

What About Family Time? A Work-family Conflict and Work Family Balance Approach to
Family Leisure Patterns

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Darrien Watson
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Abstract

Purpose: To investigate role theory and the relationship with family leisure. **Method:** The present two-part study utilized the theoretical framework of role theory comprised of work-family conflict and work-family balance to connect to family leisure of two samples: families of female high school coaches and families with a child with disabilities. Study 1 had 61 participants spanning the southeast United States. Study 2 had 42 participants also originating in the southeast United States. The study sought to 1) create a work profile for families, 2) create leisure profiles, and 3) investigate the relationship between role conflict and family leisure. The participants in the study will completed a questionnaire on the subjects of work-family conflict, work family balance, and family leisure. The studies analyzed means and standard deviations activities and role theory and conducted correlations to determine relationships **Results:** The results of both studies found relationships between role theory and family leisure, specifically activity satisfaction. Both factors also had relationships with satisfaction with family life.

Conclusion: The studies concluded a relationship between role theory and family leisure. Future research is required to investigate the relationship of role theory on family leisure. This information is relevant to administrators, recreational practitioners, and parents to bring awareness to the fact that the amount spent with family is related to satisfaction with family life.

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What About Family Time? A Work-family Conflict and Work Family Balance Approach to Family Leisure Patterns

Introduction

Most life skills are learned at home with the family, it is one of the most important building blocks of life (Zabriskie & McCormick, 2001). Children learn important life skills from parents, siblings, and extended family members alike through recreation and leisure. Thus, it is important for families to spend time together and engage in recreation and leisure activities. Of particular concern to family engagement in recreation and leisure pursuits, is work family conflict (WFC) and work family balance (WFB). Little parent-child interaction can negatively influence a child's executive functioning, communication, and how children adapt to their environment (Olson, 1985; Hughes & Devine, 2019). In this two-part study, WFC and WFB will be examined to determine the relationship each has on family leisure on two different populations: female high school coaches and parents of children with disabilities. Research has shown that working long hours and having a child with a disability may create barriers that may have an impact on family leisure (Crawford & Godbey, 1987; Mactavish & Schleien, 2000; Dodd et al. 2003). High school coaches face a number of pressures from balancing three roles of family, coaching, and teaching. For example, high school coaches' work may interfere with family and family may interfere with work due to them working long hours in the classroom and on the court/field (Breuning & Dixon, 2007; Graham & Dixon, 2017; Greenhaus & Powell, 2003). Thus, the purpose of this research is to investigate the relationship between role theory and family leisure.

Study 1

Study one will examine family leisure experiences of female high school coaches, where coaches around the country reported on their perceptions of WFC, WFB, and family leisure structure. There is little to no literature examining the family leisure of female high school coaches (Bruening & Dixon, 2007). Additionally, this study will seek to examine the frequency of family leisure activities in which female high school coaches participate in and their perceptions of these experiences. This study is relevant to school and athletic administrators as it hopes to shed light on the importance of family leisure and its influence on productivity. Coaches have a plethora of professional demands and pressures such as preparation and competition scheduling, as well as in their private and social life (Olusoga & Thelwell, 2016). According to Kelley (1994), a culmination of these stressors could cause coaches to burnout. It has been reported that an appropriate balance within family roles and work roles contribute to lower stress and a better perception of life (Greenhaus et al., 2003). The information gained in study 1 holds relevance to recreation professionals that design programs and community recreation facilities when programming activities to accommodate family needs of the present population. This topic would also be pertinent to families of female coaches because more families of coaches may be able to gain a deeper understanding of family leisure and its importance to family life.

Study 2

There has been extensive literature investigating family leisure of families with children with disabilities (Mactavish & Schleien, 2000, 2004; Dodd et al., 2009). Parents of children with disabilities face several challenges when selecting family leisure such as finding activities that accommodate needs of the child, limited opportunities, and environmental issues (Mactavish & Schleien, 2004). Previous studies have investigated the type of family leisure activities that

families with children with disabilities participate in together (Law et al. 2006; Mactavish & Schleien, 2000, 2004). Study two will investigate how family leisure activities compare to families of female high school coaches. There is substantial literature on WFC and WFB of parents of children with disabilities but none linking the two concepts to family leisure (Brandon, 2007; Green, 2007; Warfield, 2005).

Problem Statement

Family leisure is a very important for family cohesion and for child development (Zabriskie & McCormick, 2001). When time is limited, for example due to strenuous work schedules or due to significant childcare responsibilities or the combination of both, family leisure can also be limited. There is little to no literature on coaches who are mothers or those with a child with a disability's relationship with family leisure and work-family conflict. The present study will examine the leisure patterns and parent's perceptions of family leisure, and role theory.

