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In search of understanding: Examining the life role management approach of fathers who are coaches

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In search of understanding: Examining the life role management approach of fathers who are coaches

by

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Anyone who knows me is familiar with my religious beliefs. I firmly believe that our individual abilities and mental capacities, combined with good intentions, are simply not enough to make lasting change in the world. I believe that it is through the influence of divine inspiration, combined with our best efforts, that we are able to make a positive impact. I also believe that divine inspiration often comes in the form of caring friends, mentors, advisors, and especially family. Therefore it is important to me that I take the time to acknowledge those people in my life that have made this process possible.

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In search of understanding: Examining the life role management approach of fathers who are coaches

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Abstract: The role of the father is changing in United States society (Bianchi, Robinson, & Milkie, 2006). Trend analysis indicates that men are beginning to be more involved in the family role, especially in regards to housework, cooking, cleaning, and childcare duties (Galinsky, Aumann, & Bond, 2011; Harrington, Van Deusen, & Humberd, 2011). Further research suggests that the basic definition of what makes a good father are also expanding (Bianchi et al., 2006). A good father is now defined as a co-financial provider, a disciplinarian, as well as a co-caretaker of the home and children (Rohner & Veneziano, 2001). In conjunction with these cultural changes, the research outside the realm of sport indicates that men are experiencing higher levels of work-family conflict than they did even ten years ago (Galinsky et al., 2011; Harrington et al., 2011; Parker & Wang, 2013).

However, in the sport industry, orthodox masculine pressures celebrating competition, aggression, sacrifice, and commitment largely remain prominent (Dixon & Bruening, 2005; Wilson, 2002). Therefore, individuals working in sport are faced with shifting societal pressures and inflexible industry cultural norms (Graham & Dixon,

2014). Research on mothers in the sport industry suggests that work-family conflict is a significant source of tension for women working in sport (Bruening & Dixon, 2007; Dixon & Bruening, 2007). Furthermore, there is some evidence that men are experiencing levels of work-family conflict that is parallel with their female counterparts (Schenewark & Dixon, 2012). However, less is understood about the experiences of fathers who are coaches from an in-depth standpoint. Fundamental questions about how men experience, interpret, and cope with the competing pressures to be a good father and a good employee have largely gone unexplored (Graham & Dixon, 2014).

As a result, the purpose of this study was to gain a deeper understanding of the experiences of fathers in sport. To that end, 24 fathers who were also high school head coaches from Texas volunteered for a study investigating their work-life balance experiences. The findings indicate that indeed fathers in sport are faced with tension and strain stemming from both the coaching role and the family role. The findings also suggest that men cope with these tensions by carefully managing the resources of time, energy, and attention. In addition, the fathers reported depending heavily on their wives for support in the coaching role. Furthermore, the data indicate that organizational support mechanisms were simply an unused and distrusted source of support that only became an option in extreme cases or health crises.

These findings have important implications for theory as well as management. More specifically, the findings of this study had direct implications in regards to theories on role conflict, role engulfment, coping strategies, and masculinity. From a practical stance, this study also has important implications for sport managers in the areas of

motivation, citizenship behavior, voicing behavior, and insights on how to support men in athletics.

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Chapter 1: Introduction

The traditional role of the father and what constitutes successful fathering is undergoing a shift in United States culture (Coakley, 2006; Harrington, Van Deusen, & Humberd, 2011). Historically, men have effectively fulfilled their fatherhood role in two ways: providing financially and enforcing discipline (Rohner & Veneziano, 2001). However, recent research indicates that successful fathering today incorporates greater involvement with familial duties, such as cooking, cleaning, and childcare (Bianchi, Robinson, & Milkie, 2006; Goldberg, Tan, & Thorsen, 2009). Some fathers are even making decisions to re-prioritize their life roles to focus on the family role over the work role, and are spending more time at home with their families, even at the expense of their professional careers (Harrington et al. 2011; Reddick, Rochlen, Grasso, Reilly, & Spikes, 2012).

These changes in the expectations of the fathering role are linked to corresponding reports indicating that fathers today are feeling higher levels of tension in the work-family interface than they historically reported (Galinsky, Aumann, & Bond, 2011; Harrington et al., 2011; Harrington Van Deusen & Mazar, 2012; Parker & Wang, 2013). When an individual is fully engaged and satisfied with each of their life roles, it is suggested that they are in a state of work-life balance (Greenhaus, Collins, & Shaw, 2003; Marks & MacDermind, 1996). Achieving this life balance is the outcome of a shared social process in which the duties, responsibilities, and obligations required by

those roles are negotiated with important role partners (e.g., employer or spouse) in such a way that each role can be accomplished successfully (Grzywacz & Carlson, 2007).

In contrast, when an individual is unable to engage with or find satisfaction in certain life roles, it can lead to work-family conflict. Work-family conflict is defined by Kahn, Wolfe, Quinn, Snoek and Rosenthal (1964) as, "The simultaneous occurrence of two (or more) sets of pressures such that compliance with one [role] would make more difficult compliance with the other [role]" (p. 19). As cultural expectations for fathers shift, it is becoming increasingly important for researchers to examine both the sources of tension for fathers stemming from the work-family interface and their strategies for negotiating opposing role obligations (Harrington et al., 2012). This is important because scholars report that the work-family balance of employees can lead to positive outcomes at both the individual and organizational levels.

Research at the organizational level suggests that when employees' work and family are in balance, the organization benefits in the areas of job satisfaction, commitment, attendance, and even productivity (Beauregard & Henry, 2009; McNall, Nicklin, & Masuda, 2009). On the individual level, research indicates that when work and family are in balance, individuals benefit from increased levels of functionality and performance in life roles, increased levels of positive affect, and an overall increase in general wellbeing (Greenhaus & Powell, 2006; Sieber, 1974). This research has important implications then, as it suggests that both organizations and individuals can benefit from a greater understanding of the work-family interface and its positive consequences.

While this work is important, with changing trends in expectations surrounding the fathering role, less is understood about the ways in which fathers perceive, approach, and manage the work-family interface. This is especially true in regards to the sport industry (Bruening & Dixon, 2007; Dixon & Bruening, 2005, 2007; Dixon & Sagas, 2007; Palmer & Lemerman, 2009; Schenewark & Dixon, 2012). Scholars in sport management have completed some studies involving the work-family interface, but most of these studies have focused on women in sport as administrators, coaches, and athletes (Bruening & Dixon, 2007; Dixon & Bruening, 2005; Dixon & Sagas, 2007; Palmer & Leberman, 2009). This study proposes that high-level sport coaches (i.e., high school head coaches, collegiate coaches, and professional level coaches) who are fathers may provide particularly fertile ground for examining the work-family interface, and the experiences of fathers in sport. This is because coaches often face strong demands from both family and work, and because the coaching profession has a powerful sub-culture (Green, 2005).

Sport's culture celebrates a number of characteristics. The most prevalent of these, for those working in sport, including hyper-masculinity, sacrifice, and face time (Dixon & Bruening, 2007). Each of these provides pressure and tension that could potentially impact the work-life interface in various ways. There are many influences on the employees in any industry to conform to certain behavioral norms. The three sub-cultural factors described above are simply examples of prevalent cultural norms for coaches in particular, all of which have clear implications for the work-family interface and suggest that fathers who are also high-level coaches may be working to manage these

pressures. As a result, high-level coaches may be a particularly insightful source into the ways fathers in general perceive, approach, and experience the tension of the work-family interface.

Graham and Dixon (2014) provided a review of the clash of cultural and societal expectations fathers in the sport industry are likely experiencing. They explored the ways the values and cultural norms of the sport industry and the expectations put on coaches are a strong source of conflict for fathers. This is especially true for fathers who are also receiving pressure from the family role to conform to more modern notions of successful fathering, which include an increased expectation for being involved with cooking, cleaning, and childcare duties (Bianchi et al., 2006).

Building on this conceptual argument, the current study investigates the work-family interface of coaches who are fathers. By taking a qualitative approach, and interviewing fathers who are coaches, this study increases the understanding of the ways in which fathers in sport perceive, experience, and manage their work and life roles. This study is a significant contribution to the sport management literature and the literature on fathers in relation to work-family experiences for a number of reasons. First, it explicitly focuses on fathers in the sport industry, and provides insight into the ways fathers view their coaching role and their fatherly role. Second, the study provides greater awareness of the coping mechanisms men in sport use for avoiding conflict in their work and family roles. Finally, the study contributes to the understanding of how enrichment impacts fathers in sport.

Chapter 2: Literature Review

This section discusses the theoretical background for the work-family interface and presents how this study adds value to the literature by filling a current research gap. It introduces role theory and scarcity theory and discusses the concepts of conflict and enrichment. Furthermore, the review discusses the role of fathers in child development, and how expectations of fathers today are changing. The review ends by discussing the cultural elements of the sport industry and by summarizing the existing scholarly research in the sport management field.

THEORETICAL FRAMEWORKS OF THE WORK-FAMILY INTERFACE

Role theory and scarcity theory are important to the study of the work-family interface as they provide a framework from which this interface can be investigated. A review of these two theories is important as it highlights the ways in which roles, obligations, and resources influence individuals as they attempt to balance work and family.

Role theory

Role theory postulates that society in general, and more specifically, that organizations are composed of individuals fulfilling roles (Goode, 1960). In this context, a role is simply a position in a person's life that has obligations of some sort attached to it (Goode, 1960). Frequently the study of how individuals manage these roles focuses specifically on the interaction of work roles and family roles (i.e., the work-family interface), as these two roles are often the most dominant in an individual's life. One way

role theory informs the work-family interface is by suggesting that the roles in a person's life can conflict. Greenhaus and Beutell (1985) define role conflict as "a form of inter-role conflict, in which the role pressures from the work and family domains are mutually incompatible in some respect, [whereby] participation in the family role is made more difficult by virtue of participation in the work role" (p. 77). This relationship is bi-directional as well, in that the family role can at times conflict with the work role. Viewing the work-family interface in this way suggests that the source of conflict between work and family is the pressures from competing role obligations in an individual's life (Kahn et al., 1964). However, according to role theory, work-family conflict is not the only expected outcome from the obligations of work and family.

Role theory also suggests that obligations stemming from work and family can also result in enrichment in the work and family role. Work-family enrichment suggests that an individual benefits from enhanced affect or performance in the family role because of the work role (Greenhaus & Powell, 2006; Parasuraman & Greenhaus, 2002; Sieber, 1974). Similar to work-family conflict, this association also is bi-directional in that role theory also suggests that the family role can improve the work role in an individual's affect or performance (Greenhaus & Powell, 2006). Because role theory recognizes the potential of the work or family role to contribute to enrichment in a person's life, it may be a preferable theoretical framework, as opposed to strictly using scarcity theory, from which to evaluate the experiences of coaching fathers.

Scarcity theory

Scarcity theory is a second theoretical framework that informs the work-family interface. Scarcity theory views personal resources, such as time, energy, and attention, as finite (Greenhaus & Beutell, 1985; Greenhaus & Powell, 2003). Because this framework is concerned with resources, and views them as limited, scarcity theory suggests that work-family conflict is a natural result of "resource drain" as individuals make decisions about how to allocate finite resources (Edwards & Rothbard, 2000, pg. 181). From this perspective, work-family conflict is a constant challenge. Greenhaus and Powell (2003) write, "The devotion of greater resources to one role necessitates a devotion of lesser resources to the other role" (p. 291). That is, as individuals focus more time and energy in one life role, other life roles suffer from a reduced amount of attention, resulting in conflict.

Scarcity theory suggests that this conflict can only be avoided or mitigated if resources like time, energy, and attention are managed in a well thought out and efficient manner. Consequently, scarcity theory principles suggest that an optimal outcome for an individual is the ability to efficiently use the resources in their life, thereby avoiding the conflict stemming from work and family obligations. From this perspective, work-family balance is the outcome when the two competing pulls of resources are managed so that conflict is absent. It is important to note that the idea of enrichment between life roles is not recognized in scarcity theory. Based on this theory, a number of suggestions for managing the work-family interface can be inferred. These strategies all have to do with recognizing the limits of one's resources, and becoming more efficient at allocating and

utilizing those resources. Strategies might include activities such as improving planning or organizing skills, becoming a better time manager, or ensuring one gets enough rest so as to ensure proper energy levels.

Combined, role theory and scarcity theory are instructive for explaining why individuals struggle to find balance when fulfilling work and family role obligations. The responsibilities of competing role demands and the depletion of an individual's resources have the potential to lead to conflict in the work-family interface. Additionally, some roles in a person's life may also lead to enrichment in the work and/or family role. As the experiences of coaches who are fathers were explored, these two theoretical concepts acted as guiding frameworks supporting the study.

Individual and Organizational Outcomes of Conflict & Enrichment

Achieving work-family balance is important for individuals and for organizations. Research examining the outcomes of work-family conflict and work-family enrichment points to important costs and benefits to effectively managing the work-family interface. This section discusses the outcomes both for individuals who experience conflict, as well as those who experience enrichment from the work-family interface.

Conflict outcomes

Past researchers have suggested that there are a number of negative outcomes when individuals are unable to manage the work-family interface successfully and experience work-family conflict (Greenhaus & Beutell, 1985). If conflict remains unresolved, it is likely that an individual will experience a range of negative outcomes including the following: dissatisfaction and distressed both in work roles and family roles

(Barnett & Marshall, 1993; Frone, Yardley, & Markel, 1997; Netemeyer, Boles, & McMurrian, 1996; Parasuraman, Purohit, Godshalk, & Beutell, 1996); physical and emotional exhaustion (Duxbury, Lyons, & Higgins, 2011); increased displays of dysfunctional social behaviors (Frone, Russell, & Barnes, 1996; Frone, Russell, & Cooper, 1993; Stewart & Barling, 1996); reduced healthy physical activity (Payne, Jones, & Harris, 2002); increased work role burnout (Netemeyer et al., 1996); increased minor and major health complications (Mullen, Kelley, & Kelloway, 2011); and decreased overall life quality (Barnet & Marshall, 1992; Greenhaus & Parasuraman, 1999; Higgins, Duxbury, & Irving, 1992; Rice, Frone, & McFarlin, 1992). These outcomes speak to the serious need to continue examination in this area of inquiry. If an increased understanding of the work-family balance at the theoretical and practical level can result in decreased levels of work-family conflict for individuals, then researchers must pursue research agendas that provide increased levels of conceptualization and insight.

Enrichment outcomes

Research suggests that dual roles of work and family can also be enriching (Greenhaus & Powell, 2006). Enriching outcomes include the following: security in life status (Sieber, 1974); enrichment to one’s personality (Parasuraman & Greenhaus, 2002); increased ability to function in each life role (Carlson, Kacmar, Wayne, & Grzywacz, 2006); and an enhanced overall sense of well-being (Greenhaus & Powell, 2006).

Research also suggests that organizations can benefit when their employees are able to successfully manage the work-family interface (McNall et al., 2009). Scholars investigating organizational outcomes of work-family balance have found evidence

supporting at least the following outcomes: increased attraction of qualified employees during the recruiting process (Honeycutt & Rosen, 1997); a reduction of absenteeism (Dalton & Mesch, 1990); an increase in worker productivity (Pitt-Catsouphes & Marchetta, 1991); and an increased level of employee retention (Williams, Ford, Dohring, Lee, & MacDermid 2000). These findings are important because they suggest that work-family balance should not only be the concern of the individual. Rather, it is also in the best interest of organizations to be concerned with the ability of their employees to manage the work-family interface successfully.

THE ROLE OF FATHERS IN CHILD DEVELOPMENT

The literature on fatherly involvement suggests that fathers can positively influence the developmental outcomes of children in the family (Sarkadi, Kristiansson, Oberklaid, & Bremberg, 2007). Through the channels of father love, interactive engagement, and indirect support, fathers can positively impact the lives of their children (Lamb, 2010; Sarkadi et al., 2007). It should be noted, however, that a complete analysis of the impacts fathers may or may not have on the lives of their children is beyond the scope of this project. Rather, the intent of this section is to briefly review how fathers might positively influence their children's lives through three channels indicated above.

Fatherly love includes factors such as warmth, closeness, and the responsiveness of the father-child relationship (Pleck, 2010). When father-child relationships are characterized as close or responsive, they are also associated with positive outcomes including increased child happiness (Rohner & Veneziano, 2001) and reduced risky alcohol behavior (Goncy & Van Dulmen, 2010). Additionally, Lamb (2010) indicates

that strong father-child relationships may also lead to higher levels of "cognitive competence, increased empathy, fewer sex-stereotyped beliefs, and a more internal locus of control" (p. 7). Consequently, the research suggests that as fathers foster warm, close, responsive relationships with their children, they can contribute to positive developmental outcomes.

Fatherly engagement with their children through interactive activities may also lead to positive development in children. Scholars suggest that interactive engagement activities with children include a long list such as going on outings that are away from home, playing together in the home, working on projects together, doing homework, and reading together (Pleck, 2010). When fathers are positively engaged with their children, the research indicates that this may lead to reduced behavioral problems in boys, reduced psychological problems in girls, enhanced cognitive development in general, and decreased criminal behavior in children of low socio-economic status (Sarkadi et al., 2007). As a result, research involving interactive fatherly engagement indicates that this type of fatherly behavior leads to positive outcomes.

Indirect support is another way fathers can influence their children's lives. Indirect support comes primarily in the form of economic support for the family (Mollborn & Lovegrove, 2011), but can also be characterized as emotional support to the mother (Coley & Schindler, 2008; Fletcher, 2009). Lamb (2010) argues, "Economic support of the family constitutes an indirect but important way in which fathers contribute to the rearing and emotional health of their children" (p. 9). Some scholars suggest that a stable economic environment is linked to improved cognitive and social

development in youth (Mollborn & Lovegrove, 2011). Additionally, fathers influence the family unit indirectly by being an emotional support for the mother. Scholars suggest when fathers provide positive emotional support to their wives, the mothers experienced benefits such as increased quality of the mother-child relationships, improved maternal parenting practices, and enhanced child development (Coley & Schindler, 2008; Fletcher, 2009). In these two ways, fathers can also be an indirect and influential support to the positive development of their children.

Some argue, however, that the father role has no affect on child development outcomes (Crocket, Eggebeen, & Hawkins, 1993) and others suggest that increased levels of engagement may even have negative affects (Levy-Shiff, Einat, & Mogilner, 1994). That is to say, not all reports suggest that father involvement leads to beneficial outcomes for children (Sarkadi et al., 2007). However, the general body of research does indicate that the fatherly influences, although complex, can lead to beneficial outcomes (Roggman, Bradley, & Raikes, 2013).

The impact fathers may have on their families is important to the investigation of work-family balance issues with fathers. The increased understanding about the potential role of fathers in child development has come in tandem with trend analysis indicating changing expectations of fathers becoming more and more involved with the family role. Not only does the overall literature suggest that a father presence can have important and positive developmental outcomes in children, but also literature suggests that men are becoming more involved in the fathering role. This second trend is discussed in more detail next.

CHANGING SOCIETAL EXPECTATIONS OF FATHERHOOD

In general, scholars in the last decade indicate that fathers today are fulfilling their fatherhood role differently than in previous generations (Galinsky et al., 2011; Pleck, 1985). This section examines research concerning trends in time allocation, cultural definitions of successful parenting, and modern notions of masculinity to demonstrate the changing roles of both fathers and mothers.

To aid in this exploration, we make use of the American Time Use Survey (ATUS), as reported by the Bureau of Labor Statistics (BLS). The ATUS relies on continuous time diaries of participants, and is aimed at capturing how U.S. citizens utilize their time. One benefit of the ATUS data for research purposes is that the data on time use can be compared between individuals and over time. For the purposes of this study, evaluating the ways in which men and women used their time for important activities, such as working for pay, housework, and childcare, reveals some enlightening trends. To discuss the ways in which fathering and definitions of a good father have changed, it is best to first examine the changing demands of mothers.

Shifting mother's time demands

The first notable change for mothers from 1965-2012, is that hours spent in paid employment has increased dramatically. In 1965, mothers spent approximately 8 hours per week in paid employment (Bianchi, 2006). In 2012, on average, women spent over 21 hours per week in paid employment (BLS, 2012). Naturally this increase in time spent in paid employment had implications for motherly roles, as time is finite, and time used in one area necessitates a reduction in another area.

The time diary data indicate that mothers reduced their work in the home in order to increase paid labor work. The time diaries from 1965 indicate that mothers on average reported 32 hours per week in housework (Bianchi, 2006). Housework duties included activities such as cooking, meal cleanup, housecleaning, and doing the laundry. That time had dramatically reduced in the 2012 report, in which mothers reported just over 18 hours per week of housework (BLS, 2012). This 14-hour reduction in housework is almost a match the amount of increase mothers had in paid employment.

One might have suspected that the trend of reduced housework time as a result of increased market labor would continue to childcare duties. However, childcare duties remained almost the same for mothers, and in recent years have even increased. Routine caregiving duties include activities such as feeding, clothing, bathing, or taking children to the doctor. In 1965, mothers reported approximately 10 hours of routine childcare per week (Bianchi, 2006). That number reduced to 8.5 hours per week in 1975. However, by 2012 mothers reported spending nearly 12 hours per week fulfilling childcare duties (BLS, 2012). Furthermore, while in 1965 mothers reports 1.5 hours per week were spent in more interactive childcare duties (e.g., reading to, talking with, playing with, etc.), mothers in 2012 reported over 5 hours of interactive time with their children (BLS, 2012).

From the trend analysis reported above, it is clear that over time women have replaced some of their housework duties with market labor. However, this has not come at the expense of childcare duties. In fact, mothers report spending more time in routine childcare duties than mothers of the past, and now triple the amount of time they spend in

interactive activities with their children. With this information in mind, an analysis of the trends with men's involvement in the home takes on increased meaning.

Shifting father's time demands

Although the most notable shift in motherly duties above was the increase in time spent in market labor, the same is not true for men. Nor do the data support that men reduced the amount of paid market labor with which they were involved. Instead, the time diaries seem to indicate that men spent approximately 40 hours a week in paid labor during both time periods with only minor fluctuation (BLS, 2012). However, there were changes in the reports of housework and childcare duties among men.

The data support an increase in housework among men. In 1965, men reported doing approximately 4 hours of housework per week (Bianchi, 2006). By 2012, however, that number had doubled to nearly 10 hours per week (BLS, 2012). Furthermore, men had increased their level of routine childcare duties. In 1965, on average men spent 2.5 hours per week on childcare duties (Bianchi, 2006). By 2012, however, the amount of time men spent on childcare duties had more than doubled to approximately 7 hours per week (BLS, 2012). Although both of these total time amounts are less than what mothers spend in these capacities, it is important to note the increase of fatherly involvement.

These data suggest that as mothers began entering the workforce, men began increasing the amount of time they spent on both childcare, housework, cooking, and cleaning responsibilities. However, it is important to note that the increase in familial duties for fathers did not come with a decrease in work duties. Rather, the increase in familial time came in addition to a full workload. This increase in the familial role in

addition to a stagnant requirement from the work role has important implications for the amount of conflict men report experiencing.

The 2008 National Study of the Changing Workforce (NSCW) survey asked both men and women about perceived conflict stemming from the work or family roles. Galinsky et al. (2011) analyzed this data and concluded, “Changing gender roles appear to have increased the level of work-life conflict experience by men” (p. 18). The study indicates that in 1977 men who were fathers and had spouses who also worked reported struggles with work-life conflict at a rate of approximately 35%. In 2008, however, the number of men that reported this kind of conflict had risen to 60%, which was a statistically significant increase. It is interesting to note that during this same time span women reported levels of work-life conflict of 41% and 47% respectively, which was not statistically significant change (Galinsky et al., 2011).

This dramatic increase of work-life conflict reported by fathers is connected to the increase in time spent by men in the home. This indicates is that fathers are now experiencing demands from work and family that they are not accustomed to negotiating. As a result, the tension and strain of feeling pressures from both work and family are resulting in conflict. In the end, trend data tracking time allocation and perceptions of conflict indicate two important changes. First, changing gender roles and societal expectations are resulting in mend being more involved in the home. Second, men are now faced with the challenge of balancing work and family obligations in a way that they may not be used to, and consequently are experiencing heightened levels of work-family conflict.

Shifting fatherly role demands - successful fathering today

Traditionally, the success of a father was evaluated in terms of breadwinning capabilities, rather than in terms of caregiving capabilities (Bianchi et al., 2006). Historically, fathers were considered successful by being a good breadwinner (i.e., providing financially) and by disciplining children (Rohner & Veneziano, 2001). However, with the trends discussed above in women becoming more involved in market labor, successful fathering is defined somewhat differently in the new millennium (Harrington et al. 2011).

Successful fathering incorporates duties that extend beyond simply breadwinning or disciplining. Goldberg et al. (2009) write that successful fathering now includes the "physical care of children and the socialization of children in the realms of cognitive, social, and moral development" (p. 161). Expectations of the fathering today now incorporate duties such as childcare, cooking, and cleaning, in addition to traditional breadwinning and disciplinarian duties emphasized in the past (Bianchi et al., 2006).

In response, some fathers are re-prioritizing family time to take precedence over work time (Galinsky et al., 2011; Parker & Wang, 2013; Reddick et al., 2012). In support of this trend, ethnographic studies report that patterns of behavior for men change once they marry and have children. That is, married men spend less time with friends or in other risky activities in order to reallocate time for family pursuits (Nock, 1998). These data suggest that men are becoming ever more influenced to adjust their fatherly role, especially by increasing their involvement in the home.

Nevertheless, attitudes about the importance of providing financially for the family have remained largely stable among men. Townsend (2002) reports that men continue to perceive the financial provider role as a fundamental way to be a good parent. That is, employment allows men to figuratively protect their children by providing a stable and safe environment, and to provide their children with resources that will allow them to grow and prosper (Townsend, 2002). So, although fathers are feeling pressure to be increasingly involved in the family role, this increased involvement is not likely to come at the expense of a reduced work role (Bianchi et al., 2006; Harrington et al. 2011). Consequently, the felt pressure to perform well in both the father and work role is one contributing factor to the heightened levels of work-family conflict reported by men in current studies (Galinsky et al., 2011).

