 2010, p.434). When employees struggle to balance work and life responsibilities, conflict, commonly labeled work-family conflict, often exists. This conflict could possibly impact productivity, turnover, satisfaction, motivation, morale, and organizational commitment.

Work-life balance is the umbrella under which work-family conflict falls. It is assumed if an individual has work-life balance, there will be no work-family conflict. Terms used to describe an unbalanced work-life relationship are work-life conflict and work-life collision (Allan, Loudoun, & Peetz, 2007). Much of the work-life balance research has been within a business domain. Hobson, Delunas and Kesic (2001) explained that corporate employees' chronic inability to balance work and family responsibilities can lead to higher rates of absenteeism and turnover, reduced productivity, decreased job satisfaction, lower levels of organizational loyalty, and rising healthcare costs. Similarly, studies show work-life balance can impact productivity (Bloom, Kretschmer, & Van Reenen, 2006; White, Hill, McGovern, Mills, & Smeaton, 2003). Lyness and Judiesch (2008) were concerned with managers' work-life balance and its impact on potential career advancement. They found that managers with a higher

level of work-like balance were rated higher in career advancement potential. Emslie and Hunt (2009) compared the work-life balance among men and women in mid-life. They found that both men and women negotiate home and work life.

The growing concern for work-life balance has interested researchers in all professions. The sport industry has primarily examined the conflict perspective of work and family as a way to assess work-life balance. To date, there are no studies on GAs' work-life balance; in business or in sport. GAs are not shielded from feeling the struggle to balance work and non-work responsibilities. The imbalance can create conflict between these two domains. The culture of the sport industry keeps GAs working long hours, despite their pursuit of a graduate degree. This imbalance might impact GAs' job satisfaction. It is critical for GAs to have a good experience. As a newcomer to the industry, often the experience gained throughout the GA's time has a lasting impact on the career path in which he/she choose to go. A lack of job satisfaction has been a reason why employees leave their positions**.**

Work-Family conflict. Work-family conflict is defined as "a type of interrole conflict wherein at least some work and family responsibilities are not compatible and have resultant effects on each domain" (Greenhaus & Beutell, 1985, p.77). Particularly, work-to-family conflict is when work interferes with family and family-to-work conflict is when family interferes with work (Anafarta, 2011). Interrole conflict occurs when an individual cannot successfully manage multiple life roles simultaneously. These roles could include fulfilling responsibilities as an employee, student, mother, father, spouse, and partner. It is assumed if an individual lacks balance between work and life domains, conflict will exist. Much of the literature regarding work and life is based in a conflict perspective (Greenhaus & Powell, 2006). Figure 1 depicts the relationships between work-life balance and interrole conflicts.

A growing number of scholars have demonstrated an interest in the conflict between work and non-work realms (Bruening & Dixon, 2007; Dixon & Bruening, 2005; Dixon & Bruening, 2007; Dixon & Sagas, 2007; Greenhaus & Buetell, 1985; Greenhaus & Powell, 2006; Schenewark & Dixon, 2012). Work-family conflict has been studied in various fields of study: psychology (Rupert, Stevanovic, Hartman, Bryant, & Miller, 2012), business management (Werbel & Danes 2010), IT profession (Dinger, Thatcher & Stepina, 2010), older workforce (Gordon, Whelan-Berry, & Hamilton, 2007), and the sport industry (Bruening & Dixon, 2007; Dixon & Bruening, 2005; 2007; Dixon & Sagas, 2007; Mazerolle, Bruening, & Casa, 2008).

It has been shown that work-family conflict can influence employees to consider leaving their organizations (Anderson, Coffey & Byerly, 2002). This conflict would have a significant bearing on the work-life balance of a professional (Hobson, Delunas & Kesic, 2001). Recent studies found 32% of employees report work-family balance as their leading job concern (Dixon & Bruening, 2006). Consequently, it is significant to study work-family conflict when assessing work-life balance because commonly if there is a lack of balance between work and life, there will be a high level of work-family conflict.

The human resource management discipline is increasingly interested in work-family conflict and its important antecedent of job and life effectiveness, as many scholars show it is associated with a wide range of positive and negative work, family, and stress-related outcomes (Kossek, Pichler, Bodner, & Hammer, 2011). There has been a focus on developing and testing models regarding the antecedents and outcomes of work/family conflict (Ramasundaram & Ramasundaram, 2011).

Anafarta (2011) inspected work-family conflict, family-work conflict, and job satisfaction. Studying doctors and nurses in Turkey, it was found that health professionals

experience work-family conflict more than family-work conflict. Furthermore, work-family conflict has an influence on job satisfaction but family-work conflict does not (Anafarta, 2011).

Odle-Dusseu, Britt, and Greene-Shortridge (2012) tested a theoretical model observing organizational work–family resources. This model included family supportive supervisor behaviors (FSSB) and family supportive organizational perceptions (FSOP). The model displayed FSSB and FSOP predict job attitudes and supervisor ratings of performance over time through the mechanisms of work-family conflict and work-family enrichment

Utilizing a longitudinal design, the study concluded perceptions of family supportive supervisor behaviors (FSSB) significantly predicted job performance as well as attitudes across time, while perceptions of family supportive organizational perceptions did not predict the outcomes. Also, work–family conflict did not function as a mediator but work–family enrichment significantly mediated relationships between FSSB and the outcomes organizational commitment, intention to leave, and supervisor ratings of organizational support performance (Odle-Dusseu, Britt, & Greene-Shortridge, 2012).

Work-family conflict is significant to study when assessing work-life balance. It is important to determine the impact of work-family conflict within a sport industry setting.

Work-Family conflict and sport. The nature of the sport industry has presented issues in work-family conflict. This particular industry requires long, non-traditional hours (i.e., nights and weekends) and often extensive travel, making it an environment where work-family conflict is salient (Dixon & Bruening, 2005). Jobs in the sport industry can be linked to high levels of working hours, stress and pressure. Studies indicate that jobs that are higher in pressure and stress are associated with higher work-family conflict and have been linked to lower job satisfaction (Dixon & Bruening, 2005). Participant opportunity in sport continues to rise, but data

suggests that the number and percentage of female coaches and sport managers is declining (Dixon & Bruening, 2005). Since the passing of Title IX in 1972, women face unique and inevitable challenges in pursuing coaching. They attribute the decline in female coaches to the struggle to balance work and family. This was an impetus for Dixon and Bruening's extensive research on work-family conflict.

In an effort to study work-family conflict, Dixon and Bruening (2005) integrated three theoretical approaches- individual, structural, and social relations. These are identified as "top-down" and a "bottoms' up" approaches. Applying these theories within a sports setting they found perception and consequences of work-family conflict is greatly impacted by higher level factors (social and organizational), and constrain the lower level factors (organizational and individual).

Dixon and Bruening (2007) extended their investigation of the multilevel framework from their integrated approach study and observed work-family conflict in NCAA Division I coaching mothers from a "top-down" perspective. They found that the factors on all three levels of their framework affected the mothers coaching experiences and job satisfaction.

There are many constructs that influence work-life and work-family balance. Demographic and individual factors including: gender, personality, values, family size; and organizational variables including: organizational culture, support, job pressure, work hours, and flextime (Bruening & Dixon, 2007). Bruening and Dixon (2007) analyzed coping mechanism used to achieve success in juggling work and family. Similar to their previous study, they observed mothers who are NCAA Division I head coaches. They concluded work-family conflict did affect three major areas: work, family, and life. Consistent with Dixon and Bruening (2007) findings with their sample of female college coaches, a study examining the

work-family conflict in NCAA Division I-A athletic trainers found that no matter the marital or family status, trainers at the Division I level experienced difficulties balancing their work and home lives (Mazerolle, Bruening, & Casa, 2008). Researchers have agreed work-to-family conflict and family-to-work conflict exists. For individuals, these interactions can result in positive outcomes such as enhanced job satisfaction, family satisfaction, and life satisfaction. Yet, there can also be negative outcomes such as reduced job satisfaction, conflict, poor health, stress, and job turnover (Dixon & Bruening, 2007).