Significance of Study

The significance of this study is immense due to limited scholarship in the area of connecting role theory and family leisure. Studies such as Breuning and Dixon (2007), Breuning et al. (2007), and Robertson (2010) have examined female coaches of higher degrees, for example, professional and national teams, but there is a lack of literature on family leisure and female high school coaches. Another significant piece of this study will be to add to the literature of family leisure of families with a child with disabilities. A bulk of the literature on family leisure of families with disabilities is over 10 years old, so this study seeks to update the knowledge on the matter.

Limitations

The limitations of this study are as follows:

1. The willingness for the respondents to answer the questions accurately.
2. The study was limited by the number of returned questionnaires.
3. Small sample sizes

Delimitations

The delimitations of this study are as follows:

1. In study 1, the population was limited to female high school coaches throughout the southeastern United States.
2. In study 2, the population was limited to families with children with disabilities in the southeastern United States.

Definition of Terms

Disability: “A person who has a physical or mental impairment that substantially limits one or more major life activity” (adata.org, 2019, para. 2).

Family: “a group of individuals living under one roof and usually under one head” (Merriam-Webster Dictionary Online, 2020, p. 1)

Family Leisure: “Time that parents and children spend together in free time or recreational activities” (Shaw, 1997, p. 98).

Time: “a person's experience during a specified period or on a particular occasion” (Merriam-Webster Dictionary Online, 2020, p. 1)

Work-Family Conflict (WFC): “A form of interrole conflict in which the role pressures from the work and family domains are mutually incompatible in some respect. That

is, participation in the work (family) role is made more difficult by virtue of participation in the family (work) role” (Greenhaus & Beutell, 1985, p. 77).

Work-Family Balance (WFB): “the extent to which an individual is equally engaged in—and equally satisfied with—his or her work role and family role” (Greenhaus, Collins, & Shaw, 2003, p. 513).

CHAPTER II

Literature Review

For decades, there has been a discussion on the subject of work family conflict (WFC) and work family balance (WFB), but little attention has been given to family leisure (Kahn, 1964; Greenhaus & Beutell, 1985; Greenhaus et al., 2003). Most studies for WFC and WFB appear in organizational themed journals, but not much in the sports world until Dixon and Bruening's work in 2005. For coaches, there has been some recent investigations into their relationship with WFC and WFB (Bruening & Dixon, 2007; Dixon & Bruening, 2005; Graham & Dixon, 2017). In terms of WFC and WFB of families with a child with disabilities, there is a profound amount of literature spanning several journals (Brandon, 2007; Chenot et al. 2009; Chou et al. 2012; Warfield, 2005). To bridge the gap between role theory and family leisure, the literature that was reviewed discussed WFC/WFB for female, leisure constraints/barriers, gender balance, and family leisure.

Family Structure

To gain a better understanding of family leisure, one must know the definition of family. There are multiple definitions of family most likely due to the changing demographics of today's society. According to the Meriam-Webster Dictionary, the primary definition is "the basic unit in society traditionally consisting of two parents rearing their children" (2020, p. 1). As one may know, there is a widely changing demographic when it comes to this definition. Study 1 and study 2 will specifically examine female high school coaches' families and families with children with disabilities' demographics which included various households ranging from single parent households to divorced households.

According to the Census Bureau, in 2016, the majority of children in the United States lived in two parent households. In 2017, approximately 62 percent of households had both parents working outside of the home (U.S. Bureau of Labor Statistics, 2017). In this study, we will also consider of single parent families as well. According to the United States Census, there were over 11,000 households that classified as single parent families in 2018. The average for employees in the U.S. that work full time is approximately 42 hours a week. Coaches do not have the luxury of having a traditional work schedule of 9 to 5 or work the 42 hours as mentioned above (Lundviskt et al., 2016). Researchers have found that families that have two working parents dedicate almost over 80 hours a week to paid employment (Craig & Brown, 2017).

Role Theory

Work family conflict.

Literature on WFC has spanned over the past five decades starting with Khan (1964). Work family conflict (WFC) is described as a clash between two roles of work and family competing for the attention (Greenhaus & Beutell, 1985). Greenhaus and Beutell (1985) sought to identify the sources of this conflict and build a model on the subject. This model conceptualized WFC into three different conflicts based on time, particular stressors, and personality/behaviors. Greenhaus & Beutell (1985) did not define if the factors happen exclusively or if they fluctuate on a continuum.

WFC is considered to have bidirectional movement. One direction is work-family conflict, where work is interfering with family life, and family-work conflict, family interfering with work, being the other direction (Greenhaus & Powell, 2003). According to Greenhaus and Powell (2003), these conflicts only arise when people choose what role to participate in with

conflicting issues. For example, a parent has been asked to come to a last-minute meeting, but they planned to go fishing with their family after school. Choosing to attend the meeting would create work-family conflict and choosing fishing would create family-work conflict. These are the types of conflict that parents are plagued when negotiating choices between work and family. A question in this research will investigate the perception of the two samples on the prevalence of the two interferences. One of the focuses of this research is to investigate the interaction of WFC with female high school coaches and families with disabilities.