At the heart of this issue is a discussion of the changing attitudes about what constitutes the dominant masculine ideal in society, and how this masculine ideal relates to fathering responsibilities. In the next sub-section, the literature discussing dominant ideals of masculinity is explored in more detail.

Trends in masculinity

Historical hegemonic or orthodox masculinity includes concepts such as power, strength, machismo, violence, patriarchy, and dominance (Connell & Messerschmidt, 2005). From this hegemonic masculine perspective, historically accepted fathering duties were comprised of mostly indirect support activities (Lamb, 1975, 2010). The most important fathering duty was working to provide financially for the family. By fulfilling this duty, the wife was able to stay home to take care of the household and the children,

which were the traditional motherly responsibilities of the time (Goldberg et al., 2009). However, evidence now indicates that support for traditional hegemonic masculinity is eroding, which may have consequences on fathers and the fathering role.

Some scholars suggest that an emerging form of masculinity, termed inclusive masculinity, is gaining increasing acceptance in society (Anderson, 2009). This is not to suggest that inclusive masculinity is replacing hegemonic masculinity as the new ideal. However, it is important to note that inclusive masculinity is emerging as an equally appealing outlet for building and maintaining a masculine identity among some men (Anderson, 2011). Inclusive masculinity embraces traits such as nurturing, comforting, and caring. It is interesting to note that the nurturing and caring traits of inclusive masculinity fits with the expectations of fathers today, as they do not conflict as strongly with emerging fathering expectations such as childcare, cooking, and cleaning. As support for the traditional hegemonic ideal in society reduces, changing expectations of successful fathering are becoming more prevalent. However, as one might expect, this shift in the definition of what makes a good father is creating challenges for fathers.

Reports inside the sport industry (Schenewark & Dixon, 2012) and outside the sport industry (Galinsky et al., 2011; Harrington et al., 2011; Harrington et al., 2012; Parker & Wang, 2013) seem to indicate that fathers today are experiencing increased levels of work-family conflict, and in some cases even greater levels of conflict than their female counterparts (Harrington et al., 2011). As the expectations of fathers to be more involved with the family become increasingly widespread, and the workplace demands of men remain stagnant, fathers may be experiencing tension as they strive to balance

conflicting role obligations (Greenhaus & Beutell, 1985; Pleck, 1977). One industry that may provide a distinct context from which to study these competing role demands is the sport industry. An examination of the sport industry's subculture is discussed next.

SPORT AND COACHING SUBCULTURE

The coaching subculture in sport provides a context in which fathers face strong demands from both family and work, which provides fertile ground for studying the work-family interface. This section discusses the prevailing culture in the sport industry, particularly in coaching. While other factors certainly play a role, three specific cultural norms that may influence work and family interactions for fathers are: (1) hyper-masculinity; (2) time requirements; and (3) sacrifice.

Hyper-masculinity in sport

Sport may particularly inform the interaction of work and family because the sport environment has been described as "hyper-masculine" (Wilson, 2002, p. 207). This hyper-masculine culture is characterized by violence, aggression, confrontation, and competition, especially in the context of contact sports such as football, wrestling, hockey, soccer, basketball, or rugby. Some coaches perpetuate this masculine culture by encouraging especially violent play, then justifying such behavior by suggesting that promoting aggression and violence helps young men. Wilson argues that aggressive behaviors allow youth "to become men and to prepare them for life" (Wilson, 2002, p. 214). Previous sport management research examining mothers in the sport industry suggested that the masculine culture in sport acts as a barrier preventing women from connecting with their male coworkers as strong in-groups and out-groups are formed

(Dixon & Bruening, 2007). For men, however, the male dominated nature of sport may also act as a strong influence, but in a slightly different way.

Rather than being a barrier for entry of men, the hyper-masculine culture in sport may influence fathers to behave with more aggression or machismo and ultimately reject more inclusive masculine traits that are encouraged in the home. Steinfeldt, Rutkowski, Orr, and Steinfeldt (2012) suggested that social gender norms influence acceptable behavior for both men and women. They argued, “Social gender norms guide and constrain men’s and women’ understanding of how they are supposed to think, feel, and act in society. Specifically, masculine gender norms are socially constructed unwritten rules that convey strong messages about what it means to be a man” (Steinfeldt et al., 2012, p. 343). Acosta and Carpenter (2012) reported that men coach four out of every five intercollegiate teams (both men’s and women’s teams of all sports) in 2012. Because men are in so many influential positions in athletics, it is reasonable to suggest that these hyper-masculine gender norms are passed down from coach to player. Steinfeldt and colleagues explained, “Sport is an influential environment wherein boys learn values and behaviors (e.g., competition, toughness, independence) that are considered to be valued aspects of masculinity within American society” (p. 343). These masculine values in sport are likely a strong influence father’s decisions about time and resource allocation among work and family roles.

Additionally, this powerful masculine sport culture likely creates inflexible gender role expectations for those working in that industry (e.g., coaches, sport administrators, general managers). These messages and expectations are likely not

inclusive to alternative forms of masculinity, which might encourage men to be co-parents with their spouses, to be developmentally involved with their children, or to be co-financial providers for their families (Miller, 2009). As a result, the prevailing hyper-masculine culture in sport directly conflicts with a more nurturing and inclusive masculinity behaviors society is increasingly embracing. At the socio-cultural level, this confrontation of definitions and corresponding expectations of what constitutes masculinity likely creates tension as these fathers try to accommodate differing expectations of masculinity at home and at work.

Long working hours – nights and weekends

The sport industry is known for long hours that regularly extend into nights and weekends. In previous sport management studies the time pressures employees, athletes, and coaches have experienced has been a consistently reported source of conflict for women working in the sport industry (Bruening & Dixon, 2007; Dixon & Bruening, 2005; Dixon & Bruening, 2007; Lumpkin & Anshel, 2012; Palmer & Leberman, 2009). As pointed out by Dixon and Bruening (2005), "Most occupations within the sport industry require long, non-traditional hours (i.e., nights and weekends), and often extensive travel, making it a context where work-family conflict is highly salient" (p. 230). Working long hours has become so accepted that work addiction can be commonplace (Lumpkin & Anshel, 2012).

Closely related to time pressures in sport is the cultural expectation of face time, or physically working in the office in such a manner that the employee is visible. Bruening and Dixon (2007) found that some athletic directors at the university level even

explicitly stated to coaches and front office staff that "time spent in the office was one important measure of job commitment" (p. 472). As a result, coaches in particular experience pressure to show their face and to spend considerable time in the office "especially at odd hours, to prove that they were willing to make the time sacrifices necessary to have a winning program" (Dixon & Bruening, 2007, p. 393). The high amount of time required of coaches and the high value managers place on face time in the office combine to restrict a coach's ability to balance work and family on their own terms. When this work expectation confronts increased fatherly expectations from the home, it is likely that a father feels increased levels of tension that results in increased levels of work-family conflict.

Sacrifice as commitment

The sport industry has adopted and perpetuated a culture in which sacrifice is a valued signal of loyalty, support, and commitment to the organization. For example, if an athlete plays with or through pain, coaches and spectators perceive the athlete as being highly committed. Young, White, and McTeer (1994) suggest that in sport tolerating pain levels is a way of "gauging how much a player will 'sacrifice' … for his team" (p. 177). It is important to note, however, that valuing sacrifice is not only limited to athletes. The equation of sacrifice signifying commitment carries over into coaching and managerial roles in sport as well. Dixon and Bruening (2005) explained, "In many athletic contexts, sacrifice of personal and family relationships for the team, even to the point of divorce, is seen as the ultimate commitment" (p. 233). The emphasis on commitment to the

organization through personal sacrifice has meaningful implications for studies involving work-family balance.

Research has shown, however, that in many cases women have a tighter limit to the sacrifice they are willing to give when it comes to deciding between sport and family. Palmer and Leberman (2009) found, “Motherhood has been highlighted as a significant reason why women do not participate in sport … pregnancy and childbirth historically have implied the end of professional sport involvement for women” (p. 243). However, comparable findings have not been investigated for fathers and fatherhood. Instead, men in sport seem to be the source of continuing the sport culture of sacrifice. Young et al. (1994) write, “Tolerance of physical risk … carries enormous symbolic weight in the exhibition and evaluation of masculinity” (p. 177). In the end, the high value coaches, managers, and player place on the willingness of an individual to sacrifice for the greater good of the organization may reinforce the inflexible masculine expectations men experience and put even greater strain on fathers trying to balance work and family.

Summary of sport culture influences

All industries present distinct contexts with nuances and pressures that affect the tensions fathers perceive as they attempt to balance work and family. However, the cultural elements specific to the sport industry are likely to provide an especially rich context from which to study the situations of fathers in sport. This clash of expectations, influences, and role obligations found in the sport industry provide an ideal environment from which to examine the tensions fathers today are experiencing.

Research from Sport Management

Although fathers have not been forgotten from research in the sport management work-family literature, they have not been the focus. Bruening and Dixon (2007) point out that "it appears that work–family conflict in coaching is viewed largely as a women's issue. For any change to occur, it must move beyond this definition to be viewed as a family issue, just as applicable for coaching fathers as it is for coaching mothers" (p. 492). This section contains a review of the sport management literature in regards to work and family, so as to identify this gap in the literature more clearly.

Conceptual sport management research

Dixon and Bruening (2005) investigated the interaction of work and family by creating a multi-level theoretical framework. They identified three levels from which the interaction of work and family could be analyzed, including individual, structural, and social relations levels. Individual factors affecting work and family include elements such as personality, values, the structure of the family, strategies for coping, and gender. They argue that the individual approach "explains how individuals find their own way of negotiating and making sense of both work and family worlds" (Dixon & Bruening, 2005, p. 232). By using the individual approach as a lens for looking at work and family interactions, researchers are able to give insights into the causes and consequences of work family interactions from the individual level.

The structural approach examines work family interactions taking into account elements like job pressure and stress, work hours, work schedules, and organizational culture. These elements inform the interaction of work and family by exploring "the ways

in which organizational and occupational structure constrain individual choice and behavior" (Dixon & Bruening, 2005, p. 238). Understanding how organizational structures and occupations influence work family interactions is useful beyond looking at personality or an individual's characteristics alone because it shows areas an organization can be manipulated to improve the environment for employees in general.

The social relations approach investigates issues like gender ideology and cultural norms and expectations in society. For example, Dixon and Bruening (2005) argue that "the dominant social definitions of masculine and feminine have had a critical impact on the way work and family are viewed and structured" (p. 243). By investigating the social norms and the gender expectations in relation to work and family interactions, scholars are able to see how these factors influence individual decisions.

Qualitative work-family research in sport management

Bruening and Dixon, (2007) explored the above described trend from the perspective of work and family and found that "women face unique and inevitable challenges in pursuing coaching and administration as careers" (p. 378). They surveyed coaching mothers ranging in ages and coaching experience to see how these mothers managed coaching responsibilities and family responsibilities. The results suggest that coaching mothers faced significant conflict in their efforts to balance work and family responsibilities (Bruening & Dixon, 2007).

Dixon and Bruening (2007) furthered this line of thinking by researching the coping strategies of these coaching women. They discovered that work family conflict led to changes in the way women coaches staffed open positions, related with their

athletes, achieved and viewed success, and related with their families. As a result of the role strain these coaching mothers felt, they utilized a number of coping strategies, including escapism for stress relief, increasing self-awareness about what triggered their conflict, and utilizing organizational supports (e.g., flex time) (Dixon & Bruening, 2007). Additionally, these coaching mothers reported developing a wide social networks of individuals they could depend on for assistance in alleviating some of the strain brought on by trying to balance work and family (Dixon & Bruening, 2007).

Palmer and Leberman (2009) also investigated work-family conflict in sport from the perspective of mothers who were elite athletes. In this investigation they found that elite athlete mothers faced high levels of tension in the work-family interface. To cope with this high level of conflict Palmer and Leberman (2009) found two main outcomes. One outcome was that being a mother helped these women to become more committed to their sport. Palmer and Leberman (2009) write, "having to negotiate the multiple identities of 'elite athlete' and 'mother' appeared to increase the level of commitment participants invested in elite sport as these women aimed to make time away from their families meaningful" (p. 246). That is, the athlete role and motherly role reinforced each other to elevate their level of commitment in both roles.

However, Palmer and Leberman (2009) also found that being a mother was sometimes a cause for women leaving the profession. Those who continued to participate as elite athletes worked to reduce work-family conflict. Palmer and Leberman (2009) especially focus on the integration strategy of these women, and write that participants worked to merge "the time and space they operate in (e.g., sport, family, work spheres)

by bringing their child/ren to practices and work, and bringing their sport and training into the lives of their families" (p. 247). Athletes who implemented this strategy relied heavily on planning and social supports. Other athletes implemented a compartmentalization strategy between family and sport to cope with their role strain. These athletes "focused on quality, rather than quantity of time spent in both spheres" (Palmer & Leberman, 2009, p. 247). In this way, Palmer and Leberman (2009) contributed to the literature by investigating how mothers who were elite athletes managed their multiple identities to reduce work family conflict.

Quantitative work-family research in sport management

Dixon and Sagas (2007) took a quantitative approach when they investigated the relationship between organizational support, work-family conflict, and job and life satisfaction. To examine these relationships, they sent questionnaires to collegiate head coaches who had families and measured the following constructs: perceived organizational support, work-family conflict, job satisfaction, and work satisfaction. The study emphasized the importance of organizational support in an individual's ability to avoid work-family conflict and experience increased levels of life satisfaction. The authors concluded that athletic organizations can indeed reduce the work-family conflict of their coaches and support their employees by showing interest in and support for their family lives (Dixon & Sagas, 2007). The authors point out that organizational support goes beyond simply encouraging a family friendly atmosphere, and that in order to ensure employees can reduce work-family conflict, organizations and especially supervisors must be willing to show higher levels of support. This study is particularly important as it

focuses on the role the organization can fulfill in helping individuals balance work and family.

Schenewark and Dixon (2012) took a more balanced approach to the work family interface by exploring the enrichment side of work family balance in sport as well as conflict. They pointed out that "the bulk of research on the work-family interface is based in a conflict perspective" (p. 16). Their research investigated the felt conflict and enrichment of both men and women in coaching by surveying coaches at the intercollegiate level. What they found was that "there was no gender difference reflected in the overall levels of conflict or enrichment" (Schenewark & Dixon, 2012, p. 30). Additionally, they reported that a coach's family was in most cases a source of positive influence in their life and that coach's "family roles frequently help them in the performance of their work role and rarely conflict with the work role" (p. 33). By investigating the enrichment and conflict side of the work-family interface, Schenewark and Dixon (2012) highlight the potential of employment in sport to enrich as well as cause conflict in the family role. Further research is needed with this kind of balanced perspective in order to understand what made some of the participants successful, and others struggle.

Lumpkin and Anshel (2012) analyzed the issue of work addiction among NCAA Division I coaches, both male and female. For their study, Lumpkin and Anshel (2012) surveyed Division I coaches about their work habits, and the outcomes of those work habits in relation to their personal and family lives. Lumpkin and Anshel (2012) argued that work addiction is highly related to the work family interface because work addiction

"is characterized as the absence of proper work/life balance" (p. 407). The coaches they interviewed indicated high levels of conflict with work family responsibilities as a result of their work habits and reported difficulty "in trying to separate work and family life" (Lumpkin & Anshel, 2012, p. 426). In the end, the authors concluded that committing time and energy to family was a challenge that many of the coaches in the study were unable to manage successfully.

In a related note, earlier studies investigating athletes in sport reported the potential for role engulfment (Adler & Adler, 1991). These authors explored the culture and lives of division one athletes in an ethnographic way. The authors suggest that the constructs of role evaluation, identification, feedback, and identity, when exclusively supporting a single role were powerful influences for adopting that role as a master role, and subsequently becoming engulfed by that role. Although not a quantitative study, this ethnographic research closely paralleled the work of Lumpkin & Anshel (2012) with work addiction, in that it suggested that sport may be a prime industry for examining the influences of dominant roles, and the affects of these roles on work-family balance.

Both the studies of work addiction and role engulfment suggested that further research into the experiences of coaches was needed to gain a greater understanding of how and why individuals in athletics are struggling to find balance between work and family.

IMPLICATIONS FROM THE LITERATURE

Given the current societal trend of fathers being expected to be more involved in the home, and the lack of research focused specifically on men in the sport industry, a

qualitative approach to investigating the challenges and rewards of being a father in sport is likely to be especially valuable (Graham & Dixon, 2014). Also, given the discussion of the distinct culture of sport, a focus on coaching fathers seems particularly salient. These structural and cultural norms in the sport industry create an environment in which fathers are likely to report high levels of conflict, yet the nature of that conflict and they ways that fathers experience and cope with it are not well-understood. Especially from a coaching father's perspective, individuals may be feeling pulled and pushed by a number of influences. These influences likely include the following: professional cultural norms that encourage hegemonic masculinity; other sport specific pressures that manifest in different sports (e.g., golf vs. football); societal pressure to adopt a more gender neutral and inclusive approach; and personal ideas individuals hold about what is best for a family. It is this pool of tension surrounding coaching fathers that is less understood by scholars, and may require further research. The following investigation into the work-family interface of coaching fathers promises to shed light on the issues coaching fathers are facing, the sources of conflict in their lives, the strategies they use to mitigate those conflicts, and the enrichment that comes from both their work and family roles.

Chapter 3: Method

This chapter discusses the epistemology, methodology, and specific method used for this study. The purpose of this study was to answer the overarching question of how fathers who are coaches perceive, negotiate, and ultimately balance the competing demands of work and family obligations. The ways in which this study was carried out is

fully presented in this chapter. A discussion of the philosophical underpinnings of this study begins the discussion.

EPISTEMOLOGY

A social constructionist epistemology informed this study (Crotty, 1998). At a basic level constructionism embraces the idea that knowledge and reality are influenced by human interaction. As Crotty (1998) writes, "All knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world" (p. 42). It is important to note that the constructionist epistemology differs from subjectivism. Subjectivism is built on the idea individuals freely choose how to associate meaning with experiences, regardless of context, culture, or past events (Crotty, 1998). Constructionism posits that meaning is not simply created without context. Instead, meaning is constructed when individuals engage with the world and the people around them. It is through this interaction between subject and object that meaning is mutually constructed, or as Crotty (1998) writes, "Meaning is born" (p. 45). Furthermore, a social constructionist viewpoint argues that culture has a strong impact on an individual's process of constructing meaning. The social constructionist perspective argues that culture has a powerful influence for directing behavior and in organizing experiences (Crotty, 1998).

The present study utilized this epistemological framework in a number of ways. During the development of research questions, interview questions, data collection, and the analysis of the findings, it was important to keep in mind the meaning the participants attached to their roles as father and coach. That is, the meaning of this role was likely a

result of a shared social process. Sport's cultural values, beliefs, and ideas had a strong impact on the thoughts, behaviors, and experiences of the participants (Crotty, 1998). As these men matured, they constructed a meaning around the sport profession, and especially the role of a coach. This was in part because of their experiences and interactions with friends, family, and significant others. It was also evident that the strong culture of competitive athletics impacted the ways in which the participants made meaning about their role as fathers. Consequently, the meaning of coaching and fatherhood for the participants was partly a result of their socially constructed and interpreted experiences. Thinking in this way is important to discuss, as it shows how the experiences of the participants were not developed in isolation.

METHODOLOGY

A qualitative descriptive methodology provided the practical framework for this study. Researchers utilize qualitative description as a methodology in order to gain a broad ranging understanding of a certain phenomenon, even though it may not have the weight or depth of interpretation that one might expect from a phenomenology, grounded theory, or an ethnographic study of the same topic (Sandelowski, 2000, 2010). This is not to say that a qualitative descriptive study does not have any level of interpretation. As Sandelowski (2000) writes, "All inquiry entails description, and all description entails interpretation" (p. 335). However, interpretation in a study using qualitative description as a methodology utilizes "low-inference" interpretation (Sandelowski, 2000, p. 335), or interpretation in which the researcher stays very close to the data. In this study, the focus of interpretation was on the social interactions stemming from the participants' efforts to

manage their work and family roles effectively. During this process, it was important that the interpretations stayed "data-near" (Sandelowski, 2010, p. 78). To this end, direct quotes from participants, rather than description or summary only, constitute the bulk of the data presented.

The purpose of this study was not to gather data about the phenomena of work-family conflict in and of itself, the process by which fathers become conflicted or enriched through family and work, or to find out more information about the culture of coaches. Rather, the purpose of this study is directed toward discovering the basic nature of the work-family interface for coaching fathers (i.e., how do they interpret and manage their roles). As a result, a qualitative descriptive methodology was an excellent fit for the research question and the purpose of the study.

METHOD

With these frameworks and goals in mind, the researcher engaged in the following practical methods for gathering and analyzing data on the research question. Individual face-to-face depth interviews, utilizing a moderately structured interview guide served as the primary source of data collection. Individual interviews were purposely selected as the primary source of data collection for three main reasons. First, holding individual, rather than group, interviews allowed the flexibility during data collection to maximize opportunities to ask additional clarifying questions to the participants so that the chances of misunderstandings were reduced. Second, the moderate level of structure during the interviews created opportunities to explore particularly interesting or new subjects as participants introduced them. Finally, the structure of the interview guide increased the

consistency of data collection, ensuring that each participant discussed the general research question to some degree. Once the interview data were collected, an inductive coding strategy served as the method for analyzing the data (Miles, Huberman, & Saldana, 2013). This method was preferable to deductive coding in that it allowed for the codes to come directly from the interviews themselves.

PROCEDURE

This section features a discussion of the procedure used for collecting data for this study. In general it describes who conducted the research, how researcher biases were reduced, how participants were contacted for the study, and how the data were collected.

Research team

In qualitative research, the researcher or research team is the instrument by which data is generated, collected, and analyzed (Patton, 1990). With that in mind, I include a brief description of myself. This is not done in an attempt to shift the focus of the research to myself. Rather, this is done to acknowledge that my personal history, interactions, and experiences are a factor in the interpretation of this study. In some ways it is also an attempt to increase transparency, and ultimately increase the reliability of this study. I am a white doctoral student with three children and I admittedly have a functionalist perspective toward sport (i.e., I believe sport can be a vehicle for good). I am also admittedly passionate about fatherhood, and the value that fathers can have in the home (Lamb, 2010). I grew up participating in sports with a father who was then and is still now active in coaching.

Naturally my “gym rat” upbringing influences my perspective on this topic, as it is something I lived through as a child with a father that worked hard to balance his coaching and family responsibilities. That being said, I also feel that this upbringing gives me some insight into the experiences of these men, and proved helpful during the data collection process. I felt I was able to speak the coaching “lingo,” build relationships of trust quickly with participants, and to ask questions on topics an outsider to the coaching world may not have known to ask about. However, it is also likely that this background hampered my ability to collect and interpret data with fresh eyes to the issues. Even though I strived to collect data with an objective perspective, it is likely my background and history with sport influenced the data collection and interpretation process.

Bias reduction

In order to decrease biases and increase the trustworthiness of this study, I took a number of steps. This section discusses how the trustworthiness of this study was enhanced through the use of five strategies, including conducting a pilot study, utilizing an inductive coding strategy, reporting in a transparent nature, being open to research audits, and using participant quotes as often as possible. Each of these strategies is discussed in more detail below.

I first conducted a pilot study wherein 8 participants were interviewed with the same basic research question guiding the work. The use of a pilot study resulted in feedback about the pacing, order, and tone of the interview guide. As a result, the interview guide has been appropriately modified so that the research questions are more

clear and focused. Using a pilot study enhanced the validity of this study because it ensured that the interview protocol and the data collection process were fitting to the research question.

This study utilized an inductive coding strategy. As Miles et al. (2013) discuss, inductive coding can be more accurate because it is grounded empirically in the data. The codes, categories, and the themes were generated directly from the transcribed interviews. Instead of forcing the information from the study to fit into a predetermined coding structure, the data drove the creation of codes. As a result, the findings are more reflective of the data, and give a more accurate depiction of the experiences of coaching fathers.

This study has increased trustworthiness because of the transparent nature of the reporting. Disclosing my personal information illuminates potential biases going in to the study. Although I attempted to remain objective throughout the data collection, analyzing, and reporting phases of this project, I am confident that my personal biases influenced the work to some degree. As a result, discussing my own point of view increases the trustworthiness of the study by showing the reader that I recognize the potential for personal partiality. In this way, the reader receives a complete picture of the study.

Throughout the study I was in communication with a research committee. Before beginning the study, during the data collection phase, writing the findings, and discussing the implications were all a process guided by a team of experienced scholars. The digital audio recording, field notes, transcriptions, and findings matrix were all available for the

research team to examine. In addition, I engaged in constant conversations regarding the interpretation of the data with various members of the research committee. I would present my interpretations of the findings to the audit committee, who would then give feedback about potential ways to modify and refine the theme in more detail. After refining the theme and finding additional supporting evidence, members of the committee would again review the material and provide feedback about creating a more nuanced and accurate interpretation of the theme. This process continued throughout the research project, until the final manuscript was approved by the dissertation committee. This helped provide a critical examination and a perspective beyond my natural "functionalist" inclinations.

Finally, using statements coming directly from the transcribed interviews in the findings section increased the study's validity and trustworthiness (Guba & Lincoln, 1981). Rather than interpreting the statements of participants in my own words, or simply describing them in general, the findings are supported through the direct statements coming from transcriptions of the interviews.

In these five ways described above, the trustworthiness, validity, and ultimately the value of this study were enhanced. As a result, the findings from this study reflect the experiences of the participants in a fair and accurate manner.

Participant selection and recruitment

Participants for this study had to meet four criteria to be included in the study. The following criteria were selected after consulting with the research team, and by examining other research that has been conducted.