Hypothesis 1: GAs will have low levels of work-family conflict

Hypothesis 2: Supervisors will have high levels of work-family conflict

Hypothesis 3: GAs will have lower levels of work-family conflict than their supervisors

Work-Extracurricular conflict. The importance of assessing work-family balance has been established. However, this research may be missing a large segment of employees, those without family. GAs may not have families, but rather they could be focused early in their career on establishing social connections, and creating a balance in their lives. While GAs could be married or live close to family, some GAs may be more concerned that there is no time for other aspects of life. A new factor introduced as work-extracurricular conflict. The word "extracurricular" has been operationalized for this study to encompass everything outside of work and family. Extracurricular includes spiritual, hobbies, exercise/health, school, and social. Therefore, if GAs do not feel there is enough time to balance work and their extracurricular activities, work-extracurricular conflict could exist.

Hypothesis 4: GAs will have higher levels of work-extracurricular conflict compared to their supervisors.

Job Satisfaction Theory

Employees are increasingly important for organizations' success and competiveness (Saari & Judge, 2004). There is a growing debate on whether a satisfied employee is a productive employee. The study of job satisfaction is at the center of the debate. Most organizations are concerned with the job performance of their employees because it impacts their bottom line. The push for organizations to make a profit connects to a growing trend in research that has looked at job satisfaction and life satisfaction, asking the question, if employees are satisfied with their job, are they satisfied with their lives? The spillover model is used to characterize United States employees, explaining that job satisfaction spills into life satisfaction and vice versa (Judge & Watanabe, 1994). There are numerous definitions of job satisfaction. The most-used research definition of job satisfaction is by Locke (1976), who defined it as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1304). Balzer, et al. (1997) defines job satisfaction as the feelings a worker has about his or her job experiences in relation to previous experiences, current expectations, or available alternatives. Work personnel find themselves struggling to juggle the competing demands of work and family and the excessive pressure and scarcity of free time may adversely affect their ability to cope (Anafarta, 2011). This conflict has an impact on job satisfaction, which can impact employees' decisions to stay or leave their jobs. Subsequently, job satisfaction is seen as a key component of this study.

Employees that are satisfied with their jobs are more likely to stay with the organization and the career. Blake (2006) acknowledged that turnover is necessary, to replace marginal or poor employees with more productive ones, but turnover costs are usually much higher than we

predict. High turnover costs are both avoidable and unnecessary, and it is imperative organizations not only find out why employees leave but also why others stay.

Research has reported that career expectations influence employees' organizational commitment and job satisfaction. That is, if an employee expects the career (e.g. work hours, responsibilities, job roles, work-life balance, and organizational support) to be one way, and in actuality it is another, their expectations do not align, potentially impacting their attitudes towards the career and/or organization. In Kossek and Ozeki (1998) meta-analysis on work-family conflict and its impact on job outcomes, they found individuals with higher work-family conflict levels had lower job satisfaction levels.

Porter, Steers, Mowday, and Boulian (1974) introduced the proposition of met expectation, and suggested that individuals bring sets of expectations to their employment situation, and attitudes and behaviors are outcomes of a process in which individuals compare their level of expectations with their perceived realities. Cranny, Smith, and Stone (1992) concluded that job satisfaction is a combination of cognitive and affective reactions to the gap between the perceptions of what an employee wants to receive compared with what he or she actually receives. Employees become attached to their organizations when their expectations are met which might impact job satisfaction and an employee's loyalty to that organization.

Herzberg, Mausner, Peterson and Capwell (1957) suggested that generally, morale is high among young workers. However, it tends to go down during the first few years of employment, explaining new entrants in the workplace feel confident about their new career situation and their transition to adulthood. In spite of this, increasing amounts of boredom and a perception of decreasing opportunities was thought to lead to some reduction in job satisfaction during subsequent years. Examining these findings in context with GAs, it is essential that the students

know what to expect when entering the field full-time. If supervisors and current policy makers can align these expectations with the realities of the GA's perspective fields, the chances of them leaving the industry might decline.

Kleiner (2003) claimed that core group members, such as the senior management team, guide the beliefs, values, and behavior of an organization. Similarly, Elangovan and Shapiro (1998) suggested that the moral behavior of supervisors has an impact on the attitudes and behavior of their subordinates. These studies prove that supervisors have the power to influence the employees that work under them. Understanding the impact supervisors have on their subordinates could be a positive or a negative consequence for the organization. If supervisors and professors in sport management can align these expectations with the realities of the GA's perspective fields, the chances of them leaving the industry might decline.

Persons participate in many life domains, including work, family and community environment, and the resulting interface that exists between an employee's work demands and non-work needs has been an important topic for policy makers, researchers and practitioners interested in improving both employee's outcomes and organizational performance (Portoghese, Galletta & Battistelli, 2011). Specific research on job satisfaction is currently focused on examining policies related to work-life balance in an effort to alleviate a negative impact on employee's productivity, satisfaction and organizational commitment. Work-life balance policies enacted by organizations to help in their employees' pursuit of balancing work and non-work activities are growing rapidly. Flextime is one of the policies organizations have implemented in an effort to address work-life balance. Flextime is when an employee can select certain work hours (based on the organization's restrictions) and a compressed work schedule forces employees to work more hours in a day, but work less days a week. Flexplace, in comparison, is

simply the employee being able to do her work from home, allowing work and family to coexist without much conflict. Research shows that flextime is favored among employees juggling multiple roles (Byron, 2005). Literature suggests that “flex-time” produces improvement in morale, interpersonal relations, productivity, absenteeism, and turnover (Rainey, Jr., & Wolf, 1981; Hobson, Delunas & Kesic, 2001). These policies are enforced by supervisors and managers.

Observing flexible work arrangements, job satisfaction, and turnover intention, it was found that work-family conflict was mediated by flexible work arrangements, which the employee’s being able to work at home increased job satisfaction and lowered turnover. These dynamic findings send a positive signal to the ever increasing issue of work-family conflict (Greenhaus & Powell, 2006).

GAs’ perceptions of a career in sport and the alignment of those perceptions with their supervisors’ work-life balance and job satisfaction could be a key factor in determining if these future sport managers and policy makers of tomorrow know what realities to expect when entering the field full-time.

Job satisfaction in sport. Job satisfaction has been studied in many professions: business, marketing, law, government, and sport. The sport industry is untraditional and produces a high level of pressure and time commitment, so it is valuable that sport organizations improve their employees’ job satisfaction, because this largely correlates with their work-life balance. Sagas and Batista (2001) found as job satisfaction increased, a coach’s intent to leave the profession decreased. Similarly, Chelladuri and Ogasawara (2003) suggested the athletic departments focus on coaches’ satisfaction with their jobs in an effort to keep them within the organization.

Dixon and Warner (2010) interviewed 15 NCAA head coaches; from both major and minor sports teams and found personal life balance was reported as an important job consideration usually associated with dissatisfaction. Much of the job-satisfaction research in sport has focused on a few narrow segments (e.g., coaching, administrators) within the emerging sport industry (Whisenant, Pedersen, & Smucker, 2004). However, job satisfaction of the future sport managers, graduate assistants, has not been explored. Therefore, it is vital to examine GAs' job satisfaction.