Coaches.

There is little to no literature on workaholism in coaching. There is an exception with Lundviskt et al. (2016) where the notion of workaholism related to exhaustion and work-family interference. According to Taylor et al. (2019), workaholism had a relationship between burnout in coaches. The concept of time is a very interesting topic especially for coaches. High-school coaches are known to work “non-standard hours” and do not have a scheduled time for work besides instruction time (Dixon & Bruening, 2005). Perceptions of time can also vary from culture to culture. According to Russell (2015), there are four common perceptions of time: cyclical time, mechanical time, biological time, and cultural time. Each perception may shape the type, frequency, and location of activities. For example, parents may perceive that they have a lack of time; parents may choose activities that are inclusive with dining and leisure. Despite the little literature on coaches and barriers, there has been a significant discussion on families with a child with disabilities and their interaction with WFC.

Families with a child with disabilities.

Study 2 will investigate parents of children with disabilities perceptions of WFC and family leisure experiences. There is little literature on connecting WFC and family leisure of

families with a child with disabilities. According to Brandon (2007), employed parents with a child with disability reported having difficulty with balancing work and family leisure activities. Of particular concern of relevant literature is gender role stress, specifically when attempting to address WFC (Chou et al., 2009; Shern & Todd, 2000; Warfield, 2005). A study by Shern and Todd (2000) mothers felt guilty when work conflicted with family time and perceived that there was failure in accomplishing familial roles. Finding adequate childcare was one aspect reported that created stress in balancing roles (Warfield, 2005; Brandon, 2007; Green, 2007). The present study will examine how the perceptions of WFC combined with WFB to investigate how role theory may correlate with family leisure activities.

Work family balance.

Building on the foundation of WFC, the second component of role theory is Work Family Balance (WFB). WFB was developed to examine the positive relationship of work and family roles. Greenhaus, Collins, and Shaw (2003) defined WFB as theory that describes the “positive and negative balances” of work and family. This was in hopes to help shine light on the positive side of work family interface due to the rarity of positive perspective. Building off the WFC foundation, Greenhaus et al. (2003) added three elements: “time balance, involvement balance, satisfaction balance.”

As mentioned earlier, Greenhaus et al. (2003), wanted to create a definition of WFB that encapsulated the positive as well as the negative. Often, work and family life are depicted as opponents fighting for one’s time and interest. Greenhaus and Powell (2006) developed a model that depicted the two roles as allies instead of opponents. This model describes the different mechanisms and ways that work and family roles can positively influence each other, this notion was called enrichment. According to Graham and Dixon (2017), some coaches felt that work

helped them be better parents and family helped them be better coaches. Individuals that have been measured to have a balanced lifestyle have reported that they have a better perception of life. (Greenhaus et al., 2003). In order to answer the first research question, WFB will be investigated to aid in creating work profiles of female high school coaches and parents with children with disabilities.

The definition of WFB allows the evaluation of both optimal times sharing and negative. Study 1 and study 2 will examine families' perception of their level of WFB. The next component is involvement balance. Along the lines of time balance, this component describes the amount of mental engagement among the roles. The last component is satisfaction balance, this balance measures if a person is satisfied in both roles. WFB is considered as a continuum with work and family as the two extremes.

There has been a substantial amount of literature describing WFB among females (Beddoes & Pawley, 2014; Eddleston & Powell, 2012; Straub, 2007). According to Craig and Brown (2017), mothers are more likely to deal with balance by multitasking, such as childcare, shared activities, etc. Challenges that have been listed for females in balancing the two roles include areas such as career advancement, childcare, and career aspiration (Sudha & Karitkeyan, 2014). There is little to no literature on how much these factors interact with WFB in terms of which role they dedicate more time to in their lives.

Coaching is known as one of the most demanding professions, especially when it comes to balancing parent and work responsibilities. Between male and female coaches, they have similar bouts with balancing the two roles (Breuning & Dixon, 2007; Graham & Dixon, 2017). As stated earlier, time is one of the biggest factors when negotiating attention. In one role, they have to be a teacher and one of the leaders of a competitive entity; in the other role, they must be

an effective parent and spouse. To help balance work and family, coaches are known to employ various coping mechanisms. According to Graham and Dixon (2017), some high school coaches utilized the school schedule, such as winter breaks and summer breaks, as a coping strategy. There is also a twist to this strategy because it may depend on what sport that is being coached. For example, if football team goes deep into the playoffs in the Fall, Thanksgiving break may be a tough time for coaches to balance their roles. This also may be true with basketball, some tournaments cut into winter breaks and spring breaks. Female have to coach in both fall and winter sports, it is inferred that female coaches feel the pressures of scheduling conflict and finding ways to balance the conflicts

Female high school coaches.