First, participants had to be in a parent or guardian role. That is, they were required to be in a fatherly role, even if the child was not biologically related (e.g., stepchildren). Additionally, it purposefully unspecified how old their child(ren) needed to be. It was preferred that the children lived in the home. However, five of the participant's children lived in their homes part of the year, or had recently departed home. Even with those coaches who currently did not have children living in the home, it had not been long since their children were living at home, and in each case the felt tension and the coping strategies used to manage that tension were still recent.

Second, participants were required to be a high school varsity head coach. This was done to ensure somewhat of consistency in the sample, as assistant coaches may have had different pressures or role constrictions that were not present for head coaches. High school coaches were also selected because of the pressures they experience. Youth coaches or volunteer coaches likely do not experience the same intensity of pressures as high school coaches. Yet, high school coaches were more open and accessible for individual interview sessions, whereas collegiate or professional coaches may not have been. However, a specific sport was not selected. This was done so that sample variation would be increased in this area, as different sports provided different challenges for managing work roles.

Third, coaches were required to be from the state of Texas. This was done for a number of reasons. First, it allowed the principle investigator to travel to meet with the coaches in a face-to-face manner. Had the study attempted a broader geographic range, other means of communication would have been necessary, which may have reduced the

quality of the interviews and subsequent data collection. Second, this was done to increase the consistency of the data collection. The pressures and intensity of high school sports likely differ from region to region, and state to state. Therefore, it was desirable that each coach in the study faced similar pressures. As a result, restricting the geographic range to Texas coaches was important.

Finally, coaches were required to be available to meet individually and in person for the interview. Personal interviews were important for two reasons. First, on a practical level, it ensured each interview was recorded appropriately. Having clear audio recordings was important for the transcription process to proceed smoothly. Second, in person interviews were required so that the IRB mandated consent forms could be signed and collected.

All potential coaches were contacted through email via their publicly available school email account. By utilizing public school district web pages, I was able to compile a list of email addresses of varsity head coaches. I then sent out emails to these coaches using the blind carbon copy function in order to increase confidentiality of the study. Each email contained a brief description of the study, its goals, and selection criteria. Coaches were then asked to email me back if they met the criteria and were interested in participating in the study.

Once a coach responded to the email, I responded back, provide my personal telephone number so that any questions and concerns could be resolved, and confirmed that they met the criteria for participation in the study. Once it was confirmed that they met the criteria for the study, we jointly selected a time and location to meet. As the

meeting time neared, I again reached out to the participants to confirm the meeting time and place.

Because this study sought to understand the experiences of coaching fathers, which by nature is a group with a number of different people and situations in it, a maximum variation purposeful sampling goal guided the amount of participants needed to include in the study (Miles et al., 2013). The variation that was hoped to maximize was the father's family situation. In order to understand the experiences of coaching fathers, I continued to add participants to the study until data saturation was achieved. At the start of the study, it was expected that approximately 20-25 interviews would be needed to reach saturation. This anticipated sample size was based on other studies of this nature, and on the specified methodology chosen. Therefore, I added participants and conducted interviews until each additional interview only contributed a minimal amount of new information about the experiences of coaching fathers and data saturation had been reached. The final sample size of the study was 24 participants.

Participant descriptions

The participants in this study consist of mature men who tended to have stable family structures and established coaching careers. The final participants for this study were married men, between the ages of 35 and 64, with a mean age of approximately 46. Only six of the men in the study were under the age of 40. The average length of total coaching was approximately 22 years, with a minimum of 5 years and a maximum of 42 years. In fact, only one of the participants had been in coaching for less than 10 years. Furthermore, the average length of marriage for the men in the study was 18 years, with a

maximum of 30 years and a minimum of 1.5 years. There were only six men in the study who had been married for less than ten years, and only two men who had been married for less than five years. Conversely, 15 of the coaches in the sample had been married for 15 years or longer.

Characterizing the participants in this quantitative fashion is revealing, as it indicates the mature and established natures of the men in the study. That is, the men in this study have developed some kind of routine and process that makes balancing family and work possible. In other words, this sample does not give a strong representation of young fathers trying to find a way to balance work and family for the first time. Rather, this sample more accurately represents men who have been coaching and fathering for some time, and have found a way to balance work and family successfully enough to maintain their careers in coaching as well as a functional family life.

Table 1 below presents a visual representation of the participants in the study. Each coach is designated with a randomly assigned letter. The table also shows the sport they coach, their age, the number of years they had been the head coach, the number of years they have been in coaching total, their children's ages, the number of years in their current marriage, and whether they had ever been previously married. All participants were married at the time of the interview.

Coach	Sport	Age	Years as Head Coach	Total Years Coaching	Children's Ages	Years Married	Previously Married
A	Track and Field	35	5	15	8	1.5	Yes
B	Baseball	64	42	42	26, 24	28	
C	Basketball (boys)	37	2	13	7, 4	9.5	
D	Football	51	10	30	12	16	

E	Soccer (boys)	50	21	27	14, 12, 10, 6	15	
F	Football	44	3	5	19, 17, 14, 11	23	
G	Football	47	20	25	14, 12	25	
H	Baseball	47	10	17	17, 2	9	
I	Track and Field	54	33	33	22, 18, 11, 8	13	Yes
J	Baseball	50	15	27	23, 21	28	
K	Football	49	4	27	31, 23, 20	25	
L	Football	52	17	20	21, 17	24	
M	Cross Country	37	3	14	7	9	
N	Football	52	15	27	23, 20	25	
O	Football	41	11	20	17, 14	20	
P	Football	50	18	28	27, 23, 19	29	
Q	Basketball	53	9	22	25, 20, 18	30	
R	Track and Field	36	8	14	3, 1	7	
S	Football	39	13	17	6	10	
T	Track and Field	49	7	24	10, 7	13	
U	Basketball	44	12	22	15, 12	17	
V	Swimming (boys)	36	2	15	13	2	
W	Football	52	23	30	23	30	
X	Baseball	45	17	20	19, 17	23	

Table 1: Participant Information

Confidentiality

The confidentiality of the participants was maintained in the following ways. First, the information regarding the identities of the participants was saved in a password-protected file on a computer in a locked office. Second, the signed confidentiality forms were also kept in a locked office. Third, in the findings and discussion sections of this paper, the names of the participants have been replaced with a randomly generated letter, by which each coach was referred to. Finally, the names and places of locations have either been omitted or changed to increase confidentiality.

INTERVIEW GUIDE

The questions for each interview were based on a moderately structured interview guide (see Appendix A for the full questionnaire). The questions were derived from relevant work-family literature, as well as from discussions with the research advisors. In general the interview protocol consists of three parts, including: (1) a discussion of work and family responsibilities, (2) a discussion of conflict and enrichment stemming from those two roles, and (3) the participant's general feelings about fatherhood. During each interview, the discussion of work and family roles, conflict and enrichment, comments about specific strategies for managing these roles and maximizing enrichment took center stage. Questions for this study were developed with the overall question in mind of how do fathers who are coaches perceive, negotiate, and ultimately balance the competing demands of work and family obligations? The questions for this study were vetted and approved by an Institutional Review Board (IRB). Each participant was informed of and signed a confidentiality agreement and granted permission to the interviewer to digitally audiotape the interview. Once the interviews were completed, they were professionally transcribed so that coding could begin. The interviews ranged from 30 – 90 minutes in length, and had an average length of approximately 50 minutes.

DATA ANALYSIS

A two level coding procedure was implemented for analyzing the data for this study (Miles et al., 2013). This section discusses the details for how codes, categories, and themes were developed during the analysis portion of this study, with a specific focus on the level I coding procedure, level II coding procedure, and the development of themes.

Level I coding – identifying meaning units

The study utilized an inductive process for developing the level I codes. This required a three-step process in which I was sensitive to being open to what each participant had to say, rather than trying to force data into pre-existing codes (Miles et al., 2013). In this process, the goal was to develop an initial summary of meaningful units of data. First, after having the interviews transcribed, I read through the interview transcription while listening to the audio file. This was done to check the accuracy in the transcription, as well as to get a feel for the specific interview, and to begin to see where the participant emphasized certain points more than others. Then, I read through the transcript a second time, this time hand-coding each meaning unit individually by labeling it with a single descriptive code (Miles, et al., 2013). These coded transcripts were then saved as a separate file from the original transcripts to ensure the original files remained unmodified. Finally, I examined the transcript a third time, modifying the codes and developing sub-codes where necessary. This three-step process allowed me to create a searchable, yet detailed transcript with codes coming from the text itself that were consistent across interviews.

During step two and three in the above outlined process, I developed a master list of codes as they emerged from the text. This master code list contained the name of the code, the sub-code, and a definition of what that code meant. This master code list resulted in an accurate and consistent coding process from one transcript to the next (Miles et al., 2013). Once an entire interview had been coded in this manner, the next

interview was coded in the same three-step process, creating new codes where necessary, and adding those new codes to the master list.

Level II coding – category generation

After coding each transcript, I utilized a pattern coding method to complete the second level coding process (Miles et al., 2013). Pattern coding is useful because it pulls together a lot of material from the level I coding into more meaningful and concise units of analysis (Miles et al., 2013). The goal of the pattern coding process was to identify categories that grouped and organized the level I codes. To create these categories, I scanned the master code list and grouped the codes that were similar under a single category.

Theme development

The final task was to refine the list of categories. The goal in this process was to focus on identifying patterns and key excerpts from the data that might serve as representative themes that described the overall essence of what the participants collectively communicated through their interviews (Miles et al., 2013). As described in the bias reduction section, theme generation was a collective process that included the research committee working together to identify and refine the themes. This process went beyond simply finding commonalities between meaning units and grouping them together. Identifying the themes from the interviews required a four step process, including: (1) making evaluative decisions about what information was most relevant to the research question, (2) interpreting these salient portions of the interviews at a low-inference level (Sandelowski, 2000), (3) writing and refining the proposed themes with

feedback from the research committee, and (4) finding representative quotes from the interviews to support these interpretations. Utilizing this interpretive process resulted in five themes emerging from the data. In the findings chapter of this study, each theme is presented with illustrative examples and a full analysis.

Chapter 4: Findings

The broad research question guiding this study was focused on understanding the ways in which fathers who are also high school head coaches manage both their fatherly and coaching roles. The results below utilize five themes to describe the dual role experiences of coaching fathers. The five themes from this study include: (1) coaching as a life calling, (2) experiences of conflict, (3) coping strategies, (4) using organizational support, and (5) enrichment coming from work and family roles. Figure 1 shows a diagrammatic representation of the results.

As depicted in Figure 1, the most salient theme that emerged from the data analysis was that of high role salience. This figure conceptually illustrates the way that the life calling characterization of the coaching role colored and influenced every aspect of the coaches' lives. That is, the way the participants experienced conflict and enrichment, the coping strategies and organizational supports they used, and the outcomes of these experiences were all viewed and lived through the lens of the coaching role. The coaching role acted as a dominating influence for the coaches' lives and their families. Although this finding of role salience does not at first seem to directly answer the question of work-family balance for coaching fathers, it is critical for gaining insight into the mindset of coaching fathers because it influenced all the other relationships among the findings. Thus, it is discussed first.

Additionally, because of the nature of the study, the summary and discussion is interwoven with the findings. This is consistent with similar work in the area of work-life balance (Bruening & Dixon, 2007; Dixon & Bruening, 2007). Naturally, not all the quotes supporting a theme can be related from the data in the document. However, for each theme and sub-theme, representative quotes and description of the findings are provided, followed by a brief discussion. At the end of each theme, a broader summary is also provided.

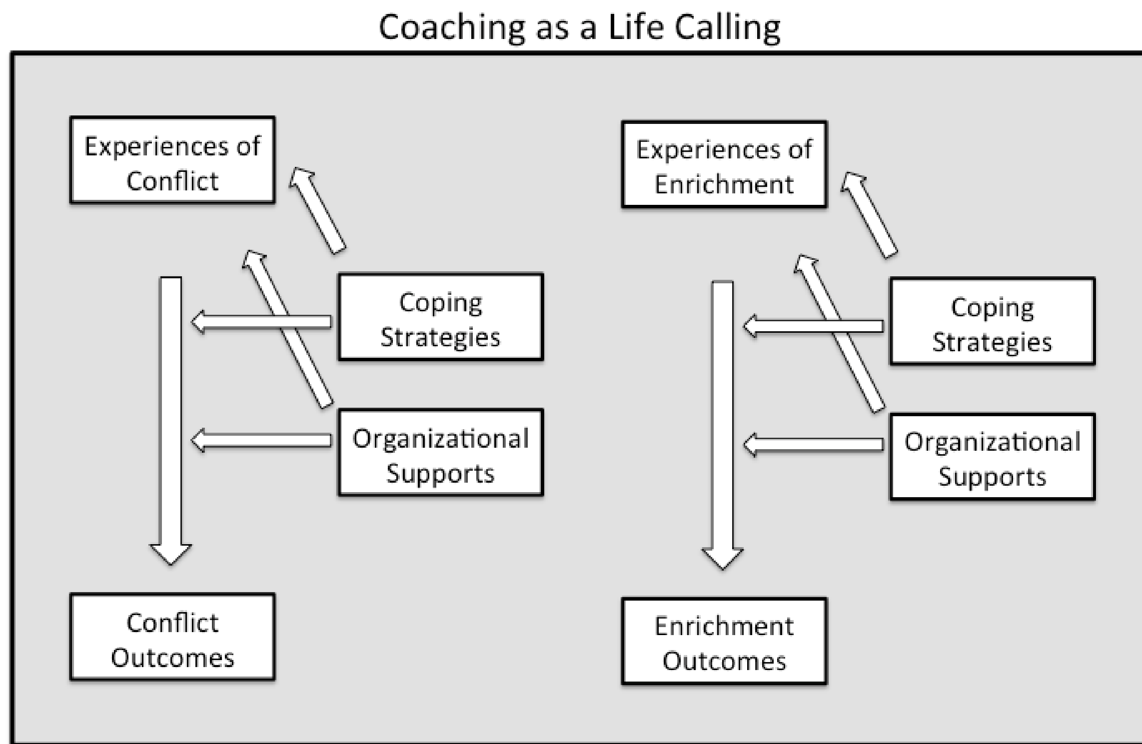

Figure 1: Graphical Display of the Findings

COACHING AS A LIFE CALLING

The coaches in the sample unanimously felt that coaching was something they were passionate about, and that coaching was a role in their life that rose above a simple occupation or hobby. Although unprompted by the interview guide, this theme emerged continually both within and across the participant data. That is, the attitude that their coaching vocation was something they aspired to and were meant to do in life again and again surfaced during the interviews.

As a result, the discussion of this theme is focused on illustrating how the coaches viewed their vocation as a life calling. Specifically, this theme examines how the men aspired to become coaches, viewed their coaching role, and viewed

themselves as father figures to the youth in their athletic programs. Each sub-theme is discussed in more detail below.

Aspirations to help people

Many of the coaches discussed how the role of being a coach involved more than simply teaching a young person about the rules of a game, the skills, or the proper techniques. Instead, the coaching role for the participants was more about developing the young people and being a positive influence in their lives. As a result, coaching was viewed as a profession many of the coaches had aspired to since childhood. Additionally, many coaches specifically chose the high school level to coach at so that they could make this impact. The coaches in this sample felt strongly that the reason they were a coach was to positively influence the lives of the athletes on their teams. Consider the following illustrative quotes regarding this sense of influence they felt they could and did have as coaches:

> You asked why I went into coaching? When I was in high school, I came home from school one day, and there was a guy in a military outfit in my house. It was very unusual because there is no military base in my hometown. This guy was on leave, and he came and talked to my dad. And so, I was in the kitchen, and I just kind of stayed around the corner. I wanted to know what was going on without announcing that I was there. This guy was bawling, I mean, he was a big ol' guy, and he was just crying. I listened to what he was saying. The basic gist of it was that in high school most of his teachers told him that he wasn't going to be

anything. But, the coach he had, which was my dad, just pushed him, and believed in him, and just basically he just *coached* him. It wasn’t like he patted him on the back, or babied him, nothing like that. He was just a person in his life that coached him. The man said, “If you hadn’t done that, I would not be where I am now … there’s no telling where I would be.” At that moment, I was like, “That’s exactly what I want to do. I’m in. I want to coach.” (Coach A, Lines 1260-1296)

My focus now is a lot more directed towards the individual successes of the kids, and not necessarily on the football field, but off the football field. I want those kids to be able to look back and say, “You know what, some of the things that I've equipped myself with as a person came from that football program and my coach.” And that's a *calling*. And that's something that I challenge all my coaches to get better at all the time is to look at that kid and see how we can help him. (Coach W, Lines 695-714)

I feel like I can affect high school guys better than college guys. I did college for six years and it was fun; it was kind of glamorous, if you will ... It was fun stuff, but it was kind of hollow ... I didn’t feel like I was making much of a difference. In high school I can make a difference. (Coach D, Lines 1254-1273)

And the thing that I get from them is when a player comes to me with that look in his eye, like, “I need you.” And right away it's, like oh man, this is why I do this.

I'm here to help you, and I have had so many stories of kids that really needed me. (Coach Q, Lines 650-660)

As the above quotations illustrate, coaching at the high school level was something the men in this sample aspired to. The men felt that coaching was their opportunity to make a significant impact on the lives of the young men on their teams. They wanted to be influential to the kids and help impact their lives in a positive way.

Passion for coaching

Another characteristic about the coaches and their relationship with their vocation was that they were very passionate about coaching. Many felt that coaching was in fact a life calling, much more than a simple part-time occupation. The following quotes illustrate this perception of a life calling.

> It's a passion. It's something I do that I believe is my calling, because I love it. (Coach Q, Line 240)

> Coaching is a calling. I was just led to it. (Coach G, Line 683)

> So, I told my son, he thinks he wants to be a coach, I said, "Make sure it's something that you have a passion for. Because if you don't have a passion for it, you'll burn out in a hurry." (Coach I, Lines 213-218)

> Make sure you love [coaching]. Because if you don't love it, it's not a "Labor of Love," it's just a pain in the ass. It's just labor. Cause in order to

> put up with the parents, disappointing your own kids from time to time and having them miss you, disappointing your wife ... if the payoff is not something you love, don't bother. I would say, make sure you love it. Either you love the kids, you love the sport, or love being a coach, it's got to be part of it. (Coach C, Lines 688-700)

This love for the game, love for the kids, and love for the coaching role was a prominent theme throughout the interviews. Not a single participant had a relaxed or laissez faire view about coaching, seeing it as only something they did for the extra-duty pay. Rather, each coach expressed a passion and love for the coaching role.

Being a father figure

Many of the coaches also felt that winning, although important to keeping their jobs, was secondary to the actual mission of coaching, which they felt was to shape young people's lives. This theme went beyond simply wanting to impact the lives, and even stretched to viewing themselves as a father figure to the kids in their programs. The following quotations illustrate this mindset.

> I'm a father to about two hundred and fifty kids. Because all of a sudden, "What's wrong with you today? How come you're dragging around?" Well, he may have broken up with a girlfriend. Or his parents are getting divorced, or just "I don't feel well." There was one kid, something wasn't right about him. And so, I just took time to talk to him, and at the end of the year, one of his teachers had him write a letter to somebody that meant

something to him, and I got one. And the biggest thing he wrote was, "Remember the day we just sat down and talked?" He goes, "Coach, you saved my life." He goes, "I was gonna kill myself that night." And I had no idea. So, there's an influence there, you know. I'm a dad to everybody that I teach, and everybody I coach. (Coach I, Lines 1178-1215)

We've tried to create at [my school] a family atmosphere, to where it's a true family. So I tell my parents and I tell my kids, you can call me 24/7. It's never too late to text me, it's never too late to call me if there's something that's going on that you feel like you need me. (Coach O, Lines 425-440)

I'm raising, or not raising, I'm helping out a lot of, a hundred and fifty other kids! (Coach S, Lines 61-62)

And so, there's a lot of kids that you're, you might be the first person of significance in their life that cares, or that is there. (Coach A, Lines 1320-1325)

We talk to a lot of guys here at [at our high school] that may not have the male figure in their life, the way they need to … I see the effects on those

kids, and see them grow, and become good people. It makes me feel good. (Coach D, Lines 1277-1282)

These experiences indicate the powerful associations the men had with their coaching role. They felt nearly as passionate about their coaching role as they did their own family role. In a variety of ways, they felt they were fathers to the youth in their programs, someone stable and constant in the lives of their athletes.

Summary of the life-calling theme

The above sub-themes suggest that the coaching role is extremely important for the men in this study. It is a role they have aspired to, they are passionate about, and one in which they feel important and needed. Consequently, for these coaches the team becomes a second family and the field house or gymnasium becomes a second home. Furthermore, these experiences were enriching, valuable, and fulfilling. In many ways, these interactions served as a validation for the hard work and time the participants put into their coaching role. Therefore, spending time in the coaching role was in many ways similar to spending time with family, providing these coaches with a tremendous source of enrichment.

However, viewed from a family perspective these experiences and player-coach relationships were sometimes the cause of conflict. As discussed in the experiences of conflict theme below, the time, energy, emotion, and attention demands of the coaching role were a source of conflict in the family role. Even though the men in the study knew that they had families that needed attention, love, and care, their athletic team in many

ways was a second family that competed for time, attention, and care as well. As a result, making choices about managing role obligations became less clear as both family roles and coaching roles were interpreted through the same lens of coaching being a life calling.

EXPERIENCES OF CONFLICT

With the above discussion of strong role saliency acting as a background, it is important to characterize how the men in the study experienced conflict. The purpose of this theme is to demonstrate and explain how the men in this sample felt tension in their lives. More specifically, this section discusses role conflict and its relationship to resource drain.

Both role conflict and resource drain were the most often cited sources of conflict in the lives of the participants. It is important to note that role conflict and resource drain were not separate sources of conflict in the lives of the coaches, however. Rather, the coaching role demanded resources in ways that caused conflict with the family role, and vice versa. Conflict was the tension felt as the forces of role obligations and resource requirements worked in conjunction to create strain. This theme is important to discuss as it gives insight into the lived experiences of struggle and challenge these men were facing.

Work-to-family conflict

Role conflict speaks to the situation in which the demands of roles in a person's life create challenges and tension for both the individual, and their role partners (e.g., wife, children, or extended family). For the coaches in this study, role conflict was

prominently reported across the interviews. This was especially true in the ways that the demands on resources of the work role created conflict in the family role. In this section, role conflict is discussed from the basis of the work role spilling over into the family role, with specific attention paid to the demands of time, energy, attention, and emotional spillover. Experiences illustrating each of these forms of conflict are presented next.

Work-to-family time conflict

This sub-theme is meant to express the challenges and tension experienced by the men in this sample in relation to managing the demands on their time. By far, this was the most significant source of tension in the lives of the men in this sample. Although a volume of supporting data confirm the theme of time conflict, the tension is straightforward. Being a father, a teacher, and a coach simply required a significant amount of time. However, rarely did the coaches discuss how family time obligations caused strain in the work role. Instead, the coaching demands were cited as the source for conflict in the family role. The following quotes illustrate this tension.

> We don't, as coaches, have a nine to five job that at five o'clock, it's over. We, we're constantly being a coach. And there's always things going on. So, it's not like at five o'clock on Friday, it's over. And I don't have to re-think about it, or look at it again until Monday at nine a.m. I mean, there's always stuff going on, and issues that pop up. (Coach M, Lines 493-513)

> There is conflict every day. You spend more time with other people's kids than you do your own, and that's pretty much true for every coach that I've ever

coached with. You're going to spend more time with other people's kids than your own. (Coach T, Lines 197-208)

When the kids were younger, I would make breakfast for them and make sure they were out of bed and ready to go because … I may not see them when they went to bed that night. (Coach N, Lines 89-93)

The hardest thing about the whole coaching life is that you have the summer off. And [the family] gets used to you being around more than you would, if you had an eight to five job, that's all the time. Everybody works, it's just I have seasons. There's a season when I'm always around, and there's a season when I'm hardly ever around. (Coach A, Lines 578-628)

It was difficult for me to think, I was leaving my house in [my town] before the sun came up. And I was getting back, when the sun was already down. And it was hard, and I would think a lot about like, "How would I do this if I was married? How would I do this, if I had a child?" That was when I was coaching football. Literally, when we had our … little coaches get together [at the start of the season]. And the [head coach] said to bring your significant others, or whatever. And I had already been coaching. After we all were there hanging out for a while, he stopped and said, "Hey, we're glad everybody's here. Ladies, take a good look

at your husband, cause it's gonna be about three months before you see him again." And it was like, hah, hah, hah, hah. And then I realized like, oh, my gosh, it really will be. (Coach M, Lines 763-792)

I've been somewhere where we spent more, and more, and more time. In fact it cost me my first marriage. I was married once before. For seven years. And, we didn't have any kids, which was good. But, it was just a deal where my first wife just, and I don't blame her. To be honest, I look back on it, it's one of those things that, it takes two people working at it, to make it happen. And I was probably caught up more in the football than the family, at that time. I learned from it. And, I figured out that they come first. If we can manipulate times, and situations around, that's good. But, if it comes down between them and the job, then I won't be coaching. (Coach I, Lines 866-894)

Yeah, I mean every evening ... You get home at seven thirty during the week and you're helping finish up homework and then it's time for [the kids] to go to bed ... Like this Friday is my daughter's birthday and we leave for Fort Worth at one, and so we won't be able to do anything Friday evening for her birthday, because I won't get back till one or two in the morning. So those are trade offs that you have, just job related. (Coach F, Lines 294-382)

I think the time issue is the most critical one. Especially in sports because there's so much stuff at night, you can fill a lot of hours. (Coach B, Lines 233-234)

As far as the time commitment, it's tougher on the families. You'll find that a lot of those guys are ... very few of them have their families still together. There's just a lot of time away from home ... You know, it's, I think the amount of hours during the season are staggering. (Coach G, Lines 13-14, 371-372)

But you know, as far as a conflict, it's a conflict. Because coaching can take so much if you are not careful of your time. (Coach E, Lines 351-355)

Football takes up the most time. We are probably up there, I would say anywhere between sixty to sixty-five hours a week. (Coach H, Lines 145-146)

So, on normal days, there are not very many days less than twelve hours. Where you get here, you have your school day, your preparation, and then practice on top of that. Especially if you're the head coach of a sport. It's, you know, there are not very many days less than twelve, eleven to twelve hours. And then if it's a night game, well, you could just expand that another four or five hours depending on how much travel you have. (Coach B, Lines 110-131)

So, we'd go six months out of the year, without having a weekend off. Now, to say we didn't have time off, I still have Saturday afternoons off, Saturday evenings off, and still go to church on Sundays. But as far as having the weekend to go with your wife to a wedding, or to go out of town, you just don't have that ability. That can be tough, and a lot of young couples it's an adjustment. So, it can be tough. (Coach G, Lines 166-175)

With any job there are good pluses and minuses. But, yeah, it's pretty tough at home when you're pulling that many hours. (Coach J, Lines 138-143)

As the above quotations and excerpts indicate, the time required of the coaching role produced strain on the family role. As the men in the sample made decisions about devoting time to the work role, the family role suffered. However, time conflict resulting from the work role was not the only source of conflict stemming from the work role. Energy requirements also were an important influence on causing conflict at home.