In the field of athletics, 48.3 % of women's intercollegiate teams are coached by females (Acosta & Carpenter, 2006). The cause of this decline has been labeled to lack of organizational support, role conflict, and a lack of job satisfaction. Sagas and Ashley (2001) examined job satisfaction in the coaching profession and stated the importance of studying job satisfaction to understand turnover in female coaches. From the literature, job satisfaction is related to professionals leaving their job.

A final construct that may impact the work-life balance and satisfaction of individuals is expectations of the job at hand. In the sport industry, the experience of being a GA provides an opportunity to determine if the field and job is suitable for an individual and whether it meets personal expectations.

Hypothesis 5: GAs will have low levels of job satisfaction.

Hypothesis 6: Supervisors will have high levels of job satisfaction

Hypothesis 7: GAs will have lower levels of job satisfaction compared to their supervisors

Perception Literature

Perception is defined as "the process by which people translate sensory impressions into a coherent and unified view of the world around them (Business Dictionary, 2012). Though necessarily based on incomplete and unverified (or unreliable) information, perception is equated with reality for most practical purposes and guides human behavior in general" (Business Dictionary, 2012). A GA's perception of his/her future job aligns with the expectations of it. If GAs perceive their supervisors to have an excellent balance between work and life and a high level of job satisfaction, then they would typically expect this type of satisfaction and balance once they move up in the career. Inaccurate perceptions by the GAs, could negatively affect their stent in the industry. Therefore it is significant to assess the work-life balance of GAs and supervisors, comparing GAs' and supervisors' work-family conflict and job satisfaction levels.

Cunningham et al., (2005) studied the impact internships had on career affect and intentions. Using sport management undergraduate students as their sample, the study found interns had less of a positive attitude than did noninterns at the end of the internship. Similarly, Sibson (2011) examined various factors students studying event, sport and recreation management find important when looking for a career. Sibson (2011) explained understanding the views of graduate students is highly significant when attracting and recruiting the students to the courses. Also, it helps in identifying misconceptions in the career, enabling program staff to portray courses more realistically and, to some extent, prevent future job dissatisfaction. This can be correlated to GAs in collegiate athletic departments and the significance of communicating misconceptions and realities of the job could potentially prevent a negative impact on job satisfaction. Prior research on career expectations and supervisor values is greatly significant for the GAs within the athletic department because these subordinates will soon be in charge of dictating the values and goals of the sport organizations they manage. If the GAs' perception of

their supervisors is inaccurate, there is a need to explore this to ensure GAs are prepared when entering into the sport field full-time.

Hypothesis 8: GAs will expect their work-extracurricular conflict to decrease as they enter the field full-time.

Summary

Work-life balance is a growing research topic in many disciplines, specifically the sport industry. The non-traditional lifestyle and time demands of the sport industry lends to employees struggling to maintain a balance between work and family. Much of the research has examined work-family conflict as an antecedent to a lack of balance. However, literature research has yet to assess the work-life balance of one segment of future sport managers, GAs in college athletic departments. Likewise, determining the work-life balance of the GA supervisors and determining if there is a difference between the supervisors, who have more responsibility and the GAs, who are aiming to prove their worth, in terms of work-life balance and job satisfaction. Figure 2 depicts the concept of the study in its entirety, based on Smith (2010) definition of work-life balance which is "people spending sufficient time at their jobs while also spending adequate time on other pursuits, such as family, friends, and hobbies" (p.434). Therefore, assessing work-life balance in intercollegiate athletic GAs and their supervisors in context with their level of work-family conflict, work-extracurricular conflict, job satisfaction, and life satisfaction would be valuable to the sport organization in an effort to align GAs' expectations of a full-time career in sport with the realities of it; aiming to keep the future sport managers and policy makers in the field after their assistantship.

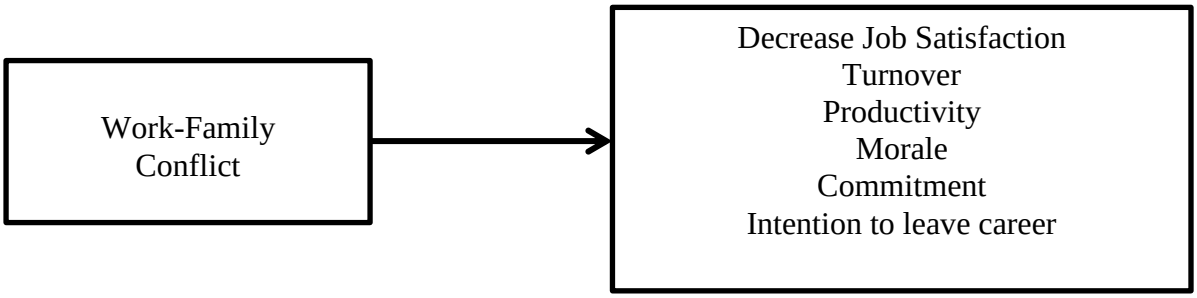

Figure 1. Impacts of Work-Family Conflict (Dixon & Bruening, 2007)

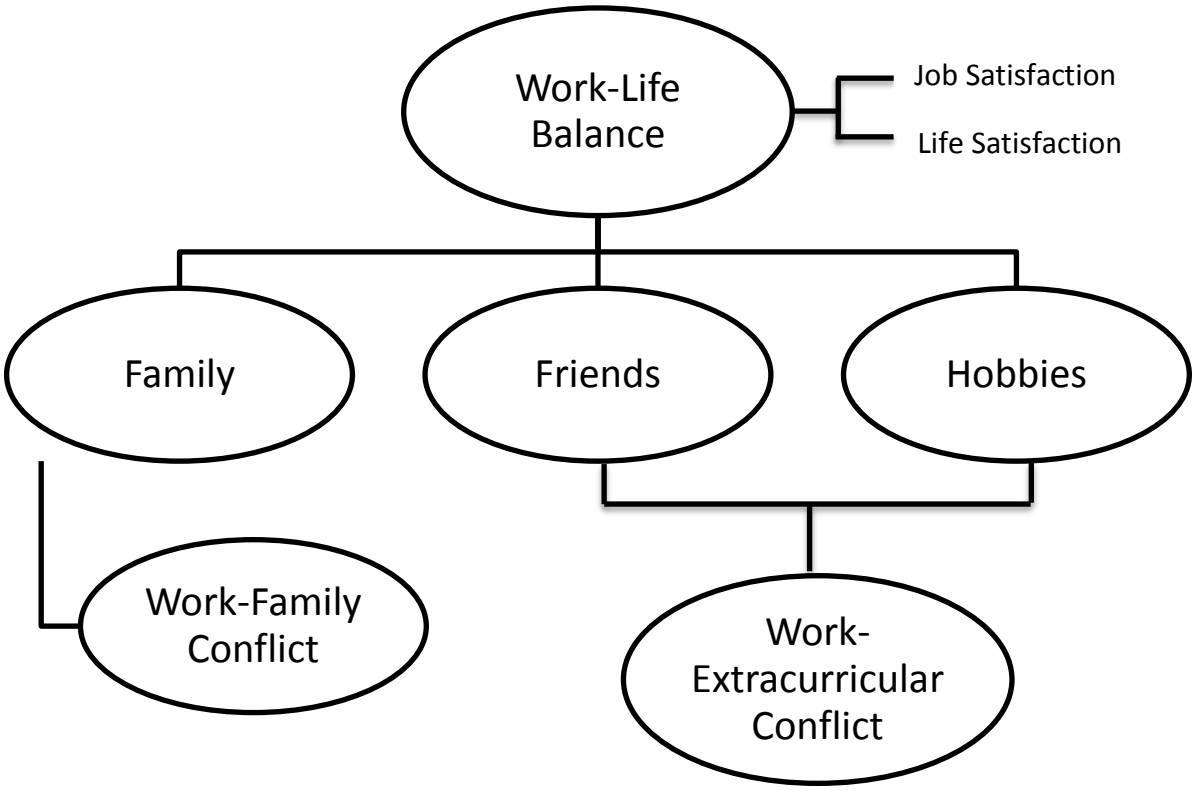

Figure 2. Work-Life Balance Relationships

CHAPTER 3

METHODOLOGY

The method of this study is presented in the following sections: (a) Participants and Procedures, (b) Instruments, and (c) Data Analyses. A survey design was implemented to assess work-family conflict levels, work-extracurricular conflict levels, job satisfaction levels, demographics, and background information.

