

## A Dual Model of Work-Family Conflict and Enrichment In Collegiate Coaches

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Research has demonstrated that simultaneously occupying the roles of worker and parent results in negative outcomes such as hypertension, increased alcohol consumption (Thomas, Beauvais, & Allen, 2006), and overall job/life dissatisfaction (Dixon & Sagas, 2007; Kossek & Ozeki, 1998). This conflict literature leaves readers with the impression that individuals are constantly embroiled in stress that detracts from their quality of life. A more balanced perspective, however, would recognize both the disadvantages and the potential advantages of engaging in multiple roles. In the past, work and family were seen as separate and conflicting spheres, where the best that one could hope for was to achieve balance (Barnett & Hyde, 2001). Recent evidence, though, indicates that occupying the roles of worker and parent may also produce positive outcomes such as higher self-esteem, and greater satisfaction both in marriage and on the job (Barnett, 1998; Barnett & Garies, 2006). To that end, several scholars have begun to recognize and argue for the importance of examining the positive effects of combining work and family roles (Frone, 2003; Greenhaus & Powell, 2006). Greenhaus and Powell (2006) offer one theory that explains the positive interaction between work and family roles by introducing the concept of enrichment. They defined enrichment as "the extent to which experiences in one role improve the quality of life in the other role" (Greenhaus & Powell, 2006, p. 73).

Within sport, coaches are employed in an occupation that typically is not considered a family-friendly profession. In coaching a great deal of time is spent away from the family. Further, a subculture has developed that promotes the idea of success through sacrifice, even of one's own family, while often simultaneously espousing the importance of family. As the work of Dixon and Bruening (Bruening & Dixon, 2007; Dixon & Bruening, 2007) has highlighted, the coaching profession is one that has strongly embraced a face-time culture, where one demonstrates commitment to a highly competitive profession by being present at the workplace, and where there is an expected linear correlation between time spent on the job and performance. Some authors are beginning to strongly question and criticize this type of culture for its impact on the social institution of family (Gambles, Lewis, & Rapoport, 2006). Such a culture may contribute to high levels of work-family conflict and to lower job and life satisfaction as well as higher job turnover (Dixon & Bruening, 2007). Work-family enrichment, on the contrary, may contribute to a greater level of career and organizational commitment, as well as decreased turnover intent. If this is the case, the practical implications for athletic departments of enhancing work and family for their employees would include reducing the financial costs of turnover and improved performance from program continuity and retaining established coaches. According to Raedeke et al. (2002), "Sport organizations recognize that continuity among coaches is important to sustain quality programs (p.73)." The purpose of this study was to extend existing work-family literature by demonstrating that work-family enrichment and work-family conflict simultaneously influence job and life outcomes for college coaches.

This study seeks to determine what portion of unique variance conflict and enrichment each contribute to life satisfaction, organizational commitment, and career commitment. Using a random sample of intercollegiate coaches (N = 282) from institutions located in the United States, this study assessed the influence of work-family conflict and work-family enrichment in relation to occupational and life outcomes for college coaches. The participants were men (68 %) and women (32 %) coaches who were also parents. The sample included both head (58 %) and assistant coaches (42 %). They were employed at various NCAA and NAIA institutions. As to the number of years active as a college coach 42.9% of the participants had worked more than ten years, 32.6% five to ten years and 24.5% less than five years.

Using established scales, levels work-to-family and family-to-work conflict were measured, as well as levels of work-to-family and family-to-work enrichment (Carlson et al., 2006; Netemeyer et al., 1996). The dependent variables, life satisfaction, organizational commitment, and career commitment, were also each measured using established 7-pt Likert-type scales (Allen & Meyer, 1990; Carless, 2005; Near, Rice, & Hunt, 1978). Multiple regression was utilized to analyze six conceptual models with gender, age of participant, and the presence of children at home utilized as control variables, and work-family conflict and work-family enrichment (in each direction) as independent variables. Coaches reported a slightly above mean overall level of work-family enrichment (M = 3.73, SD = .56) and slightly below mean level of work-family conflict (M = 3.00, SD = .67). The results of the overall regression models indicated that work-to-family conflict ( $\beta = -.188$ ) and enrichment ( $\beta = .318$ ) were both related to life satisfaction ( $R^2 = .18$ ,  $p < .01$ ). Family-to-work conflict ( $\beta = -.269$ ) and enrichment ( $\beta = .257$ ) were also both significant predictors of life satisfaction ( $R^2 = 0.15$ ,  $p < .01$ ). Work-family conflict and enrichment (in either direction) did not significantly predict organizational commitment. However, work-to-family conflict ( $\beta = .385$ ) and enrichment ( $\beta = \text{n.s.}$ ) held a positive relationship to career commitment ( $R^2 = 0.17$ ,  $p < .01$ ). And, family-to-work conflict ( $\beta = .140$ ) and enrichment ( $\beta = \text{n.s.}$ ) also predicted career commitment ( $R^2 = 0.04$ ,  $p < .01$ ). The study indicates that collegiate coaches with families, both mothers and

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fathers, are indeed experiencing both work-family conflict and work-family enrichment. Likewise, the study helps to confirm that conflict and enrichment are bidirectional (Carless et al., 2005; Greenhaus & Powell, 2006) in that the work role affects the family role and the family role affects the work role.

The reported scores of family-to-work enrichment and family-to-work conflict indicate that a coach's family is a positive influence in their lives. That is, their family role seems to help them at least somewhat in the performance of their work role. While these findings suggest the benefit of the family role in fulfilling the work role, future research is needed to determine which resources generated in the family role are benefiting the work role. The findings highlight the need for future theoretical models to include both work-family conflict and work-family enrichment as both contribute uniquely to career and life outcomes. Practical implications include educating athletic administrators of the benefits coaches may accrue as a result of being engaged in both family and work roles.