Work-to-family energy conflict

As well as time causing tension between work and family, energy was another resource that was difficult for the coaches to manage successfully. The demands of coaching simply drained the energy of the coaches in the sample. This was both on game days as well as practice sessions. The conflict that resulted was that the men were then unable to perform the familial duties they would like to have, or in a way they would have preferred. Again, just as with the time conflict theme above, very few of the coaches

discussed a lack of energy resulting from using too much energy in the family role, it was primarily discussed in the context of the coaching role.

> Very stressful, very. During the year, because you have so many responsibilities, with your job at school, as a coach, as a teacher, and then you knew when you got home, that things needed to be done at home. And you may, or may not have had the energy to do that. (Coach J, Lines 103-118)

> Because when I'm coaching or at a meet, or whatever, I don't kind of stand there, and wait for them to cross the finish line. I usually try to chase them around the course, and see them at different points throughout the meet. And then I drive the buses. So, I've got to go get the bus in the morning. Get everything loaded up. Drive them to the meet. Bring them back from the meet. Drop them off [at the school], and then go take the buses back. And so, I'm pretty worn out on days like that. (Coach M, Lines 243-264)

> I would let things slide, because I didn't, I just didn't have the energy. Once I took care of all that field, and, we had two and a half acres. And, you know, when you mow two and a half acres, two or three times a week, like you have to do a baseball field, then go back home, and you have to mow a hard two and a half acres at home, and a lot of trees. You, you don't want to do it. (Coach J, Lines 234-246)

> I would come home after picking [my son] up and I'll still be tired. So what I would do, in the living room area I would put, because he was crawling, I would just block him in with pillows and stuff. So he could just go to the pillows. I would be just laying down and watching him, and the only problem is when he gets to the TV and he would crawl up. Because if he would fall, I had to watch him. So, I had to keep him from the TV. It wasn't really an issue, but just, I was just so tired. (Coach K, Lines 1037-1070)

> Having kids so late in life, not very much [interaction], not very much. Don't have the energy, don't have the energy. Don't have the energy for it. Don't have time to go play ball, can't throw a ball with my kids. Can't teach them how to ride a bike. Just don't have the energy. (Coach T, Lines 697-711)

As these examples illustrate, the coaches felt that they simply did not have the energy to devote to the family role, especially during their primary season. Often coaches would return home feeling tired and weak. As a result, their expected familial duties suffered (e.g., regular housework), as well as the amount of energy they could devote toward interacting with their children. Therefore, energy drain from the coaching role was a real factor in causing conflict in the family role.

Work-to-family attention conflict

Conflict caused by attention drain was less pronounced than the tension resulting from time requirements or energy drain. However, it was significant enough to discuss. For some of the coaches the conflict stemmed from focusing on work too much, even

while at home. The following quotes show how this tension was experienced in the lives of the participants.

> I think when I became a head coach I think I got so wrapped up in doing such a good job because I wanted to make sure when I got the opportunity I wanted to make sure that I did everything I could. It's not going to be, I mean, I don't want to have any regrets. But, there were some, I'm not going to say neglect but, I could have done a better job of taking care of home. (Coach K, Lines 1692-1713)

> I think there are areas I certainly could be better. I'll be down here Wednesday. My wife's birthday is Thursday, our very first day back. I will be engrossed in football stuff. But I've had to make myself learn how to do other things. For example, yesterday we went out and celebrated her birthday. You're trying to constantly do things that make it work. Normally that day would have been her day, and we would have gone and done something special for her on that day. But it's August first. So, August first we are engrossed in football. And so, there's a lot of things, a lot of catching up. But certainly when I retire, I'll try to make up for all those things that I wish I could have done with her, and should have done with her. And just thinking about it makes it very, very difficult to know that I probably wasn't what I should have been to her. (Coach L, 1220-1236)

> Yeah, there's really no switch. Coaching, like I said, is a passion. It's 24/7 pretty much. It's a hard balance. So, even when you get home you're thinking about,

"What can I do better, how can I improve this team?" Yeah, a lot of times. (Coach T, Lines 447-466)

I knew how to be a coach a thousand miles an hour, every minute of your day that you can possibly devote to game planning, or preparation was just scouting. Whether I was home, or in the shower or anything, my mind was always on that. So that can create conflict. (Coach A, Lines 54-72)

Attention conflict stemming from the work role was also primarily experienced during the season. As the data presented above indicates, the coaching role simply dominated the mental and physical attention of the men in this study, resulting in conflict in the family role.

Work-to-family emotional spillover conflict

In addition to being a factor in the general conflict in the home, the demands of coaching sometimes led to strong emotions of the sporting event specifically causing conflict in the family. This was especially true following a loss or an unproductive practice. Consider the following quotes from the participants.

Oh, it does. Oh, it does. You try not to take it home. But when you put in time as a coach, we're gonna put ninety hours in a week, between the coaching, and the traveling, and the teaching, and the practices, and all that. Ninety hours of your life went into beating your opponent. And when it doesn't happen, it's defeating. (Coach I, Lines 825-844)

> There are times where I catch myself where I am frustrated from a practice. And you go home and you still have that coach's voice. You're still frustrated and your kids are doing something and you jump on them like you jumped on the way you did your players and it's probably not the best way to handle it. You know, sure it goes hand in hand. It could affect you when you get home if you're not careful. (Coach F, Lines 543-561)

This emotional spillover was discussed prominently as a negative spillover. However, it is also likely that positive events also had the capacity to spillover in a better way to the family role. Even so, it is clear that the participants experienced negative emotional spillover from the coaching role, resulting in conflict in the home.

Family-to-work conflict

Just as role theory suggests, role conflict can also be bi-directional. That is, obligations stemming from the family role were the source of conflict for the coaching role. However, it should be noted that although this source of conflict was present among the participants, it was not nearly as pronounced as the conflict stemming from the work role impeding on the family role. As Coach D said, "For the most part being a father has never really conflicted with my job" (Lines 710-711). In the following sub-themes, however, tension stemming from requirements for time and attention are discussed.

Family-to-work time conflict

Unlike work-to-family time conflict, time was not the primary source of conflict stemming from the family role. In fact, coaches rarely discussed the time requirements of the family role taking away from the coaching role.

> If I weren't taking my kids to school, I would be [at the field house] a lot earlier. I enjoyed that when I had that opportunity, I would be here real early. (Coach U Lines 1810-1811)

In this example the coach was longing for more uninterrupted time in the office, something his family duty prevented for him. It is interesting to note how little family time took away from the coaching responsibilities. In almost every case the directionality was reversed, in that coaches were taking specific steps to protect family time from coaching. Even though the time requirements of the family role rarely conflicted with the coaching role, it should be noted that this tension was still present to a minor degree especially as coaches felt guilty about the lack of time spent with family.

Family-to-work attention conflict

Although time was a less pronounced source of conflict for the men in the study, the mental and physical attention required of the family role was occasionally a source of conflict. This was especially true as a result of a family emergency, or the result of a health concern. Consider the following examples.

> Most of the time, I mean, your job takes priority. This last May though we were in spring football practice. And my father in law was real sick and he didn't look like he was going to make it. It was like, "We have got to go get on a flight tomorrow and go out to see him." So those types of things come up and you hate to miss [practice]. I had to miss a shit load of practice. And you hate to have to do that because, for one I am the head coach. I'm supposed be out there, but at the same time there are certain situations that take precedence. But things as far as

missing [practice] to go to [one of my kids'] game or rehearsal or whatever, that's probably not going to happen. So there are not many times that family will take precedence over working, especially during the season. (Coach F, Lines 489-531)

In twenty-three years I missed one week of football. My mom passed away. She was dying of cancer and was on her deathbed. So, my head football coach, at this place where I was at, relieved me of my duties for a week, and said go as long as you need to, and we'll cover for you here. So, I left. That's the only time I've ever missed. So, I consider myself very fortunate for that, because nothing else has come up. (Coach X, Lines 717-735)

The biggest thing, the biggest burden on me was the kids constantly being sick. My kids are little, and they're sick, and you're a teacher, it's hard. Like in the middle of the day, my wife said to me. My wife's got an important job. And so, she's in a meeting, or she's in Austin, or whatever. I've got to go pick them up. Tell me, I've got to miss basketball, I've got to miss fourth period. I have to go pick up my son, he's throwing up. He's, there's no two ways about it. My wife's in a meeting, she can't be reached. You know, I've got to go do that. (Coach C, Lines 1347-1385)

As the above illustrations indicate, certain family emergencies or health concerns were a source of conflict for men, taking their attention away from their coaching duties. As coach F mentioned, coaches did not often allow this kind of distraction to affect them

even if they felt bad about it. Even so, of the other potential resources that might cause conflict, attention was the strongest source from the family role.

Summary of conflict experiences

Both role conflict and resource conflict created difficult challenges for the coaches in this sample, as they worked to manage the demands of family and work. The men in the sample felt a need to satisfy and live up to expectations of different role partners in their lives. As these demands overlapped or became incompatible, experiencing conflict was inevitable. In addition, managing their personal resources of time, energy, and attention created tension as well. Many coaches found themselves in this situation, feeling obligated to devote time and energy to one role, while simultaneously feeling pulled to invest time and energy in another role. This simultaneous pull in opposite directions caused strain, which if unresolved or mismanaged, is theorized to produce uncomfortable consequences (Greenhaus & Powell, 2003).

It is important to note that although the participants had children at different ages, the heart of the conflict they experienced remained the same. The coaching role pulled them toward spending an increased amount of time and energy in that domain, while the fatherly role pulled them to engaging with the family. This tension of being pulled in two different ways, both from a desire and emotional perspective as well as from a resource availability perspective, was central to these feelings of conflict. Although fathers with younger children discussed challenges with taking care of sick children or needing to be more hands on with childcare responsibilities (e.g., cleaning up after, bathing, feeding),

those fathers with teenage or older children discussed the challenge of connecting with their kids, being involved in their lives, and cultivating meaningful experiences together. That is to say, although the day to day picture of how the conflict played out among the fathers with different aged children was not identical, the nature of that conflict was very similar. The desire to be successful in the family *and* coaching role, and realizing that often times the ability to succeed in both roles was simply not possible, caused increased levels of conflict.

One of the interesting and important results was the lack of conflict stemming from the family role. Although prompted to discuss conflict stemming from the family role during the interview in the same fashion as the prompts to discuss conflict stemming from the work role, very few coaches reported that they experienced tension coming from the family role, especially in the areas of energy depletion of emotional exhaustion. In many ways, the family role was a source of strength and stability to the coaching role, and rarely caused conflict. It is true that the family role is a source of conflict at times. However, it is important to point out that the data from this study simply did not support the notion of widespread conflict stemming from the familial role.

The natural question is then, how do the men who have families and who are also head coaches cope with this tension caused by their work? What strategies and tactics do they implement to manage their life roles and reduce the tension they are experiencing? The following theme explores these questions in greater detail.

COPING STRATEGIES

The wide range of coping strategies that these men utilize to reduce the tension between work and family was also a prominent theme in the data. It was clear that the men in this study were very aware of the tension they were experiencing, and took specific action to try and reduce this tension. These strategies took many different forms, each of which is discussed as a sub-theme in this section. The sub-themes include: (1) seeking understanding role partners, (2) communicating with important role partners, (3) relying on the wife, (4) compartmentalizing and integrating work and family, (5) using resources more efficiently, (6) setting priorities, (7) using family as a support, (8) and experiencing family fun.

Seeking understanding role partners

One common strategy utilized by the men in this sample was trying to surround themselves with role partners who had an understanding for the demands, pressures, and value of what they were doing in their vocation as coaches. In many ways, they wanted someone who supported not only what they did, but also believed in the same vision that they had for athletics. More specifically, these coaches were hoping that their wives and administrators also believed that they were making an impact on the lives of the athletes in their program. As a coping mechanism, seeking understanding role partners was a tremendous source for relieving the tension for the coaches in the sample. If their wife or administrator understood what they were doing and why, from a philosophical standpoint, then the husband felt more at ease and supported.

The understanding wife

The coaches' wives played the most important role in supporting and helping the coach to balance work and family. A later sub-theme discusses the role of the wife from a much more practical standpoint, namely that the wife physically did the work in and out of the house for the family. However, this current sub-theme is more focused on the role the wife played in simply believing that the husband's work as a coach was important, realizing the demands, and then being willing to embrace the obligations of the coaching profession. The following quotes from the interviews highlight the ways the coaches in this study characterized an ideal, understanding, and supportive wife.

> Make sure that your wife is on board. You know, my wife firmly believes that part of God's plan in her life is just to help support me and to help me make enough money so that I can do what I love. And I can really help these young men, young kids become men. She gets that. And she supports me for that. She may not always be cheerful about it, but she gets it, and she supports it. So my advice would be to just make sure your wife is happy and that she gets it. And then make sure that you love what you do. (Coach C, Lines 700-728)

> I mean, and again, it's a challenge on marriages no doubt. Let's don't kid ourselves. And I've seen a lot of coaches get out of the profession, because their wives couldn't deal with it. They don't understand. They don't understand you've got to be up there on the weekends, they don't understand when we have an off week, we're still going scouting Friday night. They think it's a date night for

them. You know, you'll have those types they don't quite get it all the time. (Coach G, Lines 1112-1128)

A good coach's wife makes a coach better. I know that I can go to the field house, and do my job, and not worry about her looking at the watch thinking, "What time is he gonna be home? What time's he gonna come take care of the kids?" She knows that it's my job. She knew that getting in, she's very involved with athletics, and likes sports. She'll just go to playoff games with me and watch football games, and so forth. So, it is very important to have a wife that understands the demands, and the hours, and things like that. (Coach P, Lines 573-582)

The support is good. I think if you're going to marry a coach as a woman, or if a guy is going to marry a female coach, they should understand the work that [the coach] has to do, the dedication that they have to their students, and if you're in a good program and you're a good coach, your kids, your staff, they'll like you. They'll accept your family and they know the family will be there and supporting you. (Coach V, Lines 578-586)

I think a coach's family is a special kind of special breed so to speak. My wife understood from the get-go that the time constraints that would be placed on her

as a wife and mother were going to be different than maybe somebody that would be married to a banker or right, a nine to five type. (Coach W, Lines 167-180)

I know that the wives get the bulk of it, during the season. They really do, and it does take a special female. It takes a strong woman to do that. Because I have seen the opposite. Not that she's a *bad* wife, she's just not a *coach's wife*, and it's a special breed. It really is. (Coach X Lines 788-821)

Yeah, it's a stereotype, behind every good man is a great woman. And as far as, as the coaches wife goes they are literally raising the children on their own. It's just them, and they will go to the games, and they are very supportive, and it's just one of those things that I think that they know what they have gotten into, as far as it being understanding. They have got to know that you're not going to be at home. Like this coaching [conference], and stuff right now ... but as far as the understanding and just, they have to love athletics. (Coach H, Lines 277-314)

[My wife], she's my biggest fan in a lot of ways, and is at all our games, and does all that kind of stuff. So, she *gets it*. (Coach U, Lines 1505-1510)

"Sorry, honey, it's gonna be a late night, I'll see you in the morning." I mean, there's some of those times. She understands that, the kids understand it, and then,

when I do get to spend time with them, it makes it that much better. (Coach G, Lines 1169)

> Someone who knows exactly what the demands are being a coach's wife, knows the responsibilities. Like I say, my advice to younger coaches who plan on getting married and raising a family is make sure that your wife understands the amount of hours and time you have to put in. You know, my wife and I we dated five years before we got married. She knows. There's a lot of coaches that have been married and divorced, married and divorced several times because when they got married the first time the one that they married didn't understand the passion and the time requirement. (Coach T, Lines 288-314)

> Yeah, I mean, it is very stressful and I think if you don't have a strong wife, and they're not prepared for that. Well a lot of times coaches get divorces. So, they lose their families because of that. (Coach J, Lines 129-134)

The above examples show the importance to the coach to have a wife that understood what being a coach entailed. Furthermore, coaches were depending on their wife to accept the coaching ideal, that their husband was indeed an important figure in the lives of the athletes, and that they were making a positive impact on those kids' lives. These examples also suggest that to be a wife of a husband who coaches required a special willingness to share their husband's time, energy, and attention with the youth in

the program and with the community at large. These women were asked to put up with a lot of time away from their husbands, and were asked to do it with a supportive attitude.

The understanding administrator

Second to the wife, a coach's administrator also had a significant impact on the ability of the coach to balance work and family with confidence. Many of the coaches in the sample discussed administrators in a negative light. However, when administrators were characterized as supportive, even though it was not often, it was an important aspect for the coaches in the sample for being able to manage work and family demands with success.

> If an administrator gets it though, and is on board with athletics, they can be a great ally. Yeah, it can be huge for you. (Coach D, Lines 1932-1936)

> Believe it or not, my superintendent is a very normal, understanding, good guy. I think I can go to him and say I need some time here for something. I would approach it with him. I wouldn't hesitate if I thought it was something I needed to do with him. I would probably just skip the principal and go right over his head to the super, the superintendent. (Coach S, Lines 532-547)

> You know, it seems like if you have a principal who is trustworthy, and who you feel like you have a comfortable relationship with, they're a great resource. But then, if there's someone there that you don't trust, or who may not understand your situation, that that could be a real inhibitor to, you know, try to find an

> outlet, or support. Especially if it's somebody who's, they're in that position, because they want to get their best three years, and retire. They're just kind of sitting behind that desk. And unfortunately, there's people like that. But, you know, when you get lucky, you get that one that really does care. (Coach R, Lines 1023-1074)

Working with understanding role partners in this way was very important for enabling these head coaches to balance both family and work roles. It was most important for the head coaches to have these two role partners be understanding, because they were the ones who had power in the relationship. An unsympathetic manager, administrator, or spouse dramatically impacted the ability of the head coaches in this study to find enrichment in their work and to balance work and family demands. If they were constantly being devalued or having to justify their perspective on athletics and their role as a head coach, it would have quickly become evident that the role relationship was not sustainable.

Communication with role partners

Another of the most prominent strategies employed by the men in this study was a focus on communication with important role partners. The two most commonly mentioned role partners included the coach's wife and the coach's assistant coaches. The following sub-themes describe why the communication with these role partners was important, as well as the different ways communication was utilized.

Communication with wife

For all of the coaches in the sample, communicating regularly and effectively with their spouse was very important for them in being able to manage their different role obligations. The following quotes discuss how important communication was for the coach's family, and how communication was used to help their relationship, as well as for planning purposes.

Importance of communication. The following excerpts from the interviews exemplify the relative importance the coaches in this sample put on communicating with their wives on a regular and consistent basis. Every coach discussed the importance of communicating with their spouse about coaching responsibilities, scheduling, as well as family events.

> Just keep communication open. It's so easy to get tunnel vision for either one of you. And so you have to keep that open. (Coach B, Lines 798-807)

> I talk with my wife on things quite a bit. And pretty much everything that's going on [at school] and frustrations and good things that happen as well as frustrating things. And so, she kind of helps and supports and it's good to have somebody at home to bounce things off of. (Coach F, Lines 696-702)

> Main thing is we make sure we talk a lot, especially on the weekends. (Coach U, Lines 133-1134)

I mean, communication is huge. (Coach L, Line 363)

So, I think [balancing work and family] takes a strong wife, an understanding wife, and I think you have to have some great communication between your wife and yourself. (Coach H, Lines 270-271)

And more important than anything just be open with your spouse about [work and family obligations]. You know, for me marriage is sacred and something you don't mess around with. (Coach E, Lines 962-964)

First off, I would say communication with your wife is critical. You've got to be able to listen, and understand, and hear your wife get upset, and get frustrated, and just be like, "Okay. Let's go. Lay it on me. What have you got to say?" and be okay with that. (Coach M, Lines 1163-1207)

It can be tough. But you've just got to sit down and talk about it. (Coach G, Line 292)

I got this from a good old friend and he sat down with me before I got married and at the time I, I thought "why you asking these questions?" And it makes perfect sense now. He goes, "[Coach], have you talked to her yet about, how are you going to handle the toothpaste?" I said, "What do you mean?" He goes, "Well

are you going to squeeze it from the middle or from the bottom? How are you going to do it?" And then he goes, "How are you going to handle the toilet seat?" And I said, "What are you talking about?" He says, "Is it going to stay up or down, which way is it going to be?" He goes, "Look I'm telling you these things because you need to talk about it and they are the little things. And you better talk about the little things or they are going to become big things and when they become big things, it's not going to be good." (Coach N, Lines 491-515)

As the above examples and quotes illustrate, coaches felt that communication with the wife was important. Simply being in tune with each other and discussing needs and preferences was a powerful way coaches were able to manage their life roles. However, communication also had a practical importance, a sub-theme discussed next.

Communicating with the wife to plan. It was very common that communication with the wife was focused on making sure the family events and work events were coordinated. This process was continual, and necessary so as to ensure the coach and wife were aware of and had the chance to participate in family events together.

> It's something you have got to sit down and really plan out, talk about and make sure you're good. Because I think a lot of times so many coaches' families dissolve. Not because they are bad people, bad guys ... just hasn't been communicated well before hand and just being honest. (Coach N, Lines 556-577)

> Some mornings I will have a seven am workout, with the distance [athletes], just to be with those kids, and away from the kids that are mainly football kids that

come in. So, there's days that [my kids] can ride with their mom. And she can get them to school. You know, I'm already here. And there's some days where we don't both come over here. And it's "Let's go." And we work it out. We try and look far enough in advance, to where [it's all planned out]. (Coach I, Lines 630-654)

One thing that we try to do and this is something I have learned when I was serving a mission for my church and my wife also started a mission for her church or for the same church, and we learned to plan the whole week ahead and we try to do that on Sundays in the evening. We try to plan our week ahead and so we know what each other's doing and if we need to help or if we are not going to be around or if I'm not going to be around more than anything else. That has helped us as well. (Coach E, Lines 277-293)

That's the biggest thing is, is we, on weekends, we really try to plan out the week a lot. (Coach U, Lines 1288-1289)

The strategy to plan out the week served an important practical purpose for the men in the study. By communicating about schedules, events, and games, the coaches were able to stay in tune with their family roles and make sure their families could stay in tune with their coaching roles. Through this planning communication, the men in the study were able to positively impact their work-life balance.

Communication with assistant coaches

Assistant coaches were the second most often mentioned communication partners. The head coaches in the sample utilized communication with assistant coaches mostly for discussing sport specific topics, such as game planning and evaluation or practice planning and evaluation. However, assistant coaches also played an important role in setting expectations for timelines of beginning and ending practices.

Game planning. Discussing the upcoming opponent or practice was the most frequently cited topic for head coaches in discussing issues with their assistant coaches. This communication role was important for finding balance with the head coaches because it allowed them to focus their communication specifically on sport issues and topics, thereby increasing their effectiveness in the coaching role.

> I feel comfortable because I think I’ve done my due diligence. On the way over here, I brought my offensive and defensive coordinator. We’ve had some staff changes. The whole way over here, we're talking about things and the last one just got hired last week. So, they haven't even met one of them yet. We’re talking, we’re implementing, and talking through things that are going to happen two, and three weeks down the road. You know, trying to prepare, and so, once again, I think, if we prepare you just feel better, you know. It takes a lot of the stress away. (Coach L, Lines 947-964)

By communicating with their assistant coaches, the men in the study were able to reduce their anxiety and stress about the coaching role. As a result, they were able to devote greater amounts of resources to the family role. Harmony among their coaching

staff was an important coping strategy for allowing the men in the study to balance work and family.

Setting family expectations. Head coaches also discussed family issues with their assistant coaches. In many ways, this communication took the form of setting guidelines about what the assistant coach's family should expect, as far as practice times, travel schedules, and meeting schedules. This helped head coaches to maintain balance because it forced them to stick to a schedule as well, and commit to certain practice schedules and timeframes.

> I thought it would only be fair to my assistants, who both have kids. Like, "Here's the plan. I will tell you for sure when you can leave." And I don't think that I've deviated from that in two years. "This is when practice is over, this is when you can expect to be home." (Coach C, Lines 534-543)

From the data it was clear that communication with important role partners, especially the wife and the assistant coaches, was a major strategy employed by the head coaches to manage their family and their work obligations. By communicating schedules, timeframes, strategies, and events, the head coaches were able to keep everyone involved as well as ensure both of the roles were highly functional. For many coaches, they viewed communication as that most basic and important key for staying on top of their work and their family responsibilities.

Relying on the wife

From the data in the study, the most frequently single cited source of support for balancing work and family was the head coach's wife. Rather than developing a wide

network of people upon which the coach could depend for support, it was almost exclusively the wife. The following quotes from the interviews illustrate how important the spouse was for the coach in being able to balance work and family obligations. Many of these quotes were in direct response to the basic question of how do you balance the competing demands of work and family?

> I've got my parents, they're close by. But, my wife is the one I lean on most. For all those things. That's the most important relationship that I have. You try not to lean on that person too much, because she's already doing so much as it is. So, you don't want to double on them too much. (Coach C, Lines 1049-1069)

> Most successful coaches you will look at will have a very good, understanding coach's wife. And mine is that way. She just knows during football season that the burden of the family is going to be upon her. (Coach G, Lines 271-279)

> You need a strong wife that can say, "Yeah, I got it." I mean, "I can be a, quote, 'Single mom,'" if you will, "for about three and a half months, roughly." (Coach D, Lines 829-833).