Method

Participants and Procedures

To assess and compare work-life balance in intercollegiate athletic GAs and supervisors, Division I athletic department non-coaching GA participants were recruited for the study via a sports administration graduate program at a metropolitan university in the Southeast. GA respondents were employed by five different Division I college athletic departments in the area. Their respective supervisors were also asked to participate. This exploratory study used non-coaching employees and GAs, so those GAs in coaching positions were left out of the study because research has already examined work-family conflict in coaches (Bruening & Dixon, 2007; Dixon & Bruening, 2005, 2007; Schenewark & Dixon, 2012).

In an effort to assess work-life balance, work-family conflict, work-extracurricular conflict, job satisfaction, life satisfaction, and expectations of sport industry GAs and their supervisors, two surveys were developed. The GA survey had five sections labeled: work-family conflict, job satisfaction, life satisfaction, work-extracurricular conflict, and demographics. The supervisors' survey was included the same five sections but modified slightly in wording. The potential participants were identified from the graduate assistantship program, e-mailed a request to participate with the survey link, an informed consent form, and a post-survey e-mail thanking respondents for their participation (Appendix A, B, & C). The survey took approximately five minutes to complete. Initially, information regarding the comparison nature of the study was not

shared with the GAs or staff members. To prevent from skewing the data or for the GAs feeling they could not be completely honest on the questions being asked, we did not tell them their supervisors were being assessed as well. A total of 50 GAs and 32 supervisors were e-mailed the online survey questionnaire. After dropping four GAs, two for not completing the survey and two who were not GAs in athletics and omitting one supervisor who was not involved in athletics, the final sample consisted of 47 participants (*N* = 47); 27 GAs and 20 supervisors.

Instruments

Based on the review of the literature, a 27-item survey instrument was created for the GAs for the sport professionals. There were slight variations in the surveys. For the GAs survey items measured work-family conflict (5-items), job satisfaction (3-items), life satisfaction (1-item), work-extracurricular conflict (6-items), which includes a comparative future statement about their expectation of the career once obtaining a position full-time in athletics, and demographics (12-items), with 6-items for GA position information. For the supervisors' survey items measured work-family conflict (5-items), work-extracurricular conflict (5-items), job satisfaction (3-items), life satisfaction (1-item), and demographics (13-items), with 7-items on supervisor information.

Work-family conflict. After reviewing recent literature, Netemeyer, Boles, and McMurrian's (1996) measures of work-family conflict were utilized because the scales are short and multi-dimensional, yet reliable and valid. We used 5 items from the Netemeyer et al. (1996) scale to measure work-family conflict. Respondents were asked to rate their experiences on a 7-point scale (1 = *strongly disagree* and 7 = *strongly agree*). The scale has been shown to be reliable in past studies (e.g., Netemeyer et al., 1996), which found a Chronbach's alpha level of .88 for work-to-family conflict items.

Work-Extracurricular conflict. For the purpose of the study, we introduced the factor work-extracurricular conflict. The word "extracurricular" was operationalized for this study to encompass everything outside of work and family. This includes spiritual, hobbies, exercise/health, school and social. Using Netemeyer et al.'s (1996) 5-item work-family conflict scale, we made slight variations to the statements. The original scale asked "the demands of my work interfere with my home and family life", the variation of the scale for our study asked: "the demands of my work interfere with my extracurricular activities." Respondents were asked to rate their experiences on a 7-point scale (1 = *strongly disagree* and 7 = *strongly agree*).

Job satisfaction. To assess job satisfaction, Cammann, Fichman, Jenkins, and Kelsh's (1983) three-item scale was used. Dixon and Sagas (2007) used the same scale in their research aimed at studying the relationship between organizational support, work-family conflict, and job and life satisfaction. Items such as "all in all, I am satisfied with my job" were measured on a 7-point scale (1 = *strongly disagree* and 7 = *strongly agree*).

Life.satisfaction Life satisfaction was measured using a single-item global scale created by Near, Rice, and Hunt (1978). Based on the verbiage used in Dixon and Warner's (2010) investigation of employee's satisfaction in sport, respondents were asked to rate their experience on a 7-point scale (1 = *dissatisfied* and 7 = *very satisfied*).

Demographics. Literature suggests that demographic factors can have an impact on work-family conflict and job satisfaction (Dixon & Sagas, 2007). In order to have the comparative assessment of GAs' and supervisors' work-life balance, there was a slight variation in the demographic information asked for GAs and supervisors. For GAs, data was collected on demographic (12- items) variables: name, gender, ethnicity, age, marital status, the number of children in the household under 18 years old, supervisor name, hours per week working at their

GA position, number of course hours they are taking this semester, occupation/job title, supervisor name, and start date (month/year, e.g., 1/12). For supervisors, data was collected on demographic (13-items) variables: name, gender, ethnicity, age, marital status, number of children in the household under 18 years old, start date with current organization (month/year, e.g., 1/12), previous GA experience (if they answer yes, they are asked to identify if their GA experience was within the organization they currently work in), asked if they supervise GAs, number of hours per week at the job, occupation/job title, and how long they have worked in the sport industry.

Expectations. There was a comparative future statement on the GA survey only. This 1-item statement was asked in an effort to see the GAs expectations of a career in sports. This comparative future statement read, "The demands of my work interfering with my extracurricular activities will decrease when I obtain a full time position in athletics". Respondents were asked to rate their experiences on a 7-point scale (1 = *strongly disagree* and 7 = *strongly agree*).

Questionnaire development. The participant survey was reviewed by a panel of six sport management graduate assistants who had GA positions not involved in athletics. The students were in the same graduate program and had comparable makeup to the intended participants. The review was conducted for face validity and feasibility of the scales' new construct of extracurricular activities and overall readability. The wording was deemed appropriate and the students agreed they viewed a difference between work family and work extracurricular. The final draft of the surveys was approved by the university level Institutional Review Board.

Data Analysis

The latest version (18.0) of PAWS/SPSS for Windows was used for all data analysis for this study. Descriptive statistics were calculated for demographics, work-family conflict, work-extracurricular conflict, job satisfaction, life satisfaction, and the future comparative statement. Alpha reliability coefficients were calculated to determine reliability of the questionnaire items. To analyze the differences between GAs and supervisors in work-family conflict, work-extracurricular conflict, job satisfaction, and life satisfaction, one-way ANOVA was conducted.