> I'll tell you what, I have a great wife, she's a great mother, a great wife, and she runs that household obviously when I'm not there, and she does a great job. (Coach H, Lines 201-203)

But when we’re not in season there’s some things that are my responsibility, whether it’s around the house, or those kinds of things. And I make sure I get it done, because during season, [my wife], she does it. (Coach U, Lines 1274-1284)

My wife is honestly, she’s the one that keeps our family together. There are times during soccer season where she’s a “Soccer Widow” pretty much. (Coach E, Lines 220-222)

You know, I think a coach's family is a special kind of special breed, so to speak. You know, my wife understood from the get-go that the time constraints that would be placed on her as a wife and mother were going to be different than maybe somebody that would be married to a banker or a nine to five type. She knew that it was going to be different. (Coach W, Lines 167-180)

You know, it's just tough. But, you better have a good lady to help with your kids. I mean, because there's so much that they do that I don't see. (Coach S, Lines 55-60)

You know, and my wife, kind of a, during the season there is more on her, and she kind of knows it, or not kind of knows, she knows it and takes it. She jokingly calls herself a “Basketball Widow.” (Coach U, Lines 1255-1257)

The above excerpts from the data indicate that it is fairly clear how heavily the head coaches depended on their wives for ensuring the family remained functional. It is also clear that the seasonal nature of the coaching job had a heavy impact on the father to be involved in the family system. This coping strategy meshes seamlessly with the need of the head coach to surround themselves with role partners that understand what is demanded from the coaching role. By having a wife that they could rely on for ensuring the family needs were met, the father was able to focus on the coaching role.

Compartmentalizing and integrating work and family roles

Previous literature on work family balance suggests that compartmentalization and integration strategies are common coping strategies (Reddick et al., 2012). However, the nuanced ways in which coaches compartmentalized coaching roles from family roles as well as integrated family and work roles was somewhat unexpected. The following sub-themes discuss this finding in greater detail.

Compartmentalizing work and family roles

This coping strategy most often took the form of separating work and family roles and obligations as much as possible. By keeping these two roles separate, the head coach was able to stay focused and reduce distractions in each life role, thereby allowing him to perform at a higher level in each life role. The following quotes show how coaches viewed this strategy, and how they employed it.

> I've done it ever since I was in college. I remember one professor telling me, "Hey, you know, you've got to be able to separate, don't bring this home, don't take work home." In other words, your time at home is for your family. And your

time at work is for work. So to me if you try to overlap them you're not giving the work the full responsibility, and you're not giving your family your full time that they need. So, I think the way you keep it separate, it keeps me out of trouble. But it's not easy. It's not easy, because there are times that I do take some film home, because I coordinate special teams, and I've got to break up film on the special team side, but I try to do it all at school now. That way when I get home, hey, I'm a dad. I'm a dad, I'm a husband. (Coach H, Lines 356-395)

We've always tried to say leave school at school, and come home and have a "Home Life." That was very important for us, with having kids. I didn't want to come home and still try to coach my boys at home. If we'd had bad practices, and me and my boys, all three had conflicts at practice, we left that at school, and on the practice field. We didn't carry that over to home. (Coach P, Lines 595-617)

But no, I talk to my wife, and I've made changes over the years to increase that separation and increase those boundaries [between coaching and family] for the sake of our marriage, and for our family. It gives us more of that privacy time. (Coach M, Lines 314-316)

You know, and I think it helps too, like, you know, you get home at night, you have to leave work at work. Kind of categorize things a little bit. (Coach C, 1707-1712)

> Now, my wife will make it very clear. “Baby, once the season is over, I don't want to hear anything about basketball.” She don't want to hear anything about it because she gave her all during the season and then after that it's like, “Please, let it go,” and I have to respect that. (Coach Q, Lines 508-517)

> In regards to being a good dad, I think you just got to learn on the run. I don't think anyone really has a manual. But, you know, you have to be a good example for your son and daughter. I don't believe, you know, whatever language I may use here with the coaches, occasionally I get a little rough. That never goes home. (Coach D, Lines 2552-2559)

> You know, there's a line that you have to draw between family and work. You know, like, it's work. Family is family and try to have them support as much as possible, but certain things are just work. And you have to do it. (Coach V, 1311-1321)

The above illustrations support the compartmentalization strategy. It allowed the fathers to focus their resources on certain roles during certain times. As a result, those that followed this strategy felt more focused and experienced less distraction. However, compartmentalization was not as commonly used as trying to integrate family with work. Instead, compartmentalization often took the form of shielding family from work, which was also effective for reducing tension between work and family.

Integrating work and family roles

Compartmentalizing work from family was a somewhat common coping strategy among the coaching fathers in this sample. However, more common was taking specific steps to integrate family with work, especially in the aspects of finding ways to keep the kids involved in the games or practices, as well as inviting the spouse to participate as much as they could. The following quotes from the data illustrate how these fathers would try to combine both fathering and coaching, both family time and work time, by integrating the two roles as much as was permitted.

> So we tried to do as much as we could together when we could. And what that means is a lot of time up at the field house together when you got a little kid. Hopefully you're in a situation where having family around is important. I know as a head coach it is to me. I want my coaches to make their families feel comfortable coming up to the field house and spending time with their dad whether it's a little girl or a little boy. (Coach W, Lines 196-232)

> I just think that [my son] needs to be on the sideline as soon as he can handle it. You know, and he can be the ball boy, or whatever it is that he can do, he needs to do it. So, we're looking for a job for him ... The ball boy kind of stands near where the plays are going on. So, I'm working on something for him to do on the sidelines. Whether it's that he's the kid that runs out there to get the tee, at the kickoff, or something ... Then, his mommy can see him out there. Then football

becomes part of the family, instead of what takes away from the family. (Coach A, Lines 196-250)

Include your spouse as much as you can. Even if it's out of town, invite them. They may not want to go, but invite them. Give them the opportunity to choose whether they want to go or not. (Coach V, Lines 1174-1197)

There are several coaches that have kids. And we understand, we spend a lot of hours here. And [the kids] will come in here, and watch movies, or they'll be out playing, or doing something. And every once in a while, I'll have to say, "You guys need to just go get lost." And we'll have to kick them out. They find something to do. So, it's worked out pretty well. That's the last thing that any of us want, for them to be distractions, because we enjoy having them here. So, we're gonna find ways, "You guys need to go in that training room, and sit down, and be quiet." Or, "You need to go outside, and get under the shade tree, and read a book." Or, "Go out there and play. Take a ball, let's go." But, we don't want to upset that part. (Coach I, Lines 583-625)

It's awesome to see. The most of the rewarding things is to have "The Pledge of Allegiance," or "The National Anthem," and you look up, and there's my wife and my kids, and they're waving. That's, it's awesome. That's cool, that they're there. They never miss home games. (Coach C, 1416-1427)

[Integrating] can really make things go better. Because then [your family is] engaged in that conversation. And they want to ask, “How did this kid do today at practice?” Or, “How did they do at the meet?” Or, [the family] comes to the meets, and they watch, and say, “Hey, I thought, you’ve been saying so much about this one kid, and they were gonna do really good. And they didn’t look very good at the meet today.” You know, and then you can talk and then you’re engaged, and you’re talking about that stuff. So, bring [family and coaching] together, don’t leave them separate. (Coach M, Lines 1286-1304)

One of the things that my wife counts as a blessing is that she and the boys participate in my career. So, it's very inclusive. She comes to games. She's there and they're participating, and they might be down playing in the dirt pile down there, but they're there. So, it's part of our family. (Coach B, Lines 714-728)

I never was one from early on in my career to say, “Okay, when I leave the field house it's over, you know. I'm going to separate my work from family.” Well, I couldn't do that. Simply because there were so many other lives involved in what I was doing and, you know, I wanted to make sure that I was doing right by those kids that I was coaching ... When we were first married and didn't have children, you know, that was back in VCR tape days, she'd watch tape with me, and sometimes ask me questions, “What are you watching or why are you doing this?”

> So, I'd be watching tape and taking notes and, you know, trying to spend time with her when I could and then, actually, you know, work at home some too. So, I was never one that said, you know, "I'm going to leave work at work." (Coach W, Lines 278-330)

Bringing work home or family to work was a powerful coping mechanism for the coaches in this sample. By integrating the coaching and family role, they were able to use their resources to perform in both roles simultaneously. As a result, rather than having to manage family as well as work, when integrated fully, family and work became a single life role. This single life role streamlined the management process, and reduced the amount of conflict experienced by the coaches.

Blending integration with compartmentalization

Most of the coaches that tried to integrate or compartmentalize family and work would more accurately be described as partially integrating family with work. In the entire sample there was not a single strict compartmentalization or integration coping mechanism. More common, however, was a hybrid approach, in which the head coach shielded the family from the stressful or negative sides of the job, while purposely including them in the parts of work that were deemed more appropriate. The following quotes speak to this partial compartmentalization or integration strategy.

> A lot of times for me, my thing while my kids were growing up was when I got home, I tried to leave my work coat outside. *For a little while.* Play with them, do things with them, enjoy time with them. Spend time with my wife, speak to her, talk to her, find out what all happened. And once everything calms down and it's

> settled down, then the time came for me to go back to doing whatever I needed to do. (Coach N, Lines 377-396)

> For example, we cooked out the other night, and I put my phone in my truck outside. It wasn't even in the house. It was gone, I didn't want to feel like I had to go check it or, or be interrupted if somebody was calling me and stuff like that. So, purposely *sometimes* you got to put it away. (Coach O, Lines 450-477)

> I, I take my work home. I'd say I take my work home with me, but only to an extent. (Coach D, Lines 1121-1122)

> I wanted them to be involved with just the whole atmosphere of it, not necessarily what coaching was about, but being involved with athletics, and experiencing that whole scenario. (Coach J, Lines 259-263)

> Sometimes we'd have a mad parent, you know, about this, or that. Like I said, I wouldn't carry that home to [my wife]. (Coach P, Lines 890-894)

Sport may provide a distinct context in which this hybrid approach can be studied in more detailed. It is likely rare that professionals encourage family interaction on a *daily* basis (integrating family with work) while simultaneously shielding the family from potentially stressful parts of the job (compartmentalizing work from family). However, in the data for this study, this hybrid approach was the most commonly reported coping

mechanism for the men. A strict compartmentalization or a strict integration strategy was not found in the sample. Instead, the coaches wanted their family involved, and felt that this family involvement improved their coaching performance. However, they did not want their families involved with *every* aspect of work, and consciously shielded their family from these more difficult or strenuous sides of work (e.g., angry parents, pressure to win).

Using resources more efficiently

Another coping strategy commonly used by the coaches in this sample was aimed more at managing scarce resources, especially time. In an effort to use time deliberately, coaches took a number of steps to manage their time in an efficient and effective manner. These strategies included outsourcing, using time wisely, and reducing socializing.

Outsourcing familial duties

In a number of instances coaches coped with the demands of family duties, primarily lawn care or childcare, by hiring someone else to take on those demands. Although this was not frequently cited as the primary strategy for accomplishing family duties, the coaches that used it found it useful and helpful, especially those coaches with wives that also had full time occupations.

> We had a lady that took care of [the kids]. She would pick the two little guys up, take them home, sit them down, make them do their homework. She did things around our house, because we don't have any family close. Our closest family is seven hours away. So, she kind of became part of the family. (Coach I, Lines 454-465)

> I quit mowing that [lawn]. I'm paying a guy to do that so my life became a lot better ... It allows you to focus on things you need. (Coach D, Lines 245-246, 478)

> But right now while they're young it's a struggle. You have to utilize babysitters and after school care. We, like I said, she's from Ohio also, [my wife], she didn't grow up in Texas. We have no family here. (Coach T, Lines 1370-1378)

> During football season usually the outside is taken care of by somebody else. Where, like, I'll hire somebody to cut the grass or something like that. (Coach O, Lines 245-253)

This outsourcing tactic was a creative strategy. By paying someone to manage the role responsibilities that were difficult to manage, especially during the season, the men in the study were able to use their time on other efforts. As a result, their experiences of conflict in these areas were reduced. However, it should be noted that this strategy likely would produce diminishing returns if it were too widely employed.

Using time wisely

On the sport side, many coaches discussed the strategy of using time wisely. This took the form of planning practices minute by minute, as well as recognizing and using free time to perform work duties, rather than relaxing or socializing. This perspective on

using time wisely, however, did not carry over to the family role. The coaches in the sample only discussed this strategy in relation to the coaching role.

> I am always trying to look for ways to *steal* time for our staff to get away and just go spend time with their family. I think one thing is, you're not going to outwork anybody. And people are going to say they are going to outwork someone, and you're not. I think you have just got to be smarter and efficient with the time you have, we all got the same time in a day. It's just, how you are utilizing it. (CoachN, Lines 233-238, 257-273)

> My general day starts at 4:09 in the morning. I get up at 4:09, take a shower, and I'm at work by 4:45 every day, seven days a week. And I have been even during the summer. So, it starts early, and the reason it starts early is, I can get a lot done, before my coaches, my players, everybody else starts coming in. Because sometimes, you know, you may be at work, but your time is everyone else's time. (Coach L, Lines 47-60)

> I'm planning practice. I'm planning every practice down to the minute. What my plans are for that practice. And then, I get that Xeroxed for my assistants. (Coach C, Lines 284-286)

> When I go in the field house, and I get twenty minutes off, the other coaches are just messing around, which is fine. I try to grade papers, so, it gives me more time

> at night to sleep, or whatever. So, I use my time wisely. (Coach X, Lines 1765-1774)

> We try to be as proactive, as possible. We're gonna strip everything out, so that nothing in practice is an accident. (Coach A, Lines 355-356)

This strategy to plan practice down to the very minute, or to use the additional time in between work roles, reflects how conscious the coaches were of their limited time. It is likely that planning each minute of the practice is inspired by a desire to improve the practice outcome. Even so, this relationship with time and the desire to use it wisely likely carries over to other areas of their lives as well, helping coaches to realize the importance of the time they have, especially in the family role.

Reducing socializing

Another way some of the coaches used their time more efficiently, was by reducing the amount of socializing they did with their friends, coworkers, or other people who did not fit directly into the roles of family or coaching. Most often, this took the form of simply coming straight home after practice or after a film session, rather than staying at the school and having some social time. However, some coaches discussed how they would purposely sacrifice spending time with friends or neighbors so that they could avoid conflict in the home, and focus primarily on either coaching or family. By reducing the amount of casual socialization they participated in, coaches were able to come home and engage in family activities more quickly, and avoid the negative backlash that might result from spending even more time away from the family.

> I tell these coaches that too. “We work long hours, but I promise you when we're done you’re going to see a truck pulling out of that parking lot.” I mean, I’m not one to hang around, and shoot the bull with the guys, and blah, blah, blah. When we are done with work, it is time to get going. (Coach D, Lines 854-862)

> I don’t really attempt to, or seek out the time to just have a whole lot of individual, “Let me go hang out with my buds time.” There might be once a month, or so, to where I’ll say, “Hey, I’m gonna go hang out with this guy.” You know, “Is that cool if I go out for a little while in the evening, on my own?” But for the most part we are together [as a family]. (Coach M, Lines 558-565)

> But when we're done, we're done. We’re going home, and I think that makes it rewarding. Any other way it would be a difficult. (Coach G, Lines 1468-1476)

> I think [I] try to do a pretty good job of making sure that when we’re done, we’re done. There’s not, “Well, we’re gonna work to eight. Let’s find something to do.” It’s, “We’re done. You guys need to get out of here, and go home.” (Coach A, Lines 177-180)

From the quotations above, it is clear that that the men in this study are very aware of the precious nature of their time. As a result, they took specific and calculated measures to ensure they were utilizing their resources, especially their time, wisely and efficiently. Additionally, some of the coaches were even willing to outsource family

duties in order to reduce the tension of family obligations, which is a creative and likely effective option. This attitude toward resources also carried over into other aspects of their lives as well, as is shown by the quotations regarding purposely reducing social time. In the end, monitoring and managing resources was a common theme that emerged from the data in regards to coping mechanisms.

Setting priorities

Priorities acted as an internal guide for how the men in this study made trade-off decisions about their resources. Daily the men were faced with decisions about which life roles to focus on. Without some way to consistently delineate and streamline that process, it is likely that their experiences with conflict would be even more pronounced. As a result, setting priorities emerged in the data as a way for the family and for the coach to be united in how those resources would be distributed.

> I've always told my wife, way back, that we need to live our lives by the three F's. It's what we call: faith, family, and football. And [I'd tell her], "If I ever got that out of order then you need to tell me that." And I wanted her to. You know, if I'm neglecting family, if I'm neglecting what's important to us faith wise and putting football in front of any of those, you got to let me know. (Coach W, Lines 180-190)

> I always said, I'm not going to lose my kids to save or win a ball game. My kids are not worth a ball game to me. They're the most important thing on the earth.

That will be my legacy, much more than to win a ball game. Now, don't let nobody kid you, I don't slack on my job though. (Coach L, Lines 388-411)

Yeah, just I wish I would have been to a point in my life, where my priorities were a little different. Even from what they are now. I think, as young coaches it's all about climbing that ladder, and being the coordinator, or being the coach, and winning, and the rings, and I was all about that. That was my life. But, when you make mistakes, and it cost you, then you come to realize that it's really not that important in the grand scheme of things. So, you start to define success a little differently. (Coach J, Lines 597-607)

You need to make your family a priority. You know what I think? Through the years, I think coaching has gotten more that way. I think head coaches from college to high school, they are finding more ways to give their staff a little more time. Everybody knows there are going to be parts of the year that are going to be more of a grind. The hours are going to be different than any other time. So when you can make the time, when you can find the time to really give back and let them have more time with their family, it is important. But it's up to. As a young coach you need to find time and make time for your family. When you go home after work, don't worry about work for that first half ... Take time with your wife, take time with your kids, give them your undivided attention. And then when you

> get time to steal sometime away and work some more, then do that. But give it to them first. (Coach N, Lines 1141-1175)

> Things that as far as, you know, missing something [with the team] to go to [my kid's] game or rehearsal or whatever, that's probably not going to happen. So, you know, there are not many times that family will take precedence over working. (Coach F, Lines 518-527)

> No, while I'm coaching my mind is always on sports. It's hard, it's hard to keep priorities. There's really no switch. It's tough. (Coach T, Lines 436-442)

It is clear that setting priorities was not a concrete or tangible action taken by the men in this study. However, from the data it was also clear that having a certain mindset certainly contributed to the success or lack of success in managing the work-family tension present in the lives of these men. Setting priorities in an inflexible and consistent manner, in a way that was supported by the family system, was a positive coping mechanism for managing tension. If those priorities began to slip, or if they were not present, the men seemed to experience greater levels of conflict.

Using family as a support

Some of the coaches in the sample were fortunate enough to have family close by, such as parents or siblings. When this was the case, relying on family support was an important coping strategy utilized by the men in the sample, especially with childcare duties. Some of the coaches also relied on family for the coaching role, discussing

coaching philosophies or other things with their own fathers. The following quotations depict how this coping strategy was used.

> [My wife's] family lives four hours away in [city], Texas. If we got into a situation where we needed help, a lot of times we would call her parents. And her parents would come, and there may be a four or five day stretch, where I'm going to coaching school, or, I'm going on a trip with my staff somewhere, or, she's got to be out of town. Well, they were retired during that time, and they could jump in the car, and they might come and spend a week with us ... The fact that we got into some of those situations, and they would come and help out, that was tremendous. (Coach L, Lines 312-335)

> I always want to go to family first. Because they know you better than anybody else. (Coach R, Lines 980-981)

> I'm someone who has, I feel like I can do it all sometimes. So, I don't really have that person that I can dump on, in times of stress. But I do have my parents. You know, they're there, my mom and dad are still close by. (Coach C, Lines 1078-1088)

> [I rely on] my dad, without a doubt. My dad eats lunch with me once a week, usually on game day, if not the day before. (Coach O, Lines 900-901).

> Well, coaching wise, to be honest, I lean on my dad. He had been a coach for thirty-two years. So, you know, he's the guy that I'll just bounce things off of or, if I'm not getting it out of some of them. Or I'm disappointed, or we're playing great, and I want to make sure we keep playing great. (Coach S, Lines 460-474)

The ability to rely on family support was a strong enabling coping strategy of some of the coaches in the sample. Although not all of the coaches in the sample had family nearby, those that did found it very useful for reducing the tension of conflicting schedules or the cost of outsourcing childcare duties. Additionally, it seemed that relying on family was also a form of emotional support. As some of the coaches discussed, having lunch with their father, or talking to their parents about stress at work provided the additional emotional support necessary to cope with the tensions of work obligations.

Experiencing family fun

For many of the coaches, it was important to use the off-season time to do something fun with the family. This family fun acted as an important balancing tradition that allowed the fathers to reconnect with their families, and create some of those lasting memories as a father. Some of the coaches also worked to create these opportunities even during the season.

> You know, we take a week when we travel, as a family, and this last year we traveled three thousand miles in our vehicle, from Port Aransas to St. Louis, to Kansas City, and then back home to [our home city], just because we wanted to spend time together. (Coach X, Lines 261-270)

We had a unique time that was perfect. There was a time when I had an extended lunch, and it was the same time that [my kids] had home schooling. So one of those five years of home schooling I could go home at lunch because my scheduled allowed. It was just a unique time where I had a good break in the middle of the day, and if we didn't have a game, I was able to go home and see them. To me, I'm not sure if I would have lasted a lot longer in coaching without that ... Ten months out of the year you're full-time up here [at the ball field]. The other two months you have some windows that you, you need to guard and manage that time well. (Coach B, Lines 320-331, 391-392)

But as far as [home life], I try to spend as much time as I can with [family] during the summer time, and during the Thanksgiving break. (Coach H, Lines 240-243)

Yeah, absolutely. We do a lot of family throughout the summer, or on our break. We make sure that, pretty much whatever we’re doing is all together. We go down to the pool at our apartment complex, and hang out. If we’re gonna go to the store, we all go together. So we make sure that in the summertime, and when we do have our breaks, that we are spending as much time as we possibly can together. (Coach M, Lines 555-568)

So, we do stuff [as a family]. But during the school year not too much. Don't have the time, don't have the energy or the time. (Coach T, Lines 735-741)

For many of the coaches in the sample, this time during the off-season was a special time that they guarded and protected. These family trips acted as a time for the family to reconnect, and for the father to be completely connected with the family, without the distractions of coaching responsibilities. In many ways, this family time created a reserve of family memories that enabled the family to withstand the tensions of the in-season demands and obligations.

Summary of coping strategies

It is clear from the data that the men in this sample experienced conflict and tension in their lives in a number of ways. From the above theme of coping strategies and specific sub-themes, it is also clear that they took concentrated action to try and cope with the tension caused by trying to manage their life roles and their limited resources. None of the men in the sample discussed only a single coping method. Each had a diverse range of approaches they took to manage the latent and active tension they felt in their lives. What continued to emerge from the data were this overall feeling of trying to satisfy two important roles in their lives. Yes, they wanted their families to feel important and loved. But, they also felt a need to be involved with their players and to be available for their needs as well. That is why many of the most often discussed strategies outlined above seemed to be double edged, employed to satisfy both role obligations.

USING ORGANIZATIONAL SUPPORTS

One glaringly missing coping strategy from the above theme is that of the use of organizational supports. Given the recent focus on work-life balance in the scholarly and popular literature, one would expect that someone working full time would have benefits

from their employer that would allow them to cope with tension, stress, and conflict stemming from their work role. However, what emerged from the data was quite different. Rather than depending on their school for support and viewing the school administration as a trusted role partner, many of the coaches viewed their superiors with distrust. Additionally, it seemed that organizationally provided benefits, such as time off or sick leave, were only utilized in the most extreme situations. In this section, both the sub-theme of distrust and use of organizational supports in extreme situations are discussed in more detail.

Distrust for administration

This sub-theme was prominent in the interviews. Only a handful of the coaches expressed a relationship built on a feeling of trust and mutual understanding with their administration. Instead, most of the coaches viewed their administration with an eye of suspicion, distrust, and caution.