CHAPTER 4

RESULTS

Results

Background Information

Descriptive statistics were used to analyze specific demographic variables of the participants, and are depicted in Table 1. The overall sample consisted of 47 participants, 27 GAs and 20 supervisors. Of those, 51.1% were males, and the majority of the supervisors were male (75%) and GAs (66.7%) were female. The majority of the GAs were White/Non-Hispanic between the age of 22-28 years old (*M* = 23.81*; SD* = 1.61). All of the GA participants were single. The mean number of credit hours GAs were taking was 7.8 hours (*SD* = 2.8) or about 2-3 courses. The majority of supervisor respondents were White/Non-Hispanic (60.0%); the mean age of this samples was 36.2 years (*SD* =9.25) with an age range of 26-54 years old. The majority ofsupervisors were married (55.0%), without children living at home (55.0%). The mean length of time supervisors spent at their current organization was 3.4 years (*M* = 40.4 months; *SD* = 36.7), and length of time in the sport industry was 13.6 years (*SD* = 7.2). Results showed that GAs worked on average of 34.8 (*SD* = 13.8) hours per week, while their supervisors worked on average of 56.5 (*SD* = 7.1) hours per week.

Work-family Conflict

Using descriptive statistics, the five work-family conflict items were measured. Our study found reliability to be strong (α = .91). On the 7-point Likert scale, the overall work-family conflict mean for GAs was 3.96 (*SD*=1.47). This supervisors overall work-family conflict rating was 4.11 (*SD* = 1.17). Work-family conflict level for supervisors is higher than GAs, although marginal. A one-way ANOVA was run to determine statistical differences between GAs and supervisors in work-family conflict. There were no significant differences between groups (*f* = .17; *p* = .69). As seen in (Table 2) the work-family conflict factor with the highest rating for GAs

(M = 5.15; SD =1.81) and supervisors (M = 5.55; SD = 0.99) was "due to work-related duties, I have to make changes to my plans for family activities."

Work-Extracurricular Conflict

Similar to work-family conflict, descriptive statistics were used to analyze how work intereferes with extracurricular activities (Table 2). Five variables surveyed was a variation of Netemeyer, et. al (1996) work-family conflict scale. Reliability for the five items was very high (α = .93). On a 7-point scale (1 = *strongly disagree* and 7 = *strongly agree*), GAs (M = 4.64; SD = 1.47) and supervisors (M = 4.64; SD = 1.17) rated very similarly in work-extracurricular conflict levels. One-way ANOVA was conducted to determine a difference between GAs and supervisors in work-extracurricular conflict. There were no significant differences between groups (f = .00; p = .996).

Job Satisfaction

To evaluate job satisfaction levels of GAs and their supervisors, descriptive statistics were used. A three-item scale surveyed job satisfaction (Table 2). An example item would be "all in all, I am satisfied with my job". Measurements were on a 7-point scale (1 = *strongly disagree* and 7 = *strongly agree*). Reliability estimates were high (α =.90). The average rating for job satisfaction in GAs was (M = 5.40; SD = 1.11) and supervisors did have high levels of job satisfaction. GAs rated significantly lower for overall job satisfaction (M = 5.40; SD = 1.11) than their supervisors (M = 6.23; SD = .62). One-way ANOVA was run to determine a difference between GAs and supervisors in job satisfaction. There was a significant difference between the two groups (f = 9.28; p < .05).

Life Satisfaction

Descriptive statistics were used for the life satisfaction single item category (Table 2). Participants were asked "taking everything into consideration, how satisfied are you with life at this point in time?" Using a 7-point scale (1 = *dissatisfied* and 7 = *very satisfied*), both GAs (M = 5.37; SD = 1.22) and supervisors (M = 5.65; SD = .88) reported to be satisfied with their lives up to this point in time (above the 4.0 midpoint of the scale).

Expectations

The 1-item comparative future statement located on the GA survey only is asked in an effort to see if GAs expectations of the career align with their supervisors. The statement reads, "The demands of my work interfering with my extracurricular activities will decrease when I obtain a full time position in athletics". Descriptive statistics were used to analyze the GA's responses. Respondents were asked to rate their experiences on a 7-point (1 = *strongly disagree* and 7 = *strongly agree*). GAs (M = 3.67; SD = 1.71) did not expect their levels of work-extracurricular conflict to decrease when obtaining a position in athletics full time.

Table 1

Descriptive Statistics for the Personal Background Variables (N = 47)

		Graduate Assistants (*n* = 27)		**Supervisors (*n* = 20)**	
Background variable	**Category**	***N***	**%**	***n***	**%**
Gender	Male	9	32.1	15	75.0
	Female	19	67.9	5	25.0
Age	18-22	4	14.8	0	0.0
(*M* = 28.93; *SD* = 8.60)	23-27	22	81.4	3	15.8
	28-32	1	3.7	5	26.4
	33-37	0	0.0	3	15.8
	38-42	0	0.0	2	10.6
	43-47	0	0.0	3	15.8
	48-52	0	0.0	1	5.3
	53+	0	0.0	1	5.3
Ethnicity	African-American	8	29.6	2	10.0
	White/Non-Hispanic	13	48.1	12	60.0
	White/Hispanic	5	18.5	3	15.0
	Hispanic/Non-White	0	0.0	3	15.0
	Asian	0	0.0	0	0.0
	Hawaiian/Pacific Islander	0	0.0	0	0.0
	Other	1	3.6	0	0.0
Marital Status	Single	27	100.0	8	40.0
	Married	0	0.0	11	55.0
	Divorced	0	0.0	1	5.0
Number of Children	0	24	88.9	11	55.0
	1	1	3.7	5	25.0
	2	0	0.0	4	20.0

Table 2

Work-Life Balance (WFC, WEC, JS, LS) Descriptive Statistics for Graduate Assistants and Supervisors

		Graduate Assistants		***Supervisors***	
Variable	***α***	***M***	***SD***	***M***	***SD***
Work-Family Conflict	.91	3.96	1.47	4.12	1.17
1. Due to work-related duties, I have to make changes to my plans for family activities.		5.12	1.81	5.55	.99
2. The demands of my work interfere with my home and family life.		4.30	1.75	4.95	1.14
3. Things I want to do at home do not get done because of the demands my job puts on me.		3.37	1.57	3.30	1.53
4. My job produces strain that makes it difficult to fulfill family duties.		3.11	1.42	3.10	1.55
5. The amount of time my job takes up makes it difficult to fulfill family responsibilities.		3.85	1.77	3.69	1.72
Work-Extracurricular Conflict	.93	4.64	1.47	4.64	1.17
1. Due to work-related duties, I have to make changes to my plans for extracurricular activities		5.00	1.59	5.00	.86
2. The demands of my work interfere with my extracurricular activities.		4.93	1.52	4.60	1.31
3. Things I want to do at home do not get done because of the demands my job puts on me.		4.04	1.79	4.35	1.31
4. My job produces strain that makes it difficult to fulfill my extracurricular activities.		4.40	1.67	4.25	1.62
5. The amount of time my job takes up makes it difficult to fulfill extracurricular responsibilities.		4.81	1.71	5.00	1.41
Job Satisfaction	.90	5.40	1.11	6.23	.62
1. In general, I don't like my job.		5.48	1.28	6.50	.69
2. All in all, I am satisfied with my job.		5.44	1.19	5.95	.76
3. In general, I like working here.		5.26	1.16	6.25	.64
Life Satisfaction					
1. Taking everything into consideration, how satisfied are you with life at this point in time?		5.37	1.24	5.65	.88

CHAPTER 5

DISCUSSION

Discussion

Work-life balance is a growing topic for researchers in sport. The untraditional working environment and lifestyle of sport breeds a challenge for employees to balance work and non-work responsibilities. It is important researchers and sport managers understand work-life balance of their employees, as research shows a lack of balance can impact performance, satisfaction, turnover, health, organizational loyalty and longevity in the career (Hobson, Delunas & Kesic, 2001). Careers in the sport industry have been assessed from a coaching (Bruening & Dixon, 2007; Dixon & Bruening, 2005, 2007) and internship perspective (Cunningham et al., 2005). However, to date, no research has assessed the work-life balance of intercollegiate athletic graduate assistants and supervisors. The study analyzed work-life balance by assessing and comparing work-family conflict, job satisfaction, work-extracurricular conflict, life satisfaction, and expectations of sport industry graduate assistants and their supervisors.

Studies on work-life balance in sport are quickly emerging, but research is still limited. Much of the current literature regarding work and life is based from a conflict perspective (Greenhaus & Powell, 2006). It is assumed if an individual lacks balance between work and life domains, conflict will exist. Examining work-family conflict is a way to assess the work-life balance of GAs and supervisors. The mean for GAs overall work-family conflict rating was 3.96 (*SD*=1.47), which supports Hypothesis 1, which predicted GAs to have low levels of work-family conflict. Hypothesis 2 was concerned with supervisors having high levels of work-family conflict. This was not supported. The mean for supervisors overall work-family conflict rating was 4.11 (*SD* = 1.17). As Hypothesis 3 predicted, work-family conflict level for supervisors is higher than GAs. Although GAs (*M* = 3.96; *SD* = 1.47) had a slightly lower level of work-family conflict than did supervisors (*M = 4.12; SD* = 1.17), the results were not statistically

different. The findings indicate that both GAs and supervisors felt their work does interfere with family. The demographics of GAs and supervisors suggest that GAs (96.4%) were single, and had no children (89.3 %), while supervisors (55.0 %) were married and had at least one or more children under the age of 18 in the home (45.0%). Dixon and Bruening (2005) reasoned that factors such as gender, personality, values, and family size influenced this conflict, highlighting the presence of children in the home may be one of the most significant factors related to work-family conflict. Also, Hughes and Galinsky (1994), examined dual-earner couples, and their study showed that more children, especially young children, reduce family functioning which can lead to greater work interference, higher stress levels, and poor health. Also, the findings support the Netemeyer, Boles and McMurrian (1996) study, which sought to develop and validate short, self-report measures of work-family conflict and family-work conflict. They noted persons with more children (at home) must adjust their demands, time, and emotions between work and home settings more than persons who have few or no children; therefore stating that the number of children at home should be positively correlated with work-family conflict. The presence of children in the home, which was almost half of the supervisors, could explain why supervisors' level of work-family conflict was slightly higher than the GAs. In addition to larger family size, jobs higher in pressure and stress are associated with higher work-family conflict and have been linked to lower job satisfaction (Dixon & Bruening, 2005). This is important because supervisors in sport organizations may feel a higher sense of stress and pressure than GAs because typically, supervisors are the ones in charge of their respective departments, thus impacting their work-family conflict and job satisfaction levels. If sport organizations know that their employees must juggle a great deal of stress (which is common in the sport industry), upper management should examine ways to reduce the constant stress and pressure on GA supervisors

so both GAs and their supervisors can have a great working experience. The goal is to keep GAs in the sport industry long-term, and it is possible if their experience with their supervisor is a positive one, they will remain working in sports.

Job satisfaction levels for GAs were predicted to be low (H5). This was not supported, because the average rating for job satisfaction in GAs was (M = 5.40; SD = 1.11). As hypothesized, supervisors did have high levels of job satisfaction (H6), and GAs rated significantly lower for overall job satisfaction (M = 5.40; SD = 1.11) than their supervisors (M = 6.23; SD = .62). Therefore, Hypothesis 7 was supported. One-way ANOVA was run to determine a difference between GAs and supervisors in job satisfaction. There was a significant difference between the two groups (f = 9.28; $p < .05$). When comparing these two groups on job satisfaction, significant ($p < .05$) differences were found between the level of job (GA v. supervisor) and their job satisfaction. Despite the difference, the results indicate that both GAs and supervisors are generally satisfied with their job, but supervisors are “more satisfied”. This is consistent with Parks and Parra (1994) study on job satisfaction in sport management alumnae. They found that alumnae in sport professions and those in careers not involved with sport were both generally satisfied with their jobs.

Dixon and Warner (2010) reported personal life balance to be an important job consideration usually associated with dissatisfaction. Findings indicate that supervisors have been in the sport industry for nearly fourteen years (M = 13.63 years). Kim and Cunningham (2005) emphasized work experience and organizational support contributed to job satisfaction, suggesting supervisors may have had enough time to settle in the sport industry and due to more experiences in the field, they have a realistic expectation of the job demands presented in sport, which does not largely impact their job satisfaction This could differ for GAs whose length in

their current GA position at their respective organizations was less than a year (*M* = 9.58 months). Prior research explained that the sport industry requires long, non-traditional hours (i.e., nights and weekends) and often extensive travel, making it an environment where work-family conflict is salient (Dixon & Bruening, 2005). This may show that GAs have not had enough time to get used to the demands and untraditional lifestyle of the sport industry, or the sport industry is nothing like they expected; they love sports and want to work around sport, but were not prepared for the job demands, hours and lifestyle. In addition, Allen, Herst, Burck, and Sutton (2000) proposed that the relationship between work-family conflict and job and life satisfaction reflects individuals' greater desire for balance and a feeling of dissatisfaction is present when that balance is not in place. While GAs work-family conflict was lower than supervisors, conflict was in fact present, signifying a lack of balance. This could be one explanation for why GAs job satisfaction is lower than their supervisors. GAs are the sport managers of tomorrow, and if they are already experiencing dissatisfaction in their job, we risk them leaving the field. Supervisors and sport organizations should examine why GAs are not as satisfied with their jobs. Communicating expectations of the job, allowing GAs to feel responsible over their work, and creating a working environment that propels GAs into a career in sport full-time should be the primary focus of those supervisors who oversee GAs.

Work-extracurricular conflict was a new factor introduced in the study. Based on Smith's (2010) definition of work-life balance, it includes family, friends, and hobbies. For the study, the word "extracurricular" has been operationalized for our study to encompass everything outside of work and family. Extracurricular includes spiritual, hobbies, exercise/health, school, and social. We felt that work-family conflict missed an area where conflict could exist. Hypothesis 4 predicted GAs work-extracurricular conflict to be higher than their supervisors.

This was not supported. Results indicate that work-extracurricular conflict did not differ between GAs (*M* = 4.64; *SD* = 1.47) and supervisors (*M* = 4.64; *SD* = 1.17). These results submit that both GAs and supervisors have difficulties completing their extracurricular responsibilities due to their job demands as both are above the midpoint. Descriptive results indicate that of the entire sample (*N* = 47), the majority were single (74.5%), with no children living in the home (74.5%). This could suggest that those employees without family, regardless of career level, struggle to balance their job demands and their extracurricular activities. This information is useful to sport organizations because it sheds light on an area of work-life balance that has yet to be examined. The results explain that conflict does exist in another area besides with family. While most work-life balance policies acknowledge difficulties between work and family, if sport organizations, athletic directors and sport managers understand that their employees have trouble managing work and their extracurricular activities, they could establish programs, policies, events, and schedules that allow their GAs and supervisors to complete extracurricular activities while being efficient and productive employees. The new variable introduced in the study should be further investigated.