> The funny thing about coaching is every year we really don’t know if we’re going to be hired back. That’s the stress of it. You just don’t know. Every year I've always said, “I wonder if they're going to keep me this year.” Even as successful as I've been. Coaches have that stress where they deal with that. Man, I wonder, you know, if the principal is going to keep me this year. And then when a new principal comes on board, like we just got a new principal, and it’s just that uncertainty. But he came on board, and he was pleased with my philosophy, which was developing the character of the player more than wins and losses. So, I'm fortunate to have a principal that has that mindset … in coaching there's *no*

guaranteed contracts. It's a year to year, year to year ... So, you got to be very careful of what you reveal to the administrators. (Coach Q, Lines 538-605, 1080)

It's kind of a case-by-case basis. I wouldn't go to my principal for support. Just me and him we, we're not at odds. I just don't, well, we don't hang out. (Coach S, Lines 523-528)

Yeah, I would probably lean on friends more than anything else. No doubt I feel comfortable talking to our AD at [my school], but just to bounce ideas off of. When it really gets down to it, finding out answers to questions I want to know, if guys are sharing the same type issues, I go talk to my *friends*. People I know I can trust the most. (Coach N, Lines 791-801)

I have worked for one that was not supportive. Yeah, they just didn’t understand. They’re good guys, they just didn’t understand my job. (Coach G, Lines 482-492)

Most of them don’t understand. Cause they’ve never played the game. The ones that played the game, and have become administrators, I understand there’s a fine line with what they’ve got to do. (Coach I, Lines 1537-1555)

Principals that *understand* the value of extracurricular activities make the school setting a lot better. Those that don't, make it harder on coaches. Because then

you're butting heads almost. They're saying, “I don't value what you do. I don't value your time requirements.” You know, a lot of coaches that get in that situation, they move on. (Coach T, Lines 931-965)

I have been real fortunate, for the most part in my situation. I had one [administrator], not here that seemed to really kind of pick on coaches. All of a sudden, they are dropping into your classroom right when got back from a game at midnight the night before and he is in your classroom at 7:00 am, first period. And you're still going on adrenaline, and figuring out last night's game, and getting prepared. And that's when they go looking for stuff. (Coach U, Lines 1816-1838)

I’ve [gone to administration] a few times, and I got responses, basically, “You got what you wish for, pal. You got it.” So, no, it’s basically, they’ll say things like, “I understand where you’re coming from. I get it. You’ll be fine.” Or, “It’s necessary in life.” It’s not like, “I’ll take this responsive action.” I’ll give you an example. I’m on what’s called the Campus Design Team, and it’s about eight or twelve teachers, who a few times a year, will lead a campus in-service on designing better engaging work for kids. And it was frankly one of those things that I volunteered for when I wanted to get this job. Like, “Hey, not only am I a good coach, but I’m a good teacher. And here’s why I should be a leader.” I was at one of these Campus Design Team meetings, and there were eight teachers, and

> I had finished a full four years as a head coach. And, you know, and I had been on this Design Team, and had led two in-services. And I said to the principal, in front of the whole group, "You know what, you know that trying to coach and teach, and do both well is almost," I said, "Almost Impossible." And I was serious. I looked her in the eye, and at that minute, I was passionate about it. And she said, "Go on to the next day," and it didn't click at all for her. So, you know, you kind of gotta understand that you're a little alone, in the fact that I want to be a great teacher, and be a great basketball coach. And you're probably alone in those things on campus. (Coach C, Lines 1096-1215)

Feeling alone on campus, like Coach C said, or not having administrators who understand or even value your job, like Coach G and Coach T said, is not likely an atmosphere conducive for achieving work-family balance. This is especially true when the people not understanding or who are isolating the employee are also the gatekeepers to organizational benefits. As a result, depending on the organization to help in the effort to balance work and family was not a common practice among the coaches in the study, as illustrated above. Instead, the coaches relied heavily on their wives for support at home, and then would reach out to friends or assistant coaches for support on the coaching side.

Organizational support use

Even with the above commentary about how the men in this study had a difficult time trusting administrators, it was clear from the data that the coaches did use some formal organizational supports, most often time off, to deal with health issues. If it was an

extreme case, the coach would miss school and practice to deal with the issue. However, more commonly the coaches would wait until the season was over to seek outside assistance.

Only in extreme situations

When the coaches did need to use an organizational support, such as sick leave or time off, it was usually only in the case of an extreme health situation. The sub-theme emerged as coaches discussed the times in which they had actually used an organizational support. The data indicate that using organizational supports was not a regular occurrence.

> I mean, it's a constant struggle. This year for the first time I had to take a few [days off], because I had, I got knee replacement surgery. But I think if you feel comfortable with who you are and you feel comfortable with your staff, it's OK. But prior to that, I had never missed. (Coach N, Lines 814-824)

> I've got to have some medical procedures done next week. That's gonna be the first time in thirty-three years, that I can remember, that I missed practice. You know, there's that very, very thin line. And I could wait, but also, you know, I'm looking at my health, I want to make sure it's good ... We've had coaches the last year, one coach had to have his leg amputated. And he was gone for a while. But, as soon as he could get back, he was ... And, another coach lost his dad, right at the beginning of track season. One of my assistants, and so there's things we go through, and we'll take care of those things. But, we also understand we're not

> gonna feel sorry for ourselves, we're not ... It's a profession that I don't think, unless you do it, then you don't understand. (Coach I, Lines 1272-1405)

It was most common that the extreme situation necessitated taking time off. That is, most of the time off behavior was in response to a family or health emergency, and not as a proactive measure to ensure a healthy and balanced lifestyle. As a result, using organizational supports in this manner becomes less of an active coping tactic and more of a responsive mechanism used when nothing else could be done.

Waiting until the season is over

The other scenario in which coaches felt comfortable using organizational supports was when their season was over. This delayed response to using organizational supports may say more about their attitude about their coaching role, and being there for the kids in their program, than it does their distrust for administration. In any case, both the theme of waiting until the season is over or waiting until an issue is extreme shows the reluctance of the men in this sample to use organizational supports on a regular basis.

> I've never missed a practice, and I've been [coaching] for thirty-one years. This past year was probably as hard on me as ever before. I had back surgery in December, but I put it off until Christmas holidays. To get that done, and then I was right back, you know, in January. Didn't miss a beat. So, I've had some health issues. There's been some conflicts, but we've always, [my wife] and I, have always been able to work through that. (Coach L, Lines 354-363)

> I had a brain surgery five years ago, and I have ten plates and thirty-two screws that are in my head. And it’s in the back part of my head. Anyway, I could have died. It was a, it’s called a fistula. It is when a vein and an artery match up, that shouldn't match up, and the artery is feeding too much blood into the vein. And it spills over, and you're bleeding in your brain, if that makes sense. Anyway, I had headaches, and I used aspirin, and I worked through it *during* the football season. It was excruciating headaches, but I just had to endure it. That’s the way I felt. Eventually, long story short, I was out from January to February, and I came back to work. I lost all my hair back there. But it was not a tumor, it was not anything cancerous, that type of thing. But, I guess my point is I had to *make it through the season* to get to a spot where I could take time off. I mean, that’s just, I’d say ninety percent of coaches are going to find a way to make it through. (Coach D, Lines 1737-1774)

From the interview data, it was clear that the most prominent way coaches felt comfortable using organizational supports was either when they absolutely had to, such as extreme health issues or family emergencies. Furthermore, even with extreme health issues, many of the coaches chose to wait until their official season was over before requesting the time off.

Summary of using organizational supports

As the above theme and corresponding sub-themes indicate, using organizational supports to manage life challenges was not a commonly relied upon coping mechanism utilized by the men in this study. More common coping strategies included relying on

their wife or a close friend, or just enduring the problem until it became unavoidable. In essence, many of the coaches followed the mantra of, "If you can, try to take care of it *in house*" (Coach H, Line 775). Although not specifically discussed, the above quotes indicate that asking for outside help reflected an inability to manage personal problems. In other words, it seems that the men perceived asking for help from a supervisor as a sign of weakness, which made the men feel vulnerable and exposed, something they were uncomfortable with. Consequently, rather than exposing their weakness to superiors, who control their future job prospects to an extent and who are not considered trustworthy, many of the coaches chose to try and manage their struggles in their own way, even at the detriment to their personal or family health and well-being.

ENRICHMENT COMING FROM WORK AND FAMILY ROLES

Just as the work role and the family role sometimes caused tension and conflict, they also at times were the source of enriching experiences. The enrichment was felt in both roles, meaning the family role enriched the work role and the work role enriched the family role. The ways in which this enrichment played out in the lives of the men in this study is explored in more detail in the sub-themes below.

Work-to-family enrichment

One area that the coaches were especially willing to talk about was how the coaching and general working role enriched their families. The coaches discussed this relationship in two prominent ways. First, they discussed how coaching helped them to be a better father. Second, they discussed how coaching, combined with being a teacher,

allowed them to share memories together as a family, uniting and solidifying them as a family. Each of these sub-themes is discussed next.

Being a better father

The data clearly supported the sub-theme of work-to-family enrichment. This was especially the case in that the men expressed a strong belief that the experience of coaching positively affected their ability to be a father. The following quotes and experiences show how the men felt this beneficial relationship between coaching and fathering worked.

> [Being a step-dad] I didn’t know anything about being a dad. You know, usually you kind of ease into it. Cause it’s just diapers, and they can’t talk back, and they don’t do anything wrong for a while. And you can figure it out as you go. But, I think, if I hadn’t been coaching, and been around kids, if I had just been a guy in the business world, I don’t know if I’d have known how to relate. So that’s huge, that is huge. (Coach A, Lines 1540-1543)

> I'm sure each kid is different. There are certain kids that want to be coddled and as you deal with kids you learn. Just like I learned what my daughter likes and doesn't like. So I definitely think just being around kids my whole life has helped me be a good father, I hope. How to read them. How to bring them back, how to re-motivate them, how to, you know, correct them, discipline them. I mean, there's a thousand little nuances, and all those decisions you make every day. See when they're throwing you a little attitude. (Coach S, Lines 336-382)

There's no doubt. I know when, I've been around teenagers long enough. I can know when they're telling the truth, when they're making excuses, or giving me attitudes. Yeah, that's made me a better father. There's no doubt. I'm a much better parent now that they're older because I know what to look for. I know when my daughters are doing things they shouldn't do. I've seen it all before. I tell them that, "I've coached you a thousand times." (Coach G, Lines 591-625)

You deal with these older kids, and you understand what they're going through, it prepares you for when your kids get older, and what they're gonna go through. It kind of makes you hip to what's, what's hip with kids these days. You know, like, what's new or interesting to these kids, was not new or interesting when I was a kid. Especially with the rise of technology and stuff like that. (Coach R, Lines 1105-1120)

No question. I think it's, you see all walks of life with kids. You see things that they go through. You get passionate about trying to help them when they're having a tough time. You see kids that are on top, and seem to have everything, but you see a piece of their life that you think is not going well, and, boy, all those little pieces that you see, you try to provide direction for your *own* kids so that they don't head in that direction. (Coach L, Lines 571-582)

Working in the coaching role was something the men in the study felt improved their family role. They felt their years of experience dealing with young people prepared them for many of the challenges of being a father. More specifically, the coaches felt that they could relate more directly, give useful advice, and communicate with their children in ways that they would not have been able to, had coaching not been a part of their lives.

Bringing the family together

The second way coaching enriched the family role was that it allowed the coaches to unite their families. Most often coaches discussed this solidifying enrichment in terms of the off-season and summer break. As discussed in the coping mechanisms theme, coaches relied on fun family activities for helping them to find balance. One enriching effect for the family on this front was that it brought the family together.

> We helped build a trail with a non-profit organization up in Wyoming. I took my boys to Mexico and Africa. So, the goal there was to see the sacrifice and invest in something else bigger than yourself … So, I'm just looking for opportunities like that with my family. We took opportunities to go on retreats or to go together to Colorado. We've had special times, because you get that Christmas break and sometimes you got a nice window [during the summer]. We even did some mission trips together, and eventually we got this opportunity to go help on the Continental Divide Trail. So, we spent four days in Wyoming working on the trail. So, I feel good about the things we planned. (Coach B, Lines 1346-1355, 1730-1752)

We have gone to California and done the Disneyland thing. [In the summer] we are going to take two weeks and go somewhere. So, that's kind of our travel time. (Coach U, Lines 1430, 1469-1474)

This Thanksgiving we're going on a cruise. We will be away for seven days. It's a Disney cruise, so, my son will be excited about that. I'll get to spend some time with him … As far as your home life, try to spend as much time in your off-season, during the summer time, vacations and stuff like that, [with your family] (Coach H, Lines 243-252, 434)

Yeah, absolutely. We do a lot of family time throughout the summer, or on our break. We make sure that, pretty much whatever we're doing, that it is all together. (Coach M, Lines 555-557)

We plan our vacation around our breaks, so that we can all be together. And that's something that we, we sit down, and look at. Trying to plan a ski trip every so often, or, just maybe run to Six Flags, or just be at home. (Coach I, Lines 770-776)

We've try to keep up [during the year] and then during the summer we're always able to go on a vacation. Now, it depends where we go. We can go far or we can go close. I always set that time aside for us to go. We also include our oldest

daughter, because she has a family too. So, we include her and all the family. So, we're always able to allot some time in the summer. (Coach K, Lines 2239-2275)

Because the coaches in this sample were at the high school level, many of them had a summer break. Not all of them utilized this summer break fully, especially baseball coaches that tended to coach during the summer as well. However, those that were able to utilize this summer break felt that the coaching and general work position allowed the freedom during the school breaks (i.e., Thanksgiving, Christmas, Spring, and Summer breaks) to reconnect with family, and to spend that extra time together. Although a number of professions have vacation time, the coaches in this sample were especially pleased about their vacation schedule because it synced with their children's schedules seamlessly. As a result, their work position and subsequent vacation time was a great enrichment to the family. It is also important to note that elements of father engagement and participating in constructive father-child activities naturally emerged from the data.

Family-to-work enrichment

The data also suggest that the family role positively impacted the coaching role for the men in this study in a three specific ways. First, having a family gave the coach special insight into the lives the players, and increased the amount of empathy they had toward those players. This helped the coaches to impact the players in a more insightful and direct manner. Second, having children and becoming a parent increased the level of understanding the coach had for the parents of the players on the team. This changed the way the coaches viewed the coach-player relationship, and helped them to realize what it is like to have children. Finally, having children and a supportive wife improved the

coaching role in that the family improved the coach's overall functionality, especially in the areas of coping with losses, improving focus, and feeling supported.

Increased empathy with the players

Many of the coaches compared and contrasted their coaching style before and after having kids. Almost unanimously, the coaches expressed how their level of empathy and understanding for the athletes increased after having children of their own. As a result, they found that this allowed them to connect with and positively influence the players on the team in a more effective manner.

> You know, having to relate to [my son] has made me a better coach, you know? And I, it just, it's just a totally different world opened up, you know? So, you just see the kids [in the program] different. (Coach A, Lines 1463-1472)

> Being a father just really opens your eyes to, I guess, to the beauty of life. The fact that you have this thing in front of you that you've created, that you're solely responsible for. And you do it with all your heart. And then, you have these kids [in your program] that, you know, somebody created them. But that person that created them, they're not always involved. So to be a better coach, you've got to love those kids. They've got to know that they're loved first, before they'll do anything you tell them to do. You know, if they know that you'll go through that wall for them, they'll do anything for you. So, I think that's something you've got to get the kids to believe. And, I know when I was a young coach, I was fired up all the time. And I thought you had to yell all the time. And that's the only way

you were gonna get a kid to do what you wanted them to do. That's not it, at all. And I think you find that out after being a parent. It doesn't take all that. It can even be, even be kind. Not every kid responds the same way. There are some kids that need the yelling, and there are some kids that don't. And again, that's what kids are, and they're all different. But, yeah, I think I became a better coach, after becoming a father. (Coach R, Lines 622-672)

If you're single, you don't really know. You're just fooling yourself. You think you know. So, yeah, [becoming a father] made a, it made a difference, sure. (Coach B, Lines 693-698)

I think there's, when that happened it would, it's more of an empathy with the kids. Okay these kids are like mine and I want them to have success, I want them to grow up I want them to be men and all these things that I would want for my sons. And so, yeah, I think the meaning of the coach for me then changed a bit. So instead of just being a father or instead of just being a coach that's in it to win, who wants to win now. Let's just, just try to make these young men into men. And that's, and that's to me, that's one of my main goals, is to help these kids become, you know, men and stay out of prison. To not have five or six girlfriends with children and all that. (Coach E, Lines 474-495)

No question. There’s a certain level of love that you don’t get, unless you have a parent life. I used to chew out kids, in games, in front of their parents. And now, I know how much that maybe hurts those parents to see that. You don’t ever do that in front of their parents. It would kill me, if one of them, I saw someone chew out my kid. It would just hurt. So, now I know there’s betters way to do it, be more constructive about it, you know? When you’re asking yourself, “Are you trying to tell them what they did wrong?” All we’re trying to do is make them better players ... and if you’re yelling at him during the game, all he’s feeling is embarrassment. He’s not hearing, “Jump to the ball.” He’s not hearing, “Close out properly.” All he’s hearing is, “I’m embarrassed.” So, that’s forcing you to be a little more sensitive. And think about, ultimately what’s the best way to win games? The best way to win games is to have your players do what you want them to do. And what’s the best way to do that? I think, that whole process, for me, came from being a parent. Slow down. Be a little more tactful. (Coach C, Lines 950-1030)

You tend to see other kids differently than you did before you had kids. For me it hasn't, it hasn't changed the way I treat them physically. Physically, still the same, but just the way I talk to them is a little different. A little bit more understanding of, kind of what they're going through and stuff. Yeah, and it has been a good thing. (Coach T, Lines 746-766)

When I first started coaching I was kind of that "old school" coaching that you do a lot of yelling, you use a lot of profanity, you know? But that's the way I was coached, and that's the way I thought, you know? Because, you know, it worked for me. I didn't have no problem with it when I was chastised. Even with using profanity, I knew what the coach was up to. I knew what he was trying to do. And because I have always been coached like that, so it's no problem. And that's why I felt you had to coach that way. Then, when my kids were born, I didn't use, never used that, or at least very seldom do I use profanity with my kids at home or correcting them, even when I'm real upset with them. And the same thing with the kids in the classroom. But, I just felt that's how you needed to coach. And then, I just said, "I'm not going to [anymore]." I can yell, I'll use gestures, I'll use hand movements, you know, facial expression, tone, but I'm not going to use profanity anymore towards the kids ... I just said, I can do it without that. I can use the other things in order to motivate them, and stop using that. And I just said, "I'm going to stop," I just did it. I just stopped. And you know what, I got the same outcomes, the same results and outcomes. So, I know it can be done, and I just know how sometimes the kids felt. They never had any resentment because I would go back later and explain. But I know how it made them feel and, you know, I just, I wouldn't want my kid to be talked to like that. (Coach K, Lines 1501-1614)

> As my kids got older, I started to think about kids, as my son. What would I do? Would I coach this kid any differently than I would my son? And, especially after mine got a little older. I tried to do that. (Coach J, Lines 371-381)

Increasing the amount of empathy the coaches had with their players was one of the clear enriching sides of having the parental role. As seen in the quotations above, many of the coaches compared their attitudes and behaviors toward coaching from before and after having children, and many of them concluded that becoming a parent allowed them to have a greater connection with the kids in their program. This connection enriched their coaching abilities, and helped them to be more impactful in that role.

Increased empathy with the players' parents

In addition to feeling more influential and connected with the players on the team, many of the coaches in the sample discussed how becoming a parent changed the way they interacted with and addressed issues with the parents in their program. They felt this new understanding improved the parent-coach interactions as they could then see the perspective the parents were coming from.

> I'm going to be a better coach this year. I saw a unique perspective now that my daughters are now playing select baseball, softball, and volleyball. Other people are coaching my children. It's giving me a unique parent side of it that I haven't had. So, I think I'm going to be a better coach because I want my child to have some positive feedback. I want my child treated this way. All the things I've heard over the years. You know, so, but, yeah, it's helped me ... Yeah, I think it was a new thing I learned this year. My youngest one is a really good athlete.

Playing at an, not an elite level, but she's playing at a very high level. It's very competitive, which is what we are at [my school]. You know, it's very competitive for playing time. When they were coming up everybody plays. Well, now it's, you know, playing at a very high level, so, it's frustrating as a parent to watch. I didn't realize how much stress was on the parent to watch their child go up there, and strike out, and know that the next game they're going to drop three in the batting order, if they don't get a hit. And, you know, so, I'm going to be a little more sensitive to that, and it will help me a little bit. (Coach G, Lines 597-664)

You know, everybody told me I was going to have a little more patience, a little more understanding with my players, because I was tough on them. And I still am tough on them, but I think I am a little more laid back, and that comes with age also. But having a son, I can really relate now to every mother, my wife just loves, loves our son. And understanding that she would do anything for him. Sometimes a little bit too much. But I can see where mothers can come to one of the parent conferences, and they want to bat for their kids, and I had to excuse kids from the team, for different situations, and parents don't typically agree with me. Like, "Why are you kicking my son off?" And literally crying. Before my son, I didn't really understand it, I really didn't care, but now I can relate. It doesn't really change my values, or my, my rules. But, I can understand where they are coming

from now, because I would expect the same from my son. You want the best for your kids. (Coach H, Lines 516-563)

No doubt. When I was younger I tried to coach every kid like they were my own. You know, and I do. I mean, I love kids. I love them all, but until I had my own, I never understood how that love is so powerful and emotional. I mean, I now understand what the parents meant. Sometimes there's nothing you can say. It's just, that's your child. You know, and I didn't understand that love just because I didn't know how it felt. You know, when you have your own, I mean, I would jump in front of that truck, you know? I mean, it's totally different and all you want is your kid to not, you know, to not have a bad experience or something like that. But, yeah, that's huge. For example, I'm the type of guy if we go to Chili's, and you give me the wrong food, I just eat it, I don't care, you know what I mean? It's not a big deal to me. Well, my daughter was a preemie, and she had to be in the NICU, and I was at work and my wife was checking her in the hospital and all this stuff. My wife had to be careful. We had kind of a crazy pregnancy. Well, anyway, you know, we had a healthy baby girl, but she was so young, and then we had to move her back to [our town] and take her to NICU unit or something again. Well, I wasn't there checking her in, but I would join her every night. I went and got athletics done, and I walked in the hospital at ten o'clock at night. And I'm just walking through all these doors and nobody's checking nothing, and I just walk right up to my baby, you know? ... And I'm, like, “That's bullshit,

> we're leaving. I just walked all the way into this damn hospital with no one checking me." And my wife goes, "Hey, Craig, they were buzzing you through all those doors." And I thought we were just rolling in there, you know? So right then, you know, I had never gone asshole on someone like that, you know? H*ell, I had the kid for all of one day, and I did that*, you know? So, totally, I understand how parents are so emotional, you know, and so invested in those kids. I mean, being a father has helped me a ton just because I understand to empathize and see that side. (Coach S, Lines 238-297)

> Having children helped me see it, from a parent's perspective. Okay, would I have really said that, or done that, if that were my child? I guess I would probably change the way that I do that. So, it does help. It gives you the perspective, and it helped me. I think it's part of the maturation process. (Coach I, Lines 1240-1253)

This increased connection with the parents of the kids in the program was another way that the family role increased the functionality and performance of the coaching role. As the coaches above discussed, becoming a parent, or experiencing their own children in athletics from the parental role, very much impacted their ability to relate with and empathize with the parents involved with their programs. As a result, the coaches felt that their performance in this role was enhanced.

Increased focus and performance in the coaching role

Furthermore, the coaches felt that the family directly improved their functionality as a coach. Whether that involved improving their ability to digest a tough loss, or to

improve their attitude and focus about coaching, or to simply remind them of their priorities, the coaches in the sample felt that having a family, in a fundamental way, improved not only their levels of empathy with players and parents, but their actual coaching ability.

> I think sometimes she is my best critic. Sometimes she will bring me back down to earth. And sometimes she will, like after a big loss, she will help bring me back up or she'll, she will leave me alone. And then come in and help build me back up. She knows when to leave me alone, and she knows when to come and talk. (Coach E, Lines 512-533)

> Oh, yeah. I mean, that's what, I mean God, your family above all keeps your sporting life in perspective. I mean, I had had eight really good years when I started my career, and I really thought it was kind of easy, I'm sure. I had my little girl in this time and went to a big time program that I thought was the best job ever. We were one and nine, and we were terrible. Luckily, that little girl didn't have a clue whether we won or lost, you know? And still really doesn't. You know, just, you know what it is? I used to be no losses. You just eat yourself up and, you know, having a family totally changes that. I mean, and you know, of course it still eats on you and stays with you some. But, you know, when you're holding that little girl walking to your car or whatever, you know, life, it could be much worse than that. You know, sure I would have loved to have just won that game, but I have a great wife and a healthy baby, and so, you know? It sure does

keep it in perspective. I would think most head coaches would keep perspective better if they had a family. (Coach S, Lines 940-978)

Without my wife I don’t think I’d be as good of a coach as I am now. I’m more focused. (Coach E, Lines 408-413)

Yeah, I think so. There was more of a, I don't know, my focus changed and it's gotten better in this respect. My focused changed from, you know, I was all just honed in on worried about tunnel vision on winning. Then when you have a child it changes everything. Things, overnight it changes. So, it went from more of a focus on winning on the score board all the time to a lot more towards the family, obviously, but then a lot more, in my mind, a lot more focus being placed from myself on how can I help these kids to grow up to be better young men. That type deal. Being able to empathize with the parents of the kids and view them, you know, with their real. (Coach W, Lines 461-492)

In fact, being a father has probably helped me be a more effective coach. Because, my daughters have taught me things where I learn to listen better. I learn to see what they are going through and figure out how I can help other kids with some of the same issues. So really that’s been more of a, they have helped me more than I have helped them. (Coach N, Lines 710-722)

> And, you know, what I look forward to is finishing up, you know, uploading the film, turning off the lights, get my stuff, and going home. Pouring a Scotch, and talking about the game with my wife for five minutes, two minutes, four minutes. And then it's like, closure, done, do the next thing. So, you know, to be able to have that outlet. And be able to get some closure on it. If I were single, if I was single, you know, I would go on until all hours, and go to school the next day. So, that's grounded me. (Coach C, Lines 1389-1412)

> My family drives me. My family drives me, and, and being forty-seven, you can get in that lull, you know? Having a kid it raised, it changes the whole perspective of life, you got to work hard, and now you work for them. To provide for them, so, it definitely does change a lot, it's been positive. (Coach H, Lines 981-993)

The above experiences indicate that the family role improved the work role for the men in this study. Whether it was the wife's support, the experience of becoming a father, or the unconditional love from the father's children, the coaches explained that they would not have been as effective in their coaching role without the family role.

Summary of enrichment coming from work and family

The data were clear that the coaching and fathering roles were mutually enriching for the men in this sample. The men felt confident in expressing how coaching had prepared them for fatherhood and improved their ability to be a father. Additionally, even more so the men confidently expressed how the family role improved their coaching role, in more than just one way. This theme is important to consider, especially the family-to-

work enrichment path. The data were clear that this path was held in high regard by the men in the sample, and the benefits that came from including family in their work allowed them to have a higher level of functionality in the work role.

Summary of the Overall Findings

The finding that coaching was considered by many of the participants to be a life calling was of special importance. This perspective on the coaching role influenced all of the other themes emerging from the interviews. As a result, the implications of this finding will garner particular attention in the following chapter.

Furthermore, the data suggest that the coaches experienced a blend of conflict, stemming from both the family and the coaching role. However, the coaching role certainly was the source of more conflict than was the family role, and especially the time and energy required of the coaching role was an especially prominent source of conflict.

The findings also showed that the men used a wide variety of coping mechanisms to manage their family and work obligations. The most prominent coping strategies included searching for understanding role partners, communicating with role partners, relying on the wife to manage the home, compartmentalizing and integrating work and family roles, using resources efficiently, utilizing family as support, and experiencing family fun. These divers strategies and tactics for managing work and family were helpful in achieving some sense of work-family balance for the men in the study.

Notably absent from the coping mechanisms was the use of organizational supports. The data suggest that organizational supports were only utilized in cases of extreme need, such as a family emergency. Furthermore, even when a health need

required the use of organizational supports, the coaches were willing to wait until the end of the season to use those supports. One reason why organizational supports may not have been prominently utilized was because a perceived sense of distrust between the coaches and school administrators.

Finally, both the family role and the work role were strong sources of enrichment in the lives of the coaches. Most notably was the role of the family in improving player-coach and coach-parent relationships. These familial benefits extended even further in some cases in which the actual performance and functionality of the coach was enhanced as a result of the family role. However, the coaching role resulted in far less benefits to the family role. The implications of these findings are presented and discussed in the following chapter.

Chapter 5: Discussion of Theoretical and Practical Implications

This section discusses how this study contributes theoretically to the work of role conflict, role engulfment, role coping strategies, and cultural influences on masculinity. Furthermore, this section discusses the implications for managers in sport, especially their efforts to improve their managerial capabilities in the areas of motivation, organizational citizenship behavior, voicing behavior, and for supporting men in sport in general. The discussion of the nuances of these findings will show how this study contributes to the understanding of the work-family interface, fathers in sport, and sport managers.

THEORETICAL IMPLICATIONS

The findings from this study, while particularly relevant to sport management, are also transferable into other realms of inquiry and make a strong scholarly impact. This section confidently discusses the theoretical implications of this study in the broader areas of role conflict, role engulfment, coping strategies, as well as masculinity studies. Each implication is discussed in detail below.

Role conflict

Role conflict is the general outcome from two roles in a person's life having overlapping or incompatible role demands (Greenhaus & Powell, 2003). That is, as an individual makes decisions about what role obligations to give precedence to, they are likely to experience conflict in the other roles in their life (Greenhaus & Powell, 2003).

Additionally, some scholars propose that when a life role (e.g., work) is particularly salient, an individual is likely to experience greater levels of role conflict in the non-salient role because rewards and success in the salient role are highly tied to a person's self concept (Greenhaus & Beutell, 1985). Conversely, when a given role is not highly salient for an individual, it is not likely that they will experience a heightened level of conflict in their other life roles. This is so because success and rewards in the non-salient life role are not central to the person's self-concept or level of self-esteem (Greenhaus & Beutell, 1985). However, scholars suggest that when role saliency is not limited to a single life role, that is an individual has high role saliency in two or more life roles (e.g., work and family), such a person would likely be especially susceptible to role conflict in both life roles, and the associated outcomes of that conflict (Greenhaus & Beutell, 1985). The present study both confirms and challenges this proposition.

It is important to discuss the levels of role saliency for the men in the study to begin this analysis. The findings support the claim that the men in the study had high levels of role saliency in regards to their coaching role in particular. The men in the study were passionate about their coaching roles. They devoted large amounts of time, energy, attention, and emotion to this life role. The coaches were enriched by the impact they had in the lives of the athletes in their programs, and felt uplifted by the chance to be a father figure for some of the athletes they worked with. Furthermore, many of the men aspired to be coaches since childhood. In short, they perceived their coaching role as a life calling, something they were meant to do. Consequently, their level of saliency for this role was considerably high.

The data also support that the men in the study had a high level of connection with their fatherly role as well. The men discussed the love they had for their wives and children. Many discussed how they depended on their families to give them balance, and how they treasured the family trips in which they spent time together during the summer and winter breaks. In addition, the family role enriched their coaching role and helped them to perform at a higher level of functionality, both from a psychological as well as from a practical standpoint. Accordingly, the men in this study would be accurately characterized as having a high level of role saliency in their fatherly role.

With the above notions of high role saliency in both the coaching and father role, the findings of the study in some ways support the theory that high role saliency in two roles leads to overall heightened levels of role conflict. Based on the frequency and urgency of the comments from the participants, the proposition that the men experienced high role strain is supported. The source of this conflict stemmed primarily from the coaching role impeding on the family role, although evidence suggested that the family did cause tension in the coaching role in some cases (e.g., family emergencies or sickness). As a result, coaches engaged in multiple coping strategies in order to manage and mitigate the tension felt by trying to balance work and family.

Nevertheless, the data did not support the broad spectrum of negative consequences resulting from high role strain. Although the coaches reported experiencing tension and conflict in managing their life roles, they did not experience the highly negative hypothesized outcomes from that conflict. Literature on role conflict suggests that the consequences of prolonged role conflict include increased levels of

dissatisfaction and distress in the both work and family roles, as well as high levels of burnout (Netemeyer et al., 1996), among other negative consequences. But these outcomes were not strongly evident in the sample. In fact, many of the coaches in the sample had been in coaching for many years (average of just over 13 years as head coach, minimum of 2, and maximum of 33 years). Furthermore, the high level of role saliency in the coaching role did not seem to diminish the importance of the fatherly role for these men, at least from an emotional or conceptual viewpoint. From a resource allocation standpoint, however, it was clear that coaching was by far the more dominant role. Even so, the experiences and comments from the coaches did not overtly indicate that coaching and work became a way to avoid or escape familial duties. Both roles remained prominent and important for the men in the study, especially from a figurative and a mental priority standpoint, and something they strived to find balance between.

The above findings suggest two things about the relationship between high role saliency and conflict in the work-family interface. First, it suggests that individuals with high role saliency in two life roles will likely experience strain as they try to balance the needs and responsibilities of the two roles. This was in many ways expected as the study began, and supported by the data collected from the participants. This confirmative finding contributes theoretically because it supports the argument that men are not immune to tension as they strive to manage their life roles, and that work-family balance is not only a women's issue. Scholars have suggested that a societal shift is taking place, and that fathers are beginning to the feel the strain that comes with balancing work and family, just as mothers have reported for some time (Galinsky et al., 2011; Harrington, et

al. 2011). However, given the hyper-masculine culture found in sport (Wilson, 2002), the emphasis on sacrifice and commitment to the organization (Dixon & Bruening, 2005), and the paucity of research done on fathers in sport, less was known about the experiences of conflict with men in the sport management literature. Some previous research has indicated that men in sport may experience conflict (see Schenewark & Dixon, 2012) at similar levels as women. This study supports and confirms the finding that fathers in sport are indeed experiencing this conflict in both the family and the coaching roles, and that work-family conflict it is not isolated as a motherly issue.

Second, the findings on role saliency and conflict also suggest that the level of enrichment stemming from life roles also becomes more intense as the level of role saliency increases. That is, as an individual increasingly identifies with a life role, that life role may produce higher levels of enrichment for the individual (Greenhaus & Powell, 2006). The men in the study reported high levels of enrichment stemming from both the coaching and family roles. In many ways, these enriching experiences overlapped and reinforced each other. Consequently, the drastic outcomes postulated by role conflict theorists may not fully develop as the individuals in those roles experience both the tension and the joy that comes with finding harmony in all of their life roles. This may be especially true among individuals that are highly identified with multiple life roles.

In the end it is clear that further examination of the relationship between work role salience, family role salience, and role conflict and enrichment outcomes is warranted. Perhaps approaching these relationships using a quantitative method could

shed more direct light on the depth and intensity of these implications. It is clear from the quotes and examples in the findings chapter, however, that the men in the sample considered coaching as more than a simple extra-curricular occupation and found joy in all of their life roles.

Role engulfment and the family role

In addition to having implications for work-family conflict theory, the findings of this study also relate to work in the area of role engulfment (Adler & Adler, 1991), and its relationship to enrichment. In an ethnographic study of collegiate basketball players, Adler and Adler (1991) discuss the tendency among athletes to allow their sporting role to become the dominant identity in their life, overwhelming the athlete's student role, social role, and personal role. Even if a person had aspirations to achieve positive outcomes in a number of different life roles, such as social or academic roles, athletics and the pressures of being a collegiate athlete were especially influential in creating an overly powerful life role (i.e., athlete). This dominating life role engulfed the individual, resulting in almost complete neglect in the person's non-athletic life roles as they struggled to justify utilizing time or energy in these other life roles, an experience that has strong parallels to the outcomes of work addiction (Lumpkin & Anshel, 2012).

Additionally, Adler and Adler (1991) found that the individual would experience severe levels of emotional distress if confronted by failure or a lack of rewards in the prominent master role. In the present discussion, it is important to note that there were a number of similarities between the athletes in the Alder and Alder (1991) study and the coaches in this study. However the coaches in this study experienced the outcome of role

engulfment differently. These similarities and differences in role engulfment are discussed next.

Role evaluation

Adler and Adler (1991) hypothesized that four role constructs were primarily connected with leading to a situation of role engulfment. Role evaluation acted as that first influence. As individuals assess their strengths and weaknesses in life roles, they give higher precedence to roles in which they receive higher levels of positive evaluation and less prominence to roles in which they are evaluated negatively. That is, the performance outcomes a person experiences in a certain role are expected to be highly influential for that person as they make decisions about which life roles to devote finite resources.

In the present study, coaches had multiple ways to evaluate their success in coaching. Almost all of the coaches in the study evaluated performance based on the amount of positive impact they perceived they were having in the lives of the athletes in their programs, rather than strictly on the wins and losses of their teams. The data support that the coaches in this study felt that they were impacting the lives of the athletes in their programs in positive ways, and therefore likely had positive self role-evaluations for the coaching role.

However, the same volume and intensity of evaluating the fatherly role was not present. Although the fathers in the study received evaluative feedback from their family about their fatherly performance, they did not receive consistent, public, and external evaluations on their fatherly performance. Whereas in the coaching role, such feedback

was consistent and ongoing. Based on the construct of role evaluation then, the coaching role appeared to have a stronger connection and influence toward role engulfment than the fatherly role did.

Role reinforcement

The second role construct leading to engulfment was role reinforcement (Adler & Adler, 1991). This construct suggests that as individuals receive high levels of positive reinforcement from external actors in a certain role, it is likely that such a role would become more prominent in that person's life. In the present study, the data support that participants received positive feedback from a number of outside sources about the work they were accomplishing in their coaching role, such as parents, athletes, the media, and community members. Naturally, not all of the feedback they received was positive. However, the data suggest that the positive feedback outweighed the negative feedback in the minds of the coaches, especially the reinforcement received from individual players whose life had been positively impacted by the coach.

However, the same was not true for the fatherly role. Wives, children, and other family members (e.g., fathers) were essentially the only sources of role reinforcement for the fatherly role. Other coaches, athletes on the team, other parents, the media, or other community members did not act as a role re-enforcer for the fatherly role. As a result, it is likely that consistent, external, and positive feedback acted as a strong influence for coaches into making their coaching role a more prominent life role.

Role commitment

The third role construct hypothesized to lead to role engulfment was role commitment. Role commitment evaluates the level of commitment an individual has for a life role, before they experience success or failure and the accompanying challenges or rewards of that role (Adler & Adler, 1991). Adler and Adler (1991) hypothesized that the longer and more deeply an individual has been committed to a role, the more likely it is the role will become a prominent one in their lives.

For the coaches in this study, the coaching role was a vocation that many aspired to since childhood. Furthermore, the coaching role became a life calling for many of the men in the study, something that transcended simple employment status. This life calling perspective on the coaching role affected all other areas of their personal and family lives as well. The entire family system, including routines, schedules, activities, vacations, and responsibilities were all predicated on the demands of the coaching role.

Furthermore, the urgency of the coaching role increased the participants' commitment to the role. This sense of urgency about the coaching obligations especially affected the family. The pressure on the wife and children to be supportive and to understand the father's value of athletics was a result of this high level of urgency and resulting commitment to coaching by the father. The coping mechanism of waiting until after the season to take care of health concerns spilled over into other rituals and celebrations. For example, it was not uncommon for the coaches to discuss celebrating birthdays before their actual date, or making plans for fun activities once the season was complete, so as not to interfere with the coaching duties. This inflexible commitment

toward the coaching role also was a partial reason why the coaches reported conflict in the home, even to the point of divorce in some extreme cases. In the end, the coaching role was highly entrenched into the identity of the participants, and something they were very committed to. This trend also speaks to the strong and inflexible culture found in athletics, which does not mesh perfectly with societal trends toward greater family involvement for men.

Examining the participants' commitment to the family role is also insightful. In discussing their family role many of the coaches spoke positively. The coaches loved their families and expressed a desire to do whatever was necessary to ensure the family role did not become overlooked. Some coaches even expressed that if the choice came between coaching and family, the family would come first. However, the actual coping strategies used by the men in the study revealed that coaching responsibilities came before family obligations. Rather than scheduling vacations, making family plans, celebrating family events, and planning routines as a family first, then constructing the coaching life around the family role, every participant discussed how coping was primarily about forming and shaping the family role to fit the coaching role. This may be why the integration coping strategy was so prevalent. By integrating family with coaching, the need to negotiate two sets of schedules was reduced, thereby alleviating some work-family tension. So, while coaches expressed an unfailing commitment to their families, their actual behavior reflected a higher order commitment to the coaching role, especially when examined from the in-season timeframe.

Role identification

Finally, role identification was an influential role construct leading to the outcome of role engulfment. Role identification is described as the relationship between the individual and how external actors identify and see them. That is, if friends, neighbors, strangers, or the public in general identify an individual by a certain role, then it is hypothesized that the individual will begin to identify in that role as well. For the coaches in this study, the data suggest that current and former athletes, other coaches, as well as local public identified them primarily in the coaching role first, and rarely in the fathering role. This self-identification was also prominent as the men in the study often introduced themselves as "Coach A," rather than by their first name or by the use of Mr. As a result, this external identification resulted in an internalization of the identity, thereby increasing the influence of role engulfment from the coaching role.

Experiences and outcomes of role engulfment

This study confirms many of the hypothesized antecedents of role engulfment, and extends this theory to coaches. The influences of role evaluation, role reinforcement, role commitment, and role identification all impacted the men in this study, making the coaching role appealing and difficult to balance, and potentially a gateway to work addiction (Lumpkin & Anshel, 2012). Many of the men in the study reported that coaching was the dominant source of resource drain, requiring higher levels of time, energy, emotion, and attention than any other role in their lives.

Based on the above discussion, it is logical to expect that the coaches in this study were engulfed by their coaching role. Furthermore, it is expected that as their coaching

role began to engulf all other life roles, the coaches would cope with the pressures of role conflict by consolidating and dedicating their resources to satisfy the coaching role. The result of this engulfment coping strategy would be increased neglect for the family role and an increased psychological dependence on rewards and successes in the coaching role. These hypothesized outcomes have support in studies stemming from the heathcare industry, both with patients and caretakers (Lally, 1989; Skaff & Pearlin, 1992). These studies from the medical industry suggest similar consequences from role engulfment as healthcare professionals became engulfed with their work role, and for patients (e.g., cancer patients, or those suffering from depression) as they identified and committed more fully to their role as a patient (Lally, 1989; Skaff & Pearlin, 1992). However, these hypothesized outcomes were only partially supported by the data for the coaches in this study.

Succumbing to role engulfment. Some coaches reported the theorized outcomes described above. This was especially true of coaches that were involved in sports that had multiple seasons. For example, some of the football coaches in the sample described how their primary season started in early August and ended in December. Once the formal season ended, the various strength and conditioning sessions would begin, which were intended to prepare the athletes for the spring passing leagues that started in early February and stretched until April or May. Then, during the summer the coaches would run strength and speed camps for athletes, followed by position specific camps, as well as traveling to coaching clinics around the state. In the situation characterized above, the

coaches described only small windows in which they were able to spend time with family, one indicator of the reduced family role.

In addition, the engulfed coach often recruited their family into the coaching role, and to the cause of coaching as a life calling so as to reduce tension from the family role. These families supported the coaching role by going to games, having the children participate in practices and games, as well as adjusting and modifying schedules in order to appease the demands of the coaching role. These familial behaviors were done in an effort to support and encourage and reinforce the coaching role, rather than to bring the coaches to a remembrance of their familial duties. As a result, often the engulfing influence of the coaching role spilled over to family members as well. Wives took on the identity of a “coach’s wife,” children that of “gym rats” or a “coach’s son” or a “coach’s daughter.” This fully engulfed family served as a reinforcement and constant reminder of the coaching role, and its importance.

It is important to note that trend analysis suggests that the role of women and men in the home is evolving (Galinsky et al., 2011). However, the fully engulfed coaches described family systems that held more traditional role values about what successful fathering or successful mothering entailed. This family system, in which the father was the dominant breadwinner and the mother took charge of the familial and house care duties, matched more seamlessly the dominant coaching role expectations and the pressure from the athletic culture. These families fully embraced and supported the demands, sacrifices, and commitment required of the coaching culture. Therefore, they

were more willing to sacrifice time with the father and the influence of role engulfment only became more prominent.

In addition, the fully engulfed coaches in the study used their time, attention, and energy to attend primarily to their coaching role nearly year round. Consequently, they reported high levels of conflict stemming from the coaching role, inability to cope with failure, and an ever-increasing pressure to improve performance. Even those coaches who did not personally express these experiences related exploits of coaches they knew or with whom they had worked that embodied this work ethic, calling them “grinders.” For these coaching grinders, the antecedents and outcomes of role engulfment were real.

Family as a balance from role engulfment. It is important to note that the majority of the participants of this study did not experience the predicted role engulfment outcomes outlined above. This is surprising given that the felt pressures of evaluation, reinforcement, commitment, and identity were high for all the coaches interviewed. Therefore, why didn’t these men experience the outcomes of role engulfment like some of the couching counterparts did? The data suggest that the family role was critical in balancing out these influences in two specific ways. First, and somewhat similar to the role-engulfed coaches described above, the coaches’ families supported them in the coaching role, but in ways subtly different than outlined above. Second, the coaches had strict mechanisms in place separating the coaching role from the family role, which the family, especially the wife, helped to enforce. Each of these familial influences combating role engulfment is discussed next.

One way that the family role helped counteract the influences of role engulfment was by supporting the father in the coaching role while carefully creating a distinction between the coaching role and the fatherly role. This slight difference is important to delineate. The families engaged in many of the same outward behaviors as the engulfed families depicted above. Their involvement included coming to games, having the children attend practices, and accommodating the schedule of the coaching role during the season. However, the distinction was that the focus of support was on the individual as a father first, instead of supporting the individual as a coach first. Rather than evaluating, reinforcing, and identifying the father in the coaching role, these families evaluated, reinforced, and identified the father in the fatherly role foremost. By using the platform of game attendance, practice attendance, and schedule modification as a way to support and reinforce the fathering role, these families created constant reminders for the father about his duties as a parent and husband, thereby reducing the influences of coaching role engulfment.

Second, families helped reduce the influence of role engulfment by creating strict boundaries between the family and coaching role. These strict boundaries were reported by many of the coaches. Often the boundaries took the form of off-season restrictions and limitations on the coaching role. Rather than allowing the coaching role to spillover into the entire year, these families pledged support and involvement during the season in exchange for the same level of support and involvement by the father in their fathering role during the off-season. Some coaches reacted begrudgingly to these strict boundaries, wishing they could spend more time in the coaching role. However, the result was a

renewed energy and enthusiasm for the coaching role once the season started, from both the father and the family. In this way, the strictly enforced family boundaries resulted in a buffer to coaching role engulfment, and more success balancing work and family.

From a family role perspective, these families displayed a hybrid approach to emerging and traditional expectations for successful fathers and mothers. During the coach's season these families adopted a traditional family system, in which father became the primary breadwinner (even if only symbolically) and the mother became a traditional housewife (even if they also worked). However, once the season ended, the data suggest that these family roles and the entire family system shifted and again matched more modern notions of role expectations. The fathers reported spending more time with the family and that the wife's housework requirements reduced (i.e., becoming a co-child caretaker and a co-house care provider). This ability to adjust the family system to meet the requirements of the season, and then to readjust to a more acceptable level of family role requirements, for both the husband and wife, was critical for avoiding full role engulfment.

Furthermore, this strictly enforced separation between the coaching and family role decreased the father's dependence on success and rewards coming only through the coaching role, relieving some of the stress and tension that would otherwise have been present. This finding is congruent with broader theories on role accumulation and role enrichment (Sieber, 1974; Thoits, 1983). Some scholars suggest that having multiple life roles can create a global life view of the self for an individual. This global self-view increases the number of enriching roles in the person's life, thereby reducing an

individual's dependence on a single life role for rewards, and increasing their resilience to failures in a single life role (Burton, 1998; Sieber, 1974; Thoits, 1983).

Consequently, this study adds to theory on role engulfment in two ways. First, it suggests that coaching may also be a profession that is highly susceptible to the influences of role engulfment in athletics. The studies of work addiction and role engulfment may be influential in understanding this phenomenon in more detail. As coaches receive feedback and increase their commitment to the coaching role, they may become more engulfed in the coaching role, and eventually may suffer from work addiction. Second, this study contends that role engulfment, while prevalent in coaching, may be counteracted by the presence of the family. That is, a strong family role may lead to a more global self-view for coaches, resulting in enrichment coming from multiple sources and a reduced dependency on the coaching role for life esteem and emotional rewards. Naturally, additional research must be done to investigate the relationship between role engulfment, work addiction, and the potential of a strong family role to provide balance and strength for those feeling pressure from a strong work role.

Coping strategies and the use of social networks

The ways in which the men in this study coped with the tension and stress of balancing work and family is also an important implication. This finding is especially relevant when compared with the coping strategies discussed by other work-family balance studies examining women coaches in sport, who were also mothers (Bruening & Dixon, 2007). Contrasting the findings suggest that men in sport approach coping with

work-family balance tension in different ways than their women counterparts, especially in regards to the use of social networks.

Size, scope, and purpose of social network support

One difference between men and women is the strategy of relying on wide versus narrow social networks for support. In studies examining women coaches in sport who were mothers, the findings suggest that women rely on a wider social network for support (Bruening & Dixon, 2007). This wider social network included direct family, extended family, close friends, assistant coaches, graduate assistant coaches, as well as administrators at their organization. The women in these studies also reported that they relied on their social networks heavily for two major purposes, that of emotional support and assisting with childcare duties (Bruening & Dixon, 2007).

The men in the current study also depended on social networks of friends and family for support in balancing work and family. However, the social networks they depended on and the ways in which they utilized these networks were characterized much differently. The social networks they depended on were characterized as very narrow. Often the participant identified only one or two people they might depend on for support. The participant's wife was the most often cited source for support, followed by trusted coaches and their own fathers. These narrow social networks surely did not capture the entirety of their overall social network. But, this was the network the men felt comfortable relying on with their challenges with work and family.

Just as the size of the social network differed between men and women, the ways in which they utilized their social networks for support differed. For the men in this

study, their wife acted as the primary source of support for childcare, family duties, and other familial support. In addition, the wife was also the most often cited source of emotional support for the men in the study. Some men relied on their fathers for emotional support as well. However, this emotional support was mostly mentioned in context of the coaching role, rather than the family role. Other trusted coaches also were counted as emotional supports, and similar to the fathers, were rarely discussed in the context of supporting the family role.

Utilization of organizational supports

The most importance difference between the men and women in these two studies was the relationship between the women coaches and their administrators. Many of the women in the Bruening and Dixon (2007) study reported relying on their administrators to help balance work and family. They characterized their administrators as understanding, trustworthy, and supportive. They relied on their administrators for providing flexibility, and felt they could communicate challenges they were having, even ones extending beyond work responsibilities (Bruening & Dixon, 2007).

The men in the current study reported a relationship with administration that stood in stark contrast to the characterization described above. Only very few men reported feeling that they could even approach their administrators with challenges not directly related to their work responsibilities. The data instead supported a view that the men coaches distrusted their administrators and explained that they simply would not approach their administrators with family related issues. Rather than being a trusted and

dependable ally, as described by the women, the coach-administrator relationship for the men in this study was characterized with contention and avoidance.

These two findings indicate that for the men in this study developing a social network of a few, strongly trustworthy, and reliable people was most important. This enabled the men in the study to focus on and perform at their best in their life roles. This finding contributes to theory as it suggests that the societal, organizational, and individual pressures in the sport industry affect men and women differently, resulting in distinct experiences of conflict and approaches to balancing work and family.

Masculinity studies

The findings from this study also have implications for scholarly work examining masculinity. Studies investigating masculinity in sport, especially team sports, have often looked specifically at how orthodox (hegemonic) masculinity is constructed, protected, and passed down (Schacht, 1996). Orthodox masculinity is based on values such as homophobia, misogyny, physicality, and bravado (Pronger, 1990). Scholars researching masculinity in sport suggest that coaches play an important role in providing institutional support for and promotion of orthodox masculinity (Anderson & McGuire, 2010). However, this proposition was not fully supported by the data in this study. Instead, some of the coaches described a masculine attitude that reflected more of an openness to behaviors and attitudes that may not fit into the strict confines of orthodox masculinity.

Elements of orthodox masculinity were supported in the study, both in the coaching and in the familial role. Behaviors that encouraged competition, aggression, and brutality were still discussed, especially by those coaches who were involved with

football. These coaches discussed the ways in which they were influencing the men of the next generation in a way that embraced values such as discipline, hard work, and accountability. In addition, some of the coaches discussed the fatherly role in terms that related more closely with orthodox masculinity. That is, they discussed being the primary disciplinarian for their children and taking on family duties that would be characterized as more traditionally masculine, such as repairing things in the home, mowing the lawn, or working on the family's cars. That being said, those same coaches discussed wanting to create a true family atmosphere on their teams, loving their athletes like children, hugging their players, and in general expressing love and nurturing behaviors.