Life satisfaction was used to determine how satisfied up to this point GAs and supervisors were with their life. Results found that there was not a significant difference in both GAs (*M* = 5.37; *SD* = 1.24) and supervisors (*M* = 5.65; *SD* = .88) life satisfaction. With an average rating of approximately 5.50 on a 7-point scale (1 = *strongly disagree* and 7 = *strongly agree*), GAs and supervisors report to be satisfied with their lives. This is consistent with Kossek and Ozeki (1998) who reported the relationship between work-family conflict and life satisfaction to be $r = -.31$, negative and fairly strong. These results could suggest that although there is a presence of conflict and therefore a lack of balance in both GAs and supervisors lives,

it is not large enough, or possibly is the reality of the industry, thus not impacting the overall life satisfaction of GAs and supervisors at this point in time.

In the survey questionnaire, we asked GAs a 1-item comparative future statement. Hypothesis 8 was concerned with GAs expectation that their work-extracurricular conflict will decrease when working in sport full time. This was not supported, because GAs (M = 3.67; SD = 1.71) expected their levels of work-extracurricular conflict to not decrease when obtaining a position in athletics full time. This rating indicate that GAs do not expect their work-extracurricular conflict to improve when entering the field full-time. These findings are significant to sport organizations because GAs already view their future work-life balance in sport in a negative light. Perceptions of their supervisors work-life balance could have something to do with this. If supervisors communicate with GAs about their future in sport and what to expect, when GAs obtain their full-time position, they can help improve the experience of GAs working under them. This could cause a trickledown effect, where the industry's future managers are prepared and ready for a career in sport.

The findings presented in the study suggest there are very little statistical differences between GAs' and supervisors' work-family conflict, work-extracurricular conflict, and life satisfaction levels; with a significant difference in their job satisfaction levels. The results propose that despite small differences, conflict exists in the lives of the participants, and suggest that GAs and supervisors in sport struggle to balance their work and family responsibilities as well as their work and extracurricular activities. Introducing work-extracurricular conflict as a new variable when studying work-life balance, and investigating the work-life balance of graduate assistants in sport, provides the foundation for future research.

Limitations

The study provided an important contribution to the literature on work-life balance in sport, but there are limitations with the study. The sample size is a limitation of the study. Although the response rate was high, the overall sample was small (*N*= 47). Also, the GA sample was taken from two graduate assistantship programs at two universities in the Southeast. The results cannot be generalized to all GAs across the country. Therefore, expanding the study to include GAs and supervisors from universities nationwide or looking at GAs work-life balance at different levels (i.e., Division I, II, and II) would produce more generalizable results. Also, the more participants, the likelihood that we would get a significant number of pairs of GAs and their supervisors, thus allowing a comparative analysis of work-family conflict, job satisfaction and work-extracurricular conflict levels across specific work levels and job titles. This lends itself to future research.

The data collection occurred during a two week period in June, which posed a limitation. We missed GAs who graduated at the end of May, and we sampled a few GAs who had only been in their GA position for a month. This could have affected the results, because it could be that GAs' work-life balance is better when being in their position for a month compared to those in the position longer. If we could lengthen our collection time, or start our collection time sooner, we would have sampled those GAs just about to graduate. Also, because of the timing of the survey, a number of sport supervisors were on vacation or were out of town attending professional conferences.

Future Research

The present study sought to assess work-life balance of intercollegiate athletic GAs and supervisors. The study proposed that there would be significant differences between GAs' and

supervisors' work-family conflict, job satisfaction, work-extracurricular conflict, and life satisfaction. Overall, the results suggest that GAs and supervisors do experience levels of conflict, thus leading to a lack of balance between work and non-work responsibilities. The findings from the research may provide the start to investigating an untouched population, GAs. Upcoming research should further examine the population of GAs because they are the sport managers of tomorrow. Research shows that intention-to-leave an organization and search for another job is positively related to work-family conflict (Burke, 1988). Therefore, if GAs have a lack of balance in their lives because of their position and believe this imbalance will remain once they enter the field full-time, the sport industry risks losing qualified and experienced sport professionals. It is imperative that managers pay attention to the workload and overall demands presented to GAs from school and work. Communicating the realities of work-life balance in the sport profession, from the supervisors point-of-view, could be helpful in aligning GAs expectation when obtaining a position in sport full-time.

The majority of the GA sample was female (66.7%), while the majority of the supervisor sample was male (75%). This lends to the question, where did the female GAs go? Investigating where these GAs went once graduating or examining female intentions to stay in the industry long-term could be an area of research in connection with the work-life balance of GAs and supervisors.

Researchers should also investigate the new variable of work-extracurricular conflict. Further research on this factor in both GAs and supervisors may introduce a whole new area of study and help in the implementation of policies in sport professionals without family.

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APPENDIX A: RECRUITMENT EMAIL FOR GRADUATE ASSISTANTS AND SPORT PROFESSIONALS

Dear _____,

As part of a master's thesis in Sports Administration at Georgia State University, we are conducting a study on graduate assistants'/sport professionals' work-life balance and would like your input. This short survey should only take you 5 minutes to complete. The survey is voluntary. Your information would be helpful in understanding the sport industry work situation. The online survey is attached: https://www.surveymonkey.com/s/C7X2DHT and will be available until June 26. Your responses are confidential to the researchers.

If you have any questions, please do not hesitate to contact me. Thank you for your time!

Thank you,
Beth A. Cianfrone, Ph.D.
Shaina Ervin, M.S. Candidate

Beth. A. Cianfrone, Ph.D.
Assistant Professor
Sports Administration

RECRUITMENT EMAIL 2

Dear _____,

As part of a master's thesis in Sports Administration at Georgia State University, we are conducting a study on graduate assistants'/sport professionals' work-life balance and would like your input. This very short, 5 minute survey is voluntary. Your information would be helpful in understanding the sport industry work situation. The online survey is attached: https://www.surveymonkey.com/s/2HM6BLH and will be available until June 26. Your responses are confidential to the researchers.

If you have any questions, please do not hesitate to contact me. Thank you for your time!

Thank you,

Beth A. Cianfrone, Ph.D.
Shaina Ervin, M.S. Candidate

Beth. A. Cianfrone, Ph.D.
Assistant Professor
Sports Administration

APPENDIX B: INFORMED CONSENT FORM FOR PARTICIPANTS

Georgia State University
Department of Kinesiology and Health
Informed Consent

Title: A comparative assessment of athletic department graduate assistants' and supervisors' work-life balance.

Principal Investigator: Beth Cianfrone, Ph.D.

Student Principal Investigator: Shaina Ervin, Masters Candidate

I. Purpose:

You are invited to participate in a research study. The purpose of the study is to assess athletic department graduate assistants' and supervisors work-life balance. Participation will require 10 minutes of your time today for the survey.

II. Procedures:

If you decide to participate, you will click NEXT to access the online questionnaire. The questionnaire takes approximately 10 minutes to complete. We will not tell you everything about the study in advance. When the study is over, we will tell you everything. At that time you can choose whether you want to let us use your information or not.

III. Risks:

In this study, you will not have any more risks than you would in a normal day of life.

IV. Benefits:

Participation in this study may not benefit you personally. Overall, we hope to gain information about graduate assistants' and supervisors' work-life balance.

V. Voluntary Participation and Withdrawal:

Participation in research is voluntary. You do not have to be in this study. If you decide to be

in the study and change your mind, you have the right to drop out at any time. You may skip questions or stop participating at any time. Whatever you decide, you will not lose any benefits to which you are otherwise entitled.

VI. Confidentiality:

We will keep your records private to the extent allowed by law. The researchers, Beth Cianfrone and Shaina Ervin, will have access to the information you provide. Information may also be shared with those who make sure the study is done correctly (GSU Institutional Review Board, the Office for Human Research Protection (OHRP). We will use a study number rather than your name on study records, as the name will be only used to verify employment information. The information you provide will be stored in a locked cabinet, and password- and firewall-protected computers. The key (code sheet) will be stored separately from the data to protect privacy and will be destroyed at competition of the data entry. Your name and other facts that might point to you will not appear when we present this study or publish its results. The findings will be summarized and reported in group form. You will not be identified personally.

VII. Contact Persons:

Contact Beth Cianfrone, Ph.D. or Shaina Ervin at 404-413-8362 or bcianfrone@gsu.edu if you have questions about this study. If you have questions or concerns about your rights as a participant in this research study, you may contact Susan Vogtner in the Office of Research Integrity at 404-413-3513 or svogtner1@gsu.edu.

VIII. Copy of Consent Form to Subject:

You may print a copy of this consent form to keep.

If you are willing to volunteer for this research, please continue with the survey. You are consenting that you are 18 years or older. Press “NEXT”

APPENDIX C: FOLLOW-UP EMAIL FOR GRADUATE ASSISTANTS AND SPORT PROFESSIONALS

Dear _____,

Thank you for participating in the online survey on work-life balance two weeks ago. Your information was utilized to better understand the sport industry work situations of graduate assistants and their supervisors. The purpose of the study was to compare the graduate assistants' work-life balance with their supervisors, to determine if there was a difference in satisfaction. I would be happy to share the group based results with you.

If you have any questions, please do not hesitate to contact me. Thank you for your time!

Thank you,
Beth A. Cianfrone, Ph.D.
Shaina Ervin, M.S. Candidate

Beth. A. Cianfrone, Ph.D.
Assistant Professor
Sports Administration
404-413-8362
bcianfrone@gsu.edu

APPENDIX D: GRADUATE ASSISTANT SURVEY

Purpose: We are aiming to understand the lifestyle of graduate assistants in athletics. Please **think about your current graduate assistantship position** and answer the following questions about your graduate assistantship. Your responses will be kept confidential. Thank you for your help!

Graduate Assistantship Information

1. Do you have a full assistantship (20 hours per week; tuition waiver) or partial (10 hours per week; ½ waiver) _____
2. During a typical week, how many hours per week do you spend working inyour position: _____
3. Number of school credit hours you are taking this semester: _____
4. GA Title:_____ Organization: _____
5. Supervisor name: _____
6. GA Start date (Month/Year, e.g., 1/12): _____

Please rate the extent to which you STRONGLY DISAGREE (1) or STRONGLY AGREE (7) about each statement by circling the appropriate number in the scale beside each statement. Think about your role as a GA when answering.	**Strongly Disagree**			**Neutral**			**Strongly Agree**
Work-Family Conflict							
1. Due to work-related duties, I have to make changes to my plans for family activities.	1	2	3	4	5	6	7
2. The demands of my work interfere with my home and family life.	1	2	3	4	5	6	7
3. Things I want to do at home do not get done because of the demands my job puts on me.	1	2	3	4	5	6	7
4. My job produces strain that makes it difficult to fulfill family duties.	1	2	3	4	5	6	7
5. The amount of time my job takes up makes it difficult to fulfill family responsibilities.	1	2	3	4	5	6	7
Job Satisfaction							
1. In general, I don't like my job. (r)	1	2	3	4	5	6	7
2. All in all, I am satisfied with my job.	1	2	3	4	5	6	7
3. In general, I like working here.	1	2	3	4	5	6	7
Work-Extracurricular Conflict: The term "extracurricular" refers to everything outside of work and family.							
1. The amount of time my job takes up makes it difficult to fulfill extracurricular responsibilities.	1	2	3	4	5	6	7
2. My job produces strain that makes it difficult to fulfill my extracurricular activities.	1	2	3	4	5	6	7
3. Due to work-related duties, I have to make changes to my plans for extracurricular activities.	1	2	3	4	5	6	7
4. The demands of my work interfere with my extracurricular activities.	1	2	3	4	5	6	7
5. Things I want to do at home do not get done because of the demands my job puts on me.	1	2	3	4	5	6	7
6. The demands of my work interfering with my extracurricular activities will decrease when I obtain a full time position in athletics.	1	2	3	4	5	6	7
Life Satisfaction(1= Dissatisfied 4= Neutral 7= Very Satisfied)							
1. Taking everything into consideration, how satisfied are you with life at this point in time?	1	2	3	4	5	6	7

Demographics

1. Name:
2. Gender: a. Male b. Female
3. Ethnicity: a. African American/Black b. White/Non-Hispanic c. White/Hispanic d. Hispanic/Non-White e. Asian f. American Indian/Alaskan Native g. Hawaiian/Pacific Islander h. Other _____
4. Age: _____
5. Marital/Household Status: a. Single b. Married c. Lifelong Partner d. Divorced e. Widowed
6. Number of children in your household under 18 years old: _____

Thank you for completing this survey!

APPENDIX E: EMPLOYEE SURVEY

Purpose: We are aiming to understand the lifestyle of supervisors in athletics. Please **think about your current position** when answering the following questions. Your responses will be kept confidential. Thank you for your help!

Supervisor Information

1. Job Title: _____
2. Organization: _____
3.. How many GAs do you supervise? _____
4. During a typical week, how many hours per week do you spend working in your supervisor position: _____
5. Were you a graduate assistant: _____ If so, were you a GA for this organization? _____
6. Start date with current organization (Month/Year, e.g., 1/12): _____
7. How long have you been working in the sport industry? _____

Please rate the extent to which you STRONGLY DISAGREE (1) or STRONGLY AGREE (7) about each statement by circling the appropriate number in the scale beside each statement.	Strongly Disagree			Neutral			Strongly Agree
Work-Family Conflict							
1. Due to work-related duties, I have to make changes to my plans for family activities.	1	2	3	4	5	6	7
2. The demands of my work interfere with my home and family life.	1	2	3	4	5	6	7
3. Things I want to do at home do not get done because of the demands my job puts on me.	1	2	3	4	5	6	7
4. My job produces strain that makes it difficult to fulfill family duties.	1	2	3	4	5	6	7
5. The amount of time my job takes up makes it difficult to fulfill family responsibilities	1	2	3	4	5	6	7
Job Satisfaction							
1. All in all, I am satisfied with my job.	1	2	3	4	5	6	7
2. In general, I don't like my job. (r)	1	2	3	4	5	6	7
3. In general, I like working here.	1	2	3	4	5	6	7
Work-Extracurricular Conflict: The term "extracurricular" refers to everything outside of work and family.							
1. The amount of time my job takes up makes it difficult to fulfill extracurricular responsibilities.	1	2	3	4	5	6	7
2. My job produces strain that makes it difficult to fulfill my extracurricular activities.	1	2	3	4	5	6	7
3. Due to work-related duties, I have to make changes to my plans for extracurricular activities.	1	2	3	4	5	6	7
4. The demands of my work interfere with my extracurricular activities.	1	2	3	4	5	6	7
5. Things I want to do at home do not get done because of the demands my job puts on me.	1	2	3	4	5	6	7
Life Satisfaction (1= Dissatisfied 4= Neutral 7= Very Satisfied)							
1. Taking everything into consideration, how satisfied are you with life at this point in time?	1	2	3	4	5	6	7

Demographics

1. Name:
2. Gender: a. Male b. Female
3. Ethnicity: a. African American/Black b. White/Non-Hispanic c. White/Hispanic d. Hispanic/Non-White e. Asian f. American Indian/Alaskan Native g. Hawaiian/Pacific Islander h. Other _____
4. Age: _____
5. Marital/Household Status: a. Single b. Married c. Lifelong Partner d. Divorced e. Widowed
6. Number of children in your household under 18 years old: _____

Thank you for completing this survey!