Anderson (2009, 2011) discussed another form of masculinity that is emerging in society, termed inclusive masculinity. Anderson (2009) argued that inclusive masculinity is characterized with attitudes that allow for behaviors such as caring, nurturing, and comforting others. Inclusive masculinity seems to have support from a broader social sense among men, as they become more and more involved with the familial role (Harrington et al., 2011). In athletics, however, inclusive masculinity has mainly been studied at the level of the athletes.

Studies with men in athletics suggest that athletes, even those participating in typically thought of hyper-masculine arenas, are becoming more open to various forms of masculinity (Anderson & McGuire, 2010). That is, athletes are beginning to show loving, kind, and compassionate behaviors with one another. Additionally, studies suggest that even outward physical affection behaviors, such as hugging or kissing on the cheek, are also becoming more prevalent among athletes in sport (Anderson, 2011).

The findings from this study give support to trends in masculinity for both fathers and in athletics. The men in the study discussed their fathering role in terms showing affection, loving, hugging, and kissing their children, reading to their children, engaging in recreational activities together, and in general doing what they could to be involved with the family, especially in the off-season. Additionally, many of the coaches discussed hugging and having love for the players on their team. These kinds of attitudes and behaviors align more closely with the theorizing of inclusive masculinity, than that of a strict orthodox masculinity. As a result, this study has important theoretical implications for masculinity studies, as it suggests that in athletics, coaches may also be embracing a more open and inclusive way of defining masculinity and what it means to be a man in society today.

It is also important to note that many of the inclusive masculinity behaviors described above align with the behaviors encouraged by child development scholars. That is, fostering warm and loving relationships and engaging in meaningful activities together were indicated by scholars to be behaviors related to positive childhood development (Sarkadi et al., 2007). The data from this study suggest that these activities were also described by the fathers in the study. This suggests that the trends in fatherhood and the societal pressures to be more involved with the family seem to also align with the encouraged behaviors of child development scholars, which is a positive indicator.

Further research in this area would contribute to the understanding of the ways in which those with power and authority, such as coaches, influence the attitudes and behaviors of the athletes in their programs from the top down, and their experiences of

masculinity. This study contributes by expanding inclusive masculinity theory to apply not only with fathers or athletes, but also to coaches in athletics.

PRACTICAL MANAGERIAL IMPLICATIONS

In addition to these theoretical implications, this study has a number of practical implications for sport managers. At the high school level the school athletic director, the district athletic director, the principal, and even the superintendent are considered the managers of the coaches. Examining the findings from their perspective then, it is clear that the findings have especially useful implications for managerial duties.

Before exploring how sport managers can improve their effectiveness, however, it is important to first note that the implications of this study hinge on the ability of the manager to realize their coaches' perspective. In other words, in order to be an effective manager, those in authority over coaches must understand the level of passion, love, and importance their coaches have for their coaching role. Just as the experiences of the coaches in the study were heavily influenced by their feelings toward their coaching role, sport managers must interact with their coaches through this same lens. Without a basic level of understanding the coach's perspective, they will likely be unable to develop a relationship of trust with their coaches, and the feelings of distrust found in this study will simply perpetuate. Without this relationship of trust, the sport manager and coach will at a minimum struggle to work together and a maximum stay out of each other's way. If a sport manager understands the perspective the person has on their coaching role, however, they will likely be able to engage with their coaches and increase their own ability to motivate, encourage citizenship behavior, increase voicing behavior, and

provide appropriate support. Each of these practical implications is discussed in detail below.

Motivation

One key role for managers is to spark motivation in their subordinates. Scholars have identified a number of factors influencing motivation among employees, including the employee's values, personality, job orientation, and the significance of the task (Grant, 2007). Although values and personality are constructs not addressed by this study, job orientation and task significance are directly connected.

Job orientation is a construct aimed at capturing the belief, or lack of belief, that a job is a calling (Grant, 2007). Existing research suggests that employees with a high job orientation, that is they strongly view their work as a life calling, want their work to impact the world and make it a better place (Wrzesniewski, McCauley, Rozin, & Schwartz, 1997). As a result, those employees with high job orientations are willing to take extra time, make extra efforts, and go beyond their basic job descriptions to make a difference in their realm of influence. From the data in this study, it is clear that the coaches in this sample had high job orientations. They felt the coaching position was a life calling, and even used those exact words at times to discuss their feelings about being a coach.

While job orientation examines the way an employee views their job role in relation to themselves, task significance is a construct that investigates how an employee views their job role in relation to those the job affects. That is, task significance is the degree to which a job impacts the health and general well-being of other people

(Hackman & Oldham, 1976). Task significance relates to work motivation in instances in which employees experience their work as meaningful or impactful. Grant (2007) argues, "Jobs may spark motivation … by shaping how employees interact and develop relationships with the people affected by their work" (p. 394). The data from this study suggest that coaches view their work as highly task significant. Many coaches specifically discussed their desire to impact the lives of the youth in their program as something they felt enriched the coaching position.

Knowing the relationship between task significance, job orientation, and the data from this study, it is likely that managers in sport can be very influential in their ability to motivate their coaches to perform at a high level. Because coaches already embrace feelings of high task significance and high job orientation, sport managers will be able to have strong avenues for motivating coaches. By fostering the coach's love for their position, and by supporting the belief that their position as coach is positively impacting the lives of the kids in their program, sport managers will be able to motivate their coaches to perform at a high level.

Organizational citizenship behavior

Another important managerial goal is to encourage employees to engage in citizenship behavior. Citizenship behavior is when employees are willing to exceed their formal job requirements in an effort to aid the organization (Morrison, 1994). Citizenship behaviors include acts such as gestures of goodwill, helping, cooperation, and altruism (Smith, Organ, & Near, 1983). Citizenship behavior is important for organizational success because organizations need individuals who are willing to do more than what is

formally required of them in order to be sustainable and to reach their goals. As Katz (1964) pointed out, “An organization which depends solely upon its blue-prints of prescribed behavior is a very fragile social system” (p. 132). Therefore, if a manager is able to increase the amount of citizenship behavior taking place in their organization, then the organization will be able to increase its stability, productivity, and achieve its goals with increased regularity.

Scholars have identified a number of factors that influence the citizenship behaviors for the people in their organizations. These include job satisfaction (positive mood of affect in relation to the job), affective commitment (the emotional attachment to the job), normative commitment (loyalty to the organization), and organizational culture (such as group norms or cues from co-workers) (Morrison, 1994). The data from this study indicate that coaches derive a high level of satisfaction from their jobs, and have a high level of emotional commitment to the vocation of coaching. However, from the findings it was also clear the coaches have a high level of distrust for administration. When faced with challenges or tension, coaches were unwilling and unlikely to depend on the organization for support. As a result, it is likely that their commitment to the organization is not as strong as it might be. For example, some of the coaches discussed that when they have been put in a situation in which the administrator was unsupportive of athletics, the coach was willing to relocate to be at an organization that supported them.

Because coaches embody the constructs of job satisfaction and affective commitment outlined above, it is conceivable that they are prime employees for engaging

in extra-duty behavior. Additionally, because of their desire to make an impact on the lives of the youth in their program, they are willing to engage in organizational citizenship behaviors. As a result, coaches are willing and able to help the organization to achieve its goals and mission, especially since they have increased contact with members of the student body and a high level of interaction with parents.

As a result, if sport managers are able to influence the organizational culture and encourage higher levels of organizational commitment, then not only will the coach feel like they are making an even bigger difference in the lives of their athletes, the organization will benefit as well as the coaches willingly engage in organizational citizenship behaviors. Therefore, it is important for managers of sport organizations to be especially mindful of the type of culture they are creating, as well as the level of commitment they are fostering among their coaching staff.

Voicing behavior

Scholars argue that a key component of organizational functionality and effectiveness is voicing behavior (Burris, 2012; Detert & Burris, 2007). Detert and Burris (2007) define voicing behavior as "The discretionary provision of information intended to improve organizational functioning to someone inside an organization with the perceived authority to act …" (p. 869). Such information is valuable to organizations, as it often provides insight into the processes and opinions of employees who are not at the top of the organizational chart (Detert & Burris, 2007). As a result, the pressure to "figure it out from the top" (Senge, 1990, p. 4) is reduced, and managerial teams are able to make more informed decisions. However, voicing behavior is not an automatic response for

most employees. Rather, the decision to speak up is often the result of a cost benefit analysis on the part of the employee (Detert & Burris, 2007).

Scholars examining voicing practices have identified that leadership behavior has a strong influence on the choice of a subordinate on whether to voice or not (Detert & Burris, 2007). Studies suggest that the most influential factors to encouraging voice include having an open leadership style and creating an atmosphere of psychological safety.

An open leadership style is characterized in two ways. First, the leader is open to ideas and feedback from subordinate employees and do not put on an aura of being closed off to input. Second, an open leadership style is also a factor of being willing to make changes if the feedback received is deemed valuable and feasible. As managers send signals that they are open to hearing new ideas or suggestions and are willing to try to implement new processes and procedures when possible, it is likely that employees' willingness to engage in voicing behavior will increase (Detert & Burris, 2007).

Psychological safety is also a significant influencing factor in the choice to engage in voicing behavior or not. Simply put, if employees perceive that speaking up will result in personal losses, such as restricted career mobility or the loss of support from coworkers and supervisors, than it is likely they will choose to stay silent, as a defensive mechanism (Van Dyne, Ang, & Botero, 2003). As discussed above, employees weigh the risks of speaking up. Consequently, if employees believe that personal harm would result from voicing concerns or giving suggestions, it is likely that they will not speak to their supervisors about their ideas or concerns (Detert & Burris, 2007).

In the current study, the coaches reported feeling that they could not approach their managers with personal or professional problems. Instead, the consensus among the coaches was to try and solve problems without consulting upper managers (principles or superintendents) whenever possible. It is also likely then, that when these coaches had ideas that involved improving processes or procedures for the entire organization, that they were unlikely to voice those ideas as well. In many ways then, in the eyes of the coaches, the proverbial door to upper management was not open. This suggests that those managing coaches must be especially sensitive to the signals they are sending about their personal openness to hearing feedback, their history of acting on feedback once received, and the environment of safety they are fostering in their organization.

Support for coaches in sport

The desirable outcomes of citizenship behavior, voicing behavior, and the outcomes of organizational effectiveness hinge on the ability of sport managers to provide support for coaches. The data from this study suggest that coaches are indeed feeling strain between work and family. Additionally, the data support that coaches do not feel like the organization is a safe place they can go to for support. Because coaches do not feel comfortable approaching their organizations for support, except in the cases of family emergencies and extreme health issues, the family became the provider of support in most cases. Some of the coaches reported simply bypassing organizational supports in favor of depending on family and close friends for aid. Others went to their organizations early in their careers only to have their pleas for help rejected or diminished, leaving the individual feeling isolated.

Therefore, one important implication for sport managers is the need to develop organizational supports that are helpful for fathers who are coaches. That is, there is the need for sport managers to acknowledge the changes in fathering behavior and the experiences of conflict they are faced with. From the data, it seems that there are some potential ways these coaches would feel supported by their organization. First, autonomy is a strong way to support these men. By giving coaches the resources needed to complete their coaching duties, then allowing them the freedom to fulfill their coaching and family responsibilities *on their own terms*, coaches will feel support from the organization. One of the most prevalent causes of conflict from the organization was when administrators did not allow the coach to include family in their work duties. As discussed in the findings, one of the most prevalent strategies among the men in the sample was to integrate family with work as much as possible. Therefore, when administrators restricted the coach's ability to manage their life roles, it not only reduced their confidence in the administration, it reduced their ability to manage work and family obligations on their own terms and changed fundamental assumptions on which their family balance was based.

Second, organizations can support their coaches by cultivating a climate of understanding. As coaches feel that the general environment they are working in is safe, protected, and understanding (interestingly some elements of inclusive masculinity), it is likely they will feel more inclined to involve the organization in balancing work and family. One of the primary reasons for distrust between the coaches in this sample and their organizations was that they felt that their administrators did not understand the

benefits of athletics to the school. As a result, at times they felt separate and isolated from the other teachers as well as from the administration. If school administrators are able to create an atmosphere in which the mission of the school and the purpose of athletics are in harmony, and coaches feel that their time and effort are valuable to the mission of the school, coaches will likely feel supported by the organization.

Finally, coaches will benefit if they are able to interact with managers who are open and willing to be supportive. Some of the coaches initially went to their principle or other supervisor for support early in their careers, explaining the challenges of teaching, coaching, and being a parent. However, often times these coaches were met with supervisors who were unwilling to make real changes to reduce the tension the coach was feeling. As a result, the coach learned that their own efforts, and the support of their family, were the only resources available for them to balance work and family. If managers are willing to support and open to discussing realistic options to make that support feasible, then the manager-coach relationship would be much improved.

In summary, crafting gender specific policies is not a recommended way to support men in sport. Rather than more policies, or more specific policies, developing a culture and environment of understanding is a more powerful and affective course of action. Those coaches in the study who were also athletic directors discussed simple steps for crafting such an atmosphere. Some of the tactics they found successful for creating a family friendly environment included things like having a candy shelf for the coaches' kids, having family socials, and encouraging coaches to bring their children to appropriate activities. By taking simple steps to create an environment in which coaches

feel supported, valued, and welcome, more individuals will increase their enriching experiences and reduce their experiences of conflict.

SUMMARY OF THEORETICAL AND PRACTICAL IMPLICATIONS.

This study makes important contributions to the scholarly work involving experiences of role conflict, role engulfment and its connection to the family, coping strategies and the use of social networks by men, as well as work examining the relationship between sport and masculinity.

On a practical level, this study has important implications for school principals, superintendents, athletic directors, and in general sport managers. This is especially true in the way that mangers motivate their coaches, encourage organizational citizenship behavior, and cultivate voicing behavior. Additionally, there are practical implications for the ways in which organizations can support men in sport specifically with tactics like increased autonomy, creating a climate of understanding, and being open and willing to make changes for coaches when they express challenges and feasible solutions to managers.

Chapter 6: Conclusion

As discussed above, this study has important implications to both theory and practice. To conclude, this section discusses three important topics. First, it discusses the future of the coaching profession, and how the culture of the sport industry must be modified if balance between work and family is to be maintained. Second, this section outlines the main limitations of the study. Finally, directions for future research that emerged from this study are discussed.

THE FUTURE OF COACHING – A SMALL REALITY CHECK

This study begins to answer the question of how fathers who are coaches balance work and family roles. However, after reflecting on the findings and implications, it becomes increasingly apparent that those who have embraced the coaching ethic must make adjustments to the values, beliefs, and ideals of coaching if the family unit is become a true priority again and thrive. Because this study was primarily made up of men who have been coaching and married for some time, the findings presented showcase individuals who have in many ways accepted the way coaching has been done. The "way things have always been done" represents a balance between coaching and fathering that is anything but balanced. As seen in the findings, the coaching role dominates all aspects of a person's life, including free time, family vacations, and hobbies. The coaches in the sample reported long hours, work requirements that included nights and weekends, as well as emotional and psychological spillover into the family that stemmed from the coaching role.

The families of the coaches in this study do not have active fathers in their lives for much of the year. In the most extreme cases, the father would leave before the rest of the family woke up, and then return when the children were preparing for bed that evening. Saturdays and Sundays were set aside for film preparation, tournaments, and game planning. The burden of the family fell almost exclusively to the wife, who was continually asked to sacrifice and accommodate the demands of their husband' coaching role. Wives that showed opposition or incompatibility to the coaching role were perceived by other coaches as lacking understanding, not being supportive, or a simple case of the wife just did not "get it." Conversely, those wives that did all that was required of them, took care of the children, and embraced the house care responsibilities almost single handedly, and still managed to come to games to support the husband were applauded as "good coaching wives."

Furthermore, the men in the study constructed life management systems in which their family life and family members were subservient to the responsibilities of the coaching role. It is possible that because the men in this study had been involved in athletics and coaching for so long they have become blind to power of the culture of sport. They no longer see the pressures of face time, hypermasculinity, or sacrifice as negative influences on their or their family's lives. They no longer question the hours of film study, the weekend work, the extensive game planning, the late nights, or the unpaid summer programs as more than what should be required. Instead, these pressures are just accepted as "the way it is." The yearly demands of the coaching role steadily grind away opposition to the coaching role, and weed out those who oppose the nature of coaching.

What is left are coaches who have fully embodied the coaching ethic and the demands of the coaching role. In many ways, this study has captured this perspective. The men in this study did not question this coaching culture. Instead, the coping strategies depicted in this study reflect a roadmap of coaches who have life management coping mechanisms that enable the full embrace of the coaching culture.

In addition, to justify this way of life, the coaches in this study felt that their coaching job was a life calling. This has strong potential dangers as well. Viewing the coaching role as a life calling leads to a situation in which no demand is off limits to the coach. In other words, the boundaries of the coaching role are limitless. Rather than seeing more time at the field house as a detractor from family or as an unnecessary sacrifice, these coaches view time in the coaching role as investment in young athlete's lives. Consequently, the coaching role freely impedes on the family whenever and however the coach deems necessary. Caught up in this life calling, coaches may have priority systems in place in which the family is only symbolically at the top.

The literature is clear that the father plays an important role in the family (Lamb, 2010). The literature is also clear that mothers are becoming more involved in the workplace, necessitating an increase in co-parenting from fathers. Yet, as this study suggests, in the sport industry we see a rejection of modern cultural and social trends. If we accept that this study is transferrable, then fathers in coaching are not nearly as involved with their children or wives as fathers outside of sport. It seems that the powerful sport culture is at a minimum resistant, if not fully opposed, to modern notions of fathering and father involvement. However, in order for families to thrive in the new

millennium, coaches must ask themselves if all the sacrifice is really worth it? Are the weekend meetings, long hours, and commitment to the sport necessary? Does coaching have to be a life calling? Or, can coaching be done in a different way? Can the balance between work and family be more literal than figurative, and the family and father role become a more prominent and central role in these men's lives? It is time for fathers in sport to ask themselves these difficult questions, and perhaps change the way things have always been done.

LIMITATIONS OF THE STUDY

Three major limitations of this study are outlined in this section. They include the voluntary nature of the study, the geographic restrictions of the participants, and that only the fathers were interviewed.

Voluntary nature of the study

The first limitation of the study was that the participants volunteered to discuss the issues. This limits the study because it is likely that the men who volunteered for the study did so because of their position on fatherhood, the family, coaching, and the tension that exists between these two roles. This preexisting interest in the topic may have attracted participants who already had strong opinions about these issues. Therefore, it is likely that the participants may not represent the overall picture of the work-family interface among fathers who are coaches.

Other studies attract those participants who are not normally inclined to participate through the use of incentives of some kind. However, due to the restricted budget of this study, no incentives were given for participation. As a result, those who

volunteered did so out of a true desire to improve the work and life situations of other coaches. Therefore, the mindset of the coaches who volunteered for the study may have limited the breadth of the data collected.

Experienced coaches

In addition to being a sample consisting of individuals that valued family in a way that they felt comfortable talking about, this study was also weakened in that it captured primarily on the perspectives of men in sport who have been able to balance their coaching and fatherly responsibilities. As described in the participant description section, the majority of the men in this study had been married for years, and coaching for years. These were not new fathers striving to find a way to balance work and family for the first time. Rather, these men had established routines and expectations in both the family and in the coaching role. As a result, the findings from this study more accurately capture the experiences of seasoned coaches and seasoned fathers, more so the experiences of men just starting to find a way to negotiate work and family obligations for the first time.

This weakens the study because the conflict experienced by the men in the study is likely less present and extreme. Over the years, the men in this study found ways to negotiate the tensions of the sport pressures and family pressures. Now, they and their families simply fall into the routine of the season and accept the new family system. However, the experiences of those men who do not have a patterned family system to adjust to, are likely to have much different experiences with coping strategies, and much more severe experiences with conflict than the ones expressed by the men in this study.

Geographic restrictions of participants

The second limitation of this study was that all of the men in the sample were head coaches in Texas. Although the goal of the study was not to attract a nationally representative sample from which to gather experiences, recruiting only coaches who are fathers from Texas may have created response bias in the data. It is possible that Texas athletics may have a special culture or emphasis that influenced the participants in a particular way that is not as prevalent in other states or geographic regions.

Father only interviews

Finally, the study is also restricted in its findings because it only interviewed the fathers who were coaches. As a result, the findings only portray one side of the family system experience. Naturally the view of the father is meaningful and insightful into the experiences of men in sport. However, gathering the viewpoints of the entire family, including the wives and children, would have been especially insightful, as it is expected that the experience of being a coaching wife may not be as positively viewed.

Recommendations for Future Study

There are a number of different research questions that are generated by this study. One of the most important questions stemming from this study focuses on the experiences of spouses of those who work in the sport industry. Another important research question involves examining the experiences of men in the sport industry on a much larger scale. Additional research would also contribute in the realm of understanding the family system in relation to the seasonal nature of coaching. Each of these lines of research is discussed in more detail below.

Wives whose husbands coach

With the incredible emphasis the fathers in this study placed on the role of their wife, one promising line of research entails examining the experiences of wives of husbands who coach. This line of research likely would produce rich data, and includes a number of important questions. Under what conditions do wives feel overburdened by the demands of their husbands in the coaching role? How do wives cope with the demands of the husbands in the coaching role? How do they define and role as a coaching wife? What is the process by which their mothering role expands and contracts as a result of the seasonal nature of coaching? A study examining these issues would be particularly insightful into the broader work-family enrichment and conflict experiences of families that have fathers who coach.

Men who no longer coach

The need to explore contrasting narratives of the coaching role might also be filled by conducting research with men who purposely quite the coaching profession to avoid the tension and strain that result of the time and role pressures of the coaching role. It is likely that fathers who purposely rejected the coaching role in order to improve their family position have strong experiences and opinions about the demands of the coaching profession and influences of the sporting culture. These experiences would provide insight into the culture of the coaching profession, and give insight into the blind acceptance of the coaching ethic, embraced by many of the men in the present study. As a result, exploring questions about why they exited the coaching world, their experiences as a father both in and now out of coaching, and simply their ability to give an insider view

of the coaching world from an outsiders perspective would be especially valuable to the literature of role conflict, enrichment, and engulfment.

Widespread quantitative study

This study was important as it gave insight into the lives and experiences of fathers who are coaches. However, the findings and implications are drawn primarily from the salience and frequency of the topics as discussed during individual in-depth interviews. Using a quantitative method with a large random sample would likely provide a much stronger base for generalization than might be possible with the current study. Examining these issues quantitatively would generate data about the level of enrichment, conflict, and role saliency this population is experiencing. These data could then be used to test hypotheses about the relationships between these constructs. Furthermore, the influence of potential moderators, such as the type of sport, would also be available for examination. As a result, the progress of study involving men in sport and the work-family interface would only be improved.

Seasonality of the coaching and the work-family interface

Finally, another area of rich inquiry would be to investigate the seasonal nature of coaching, and how that relates to the work-family interface. There are only a few professions with as defined and consistent seasonal flows as that of sport. As discussed in the findings chapter, the seasonality for coaches was in many was a benefit as well as a drawback. Although the off-season created opportunities to reconnect with family and reaffirm the family role, it also created increased levels of conflict when the season started. Exploring the transitions in processes and procedures in the family system as a

result of this in-season off-season flow would be particularly instructive to advancing the understanding of not only family-systems theory, but also the work-family interface.

Summary of Limitations and Directions for Future Study

The importance of making work and family allies rather than competitors for both men and women in sport cannot be understated. This study makes a valuable contribution to the growing understanding of the work-family interface of fathers, especially those in the coaching industry and opens opportunities for further studies surrounding the topic of work-family balance for those in sport.

Appendix A: Interview Guide

In today's society, trying to be a good father and a good coach is demanding. It likely takes planning, effort, communication, and diligence in order to succeed in these two roles. The purpose of this interview is to gain some insight into the life of a father who coaches. Your participation in this study is valuable as it will lead to helpful insights into ways other fathers might be able to approach manage balancing work and family more successfully.

Individual

1. Briefly tell me about your coaching responsibilities. What does a general day in the life of a coach look like (if there is such a thing)?
    a. What do you perceive your players expect from you?
    b. What do you perceive your coaches expect from you?

2. Briefly tell me about your husband and father responsibilities.
a. What do you perceive your wife's expectations of you to be? How do you two negotiate work in your house?
b. What do you perceive your children's expectations of you to be?

Managing Conflict Questions -

3. With your coaching and family roles in mind, what does work life balance look like in your home?
a. How does coaching interfere with being a husband and a father?
b. How does being a husband/father interfere with being a coach?
c. How do you make it all work? Stories? Experiences? Strategies?

4. If a new coach asked for advice about managing their role as father and coach, what advice would you give? Success stories? Lessons learned over time?

Managing Enrichment Questions -

5. How does coaching help you to be a better husband? A better father? What are some specific examples and stories?

6. How does being a husband and father help you to be a better coach? What are some specific examples and stories?

Organizational/Structural

Think of a stressful, frustrating, or just difficult time at work and how you handled it personally.

1. Can you describe the situation?
2. Who are the important people in your life that help you to manage experiences like this?
3. How does your support system come into effect there?
4. How do your work peers/department/administration help or hinder in these instances?

Socio-cultural
1. How do you teach the kids in your program about becoming a man, and a future husband and father?
    a. What values and ideals are most important?
    b. To some of these athletes, are you more than just a coach? If so, how?
    c. Stories? Experiences?

2. What does it mean to be a good father?
a. Has that definition changed from when you were a kid?

3. Is it possible to be both a good coach, and a good father?

Background Questionnaire
1. How old are you?

2. How many years have you been a head coach?

3. How long have you been employed at your current institution?

4. How would you characterize your family situation?
a. Single, never married or partnered
b. Living with significant other
c. Married or partnered
d. Divorced
e. Widowed

5. Indicate your level of education.
a. Bachelor's degree
b. Some postgraduate work
c. Master's
d. Some post master's work
e. Doctorate

6. What is the breakdown of your staff? (e.g., 1 full-time assistant, 1 graduate assistant, 1 volunteer)

7. What does your spouse/partner do for a living?

8. Please list your children by gender and age (e.g., daughter–5 years old, son–2 years old)

9. Who is the primary caregiver for your child/children?

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