Female coaches listed various methods for balancing roles on both the individual level and organizational level (Breuning & Dixon, 2007). Organizational methods such as flexible hours and a supportive organization (co-workers and administrators); on the individual level, methods such as stress relief techniques and supportive networks (friends and family) were listed as being beneficial to role balance. Sexism and concerns on upward mobility into leadership opportunities can serve as a deterrent on WFB (Siegele, 2018). One must take into consideration that some of these methods may be dependent on the type of position and location of the job. For instance, an assistant may not have the same opportunities as a head coach or if a coach is single and does not have family close by to assist with child care, this may cause a considerable strain in role balance. According to Priya (2017), the amount of years may be a factor in the perception of WFB. For instance, a coach that has been in the field an extensive amount of years may have totally different perceptions and coping methods as a coach that has not been in the

field for a long time. There is little literature on female high school coaches' perceptions of WFB.

Parents of children with disabilities.

There have been several examinations on the relationship between WFB and parents of a child with disabilities. Research has revealed some common factors in how parents of children disabilities balance work and family on the individual and organizational levels (Brown & Clark, 2017). Individual factors that were reported to help with balance were available childcare, work interest, and the type and severity of the child's disability (Warfield, 2005; Gates & Akabas, 2012). For instance, if a child has a severe disability, the parent may have to divide time between doctor visits, physical therapy, and other allied health appointments. Organizational factors included some of the same factors that female high school coaches reported such as work flexibility and supportive leadership (Chenot et al. 2009; Gates & Akabas, 2012). According to Warfield (2005), parents that had work flexibility reported less stressors in balancing work and family.

Family Leisure

Family leisure is a very interesting subject and there has been a significant amount of research throughout the years (Crawford & Godbey, 1987; Shaw & Dawson, 2001; Zabriskie & McCormick, 2003). Most studies on family leisure and family structure derive from the Olson Circumplex Model (1986). According to Olson (1986), there are three dimensions of family functioning, which are communication, cohesion, and adaptability. There is a significant amount of benefits that stem from family leisure. According to Zabriskie & McCormick (2001), family leisure has been suggested to improve family interaction and family satisfaction. The majority of literature on family leisure is centered around family life satisfaction. Family leisure has also

been found to improve cohesion and adaptability (Agate et al., 2009). There have been studies that have investigated the contributions of family leisure in various family structures such as transracial adoptive families (Zabriskie & Freeman, 2004), and families that identified as Mexican American (Christenson, Zabriskie, Eggett, & Freeman, 2006). Besides Hornberger et al. (2010), there has not been many studies on the outcomes of family leisure in single parent families.

Core and balance model.

When examining family leisure, one may ask, “What does family leisure look like?” Zabriskie & McCormick (2001) developed a model called the Core and Balance Model. In this model, Zabriskie & McCormick (2001) described the two categories of family leisure to capture the wide range of spaces and environments where family leisure can take place (Figure 1). There is little to no literature on what family leisure activities appear to be with a coaching family, but there has been extensive literature on families with children with disabilities detailing the different types of activities and the settings where activities take place (Mactavish & Schleien, 2000, 2004; Dodd et al. 2009).

Core family leisure is the routine and familiar activities that a family traditionally engages in the home or close to home. For example, a family watching a specific show together on Wednesdays. The majority of family leisure is linked to core family leisure. There is little to no literature on what type of job influences these home rituals, but according to Cropley and Millward (2009) identified people of the medical and education fields as high ruminators which are people that have trouble switching off from work. One may assume that with having trouble shifting from work may influence these activities or create some type of spillover, which describes experiences of work leaking into leisure time (Pleck, 1995; Snir & Harpaz, 2002).

Balance family leisure is the spontaneous and random activities that families participate in mostly outside of the home. For example, vacations, theme park visits, bowling alleys, etc. These activities require more resources such as time and money. According to Durko & Petrick (2016), activities, for example, traveling can help improve family cohesion and create memories that last a lifetime. With the normal workweek being five days, these activities may be limited. For example, parents may work Monday-Friday, barring no weekend obligations; these activities may be limited to only two days. For coaches, this can be hindered as well because, depending on the scheduling, there may be games on the weekend. With households with children under 18, it was recorded that approximately 5 hours was dedicated to leisure on the weekends and approximately 3.68 hours on weekdays (U.S. Bureau of Labor Statistics, 2017). There is little to no literature on if there is a restriction of this category due to overall workload.

FIGURE 1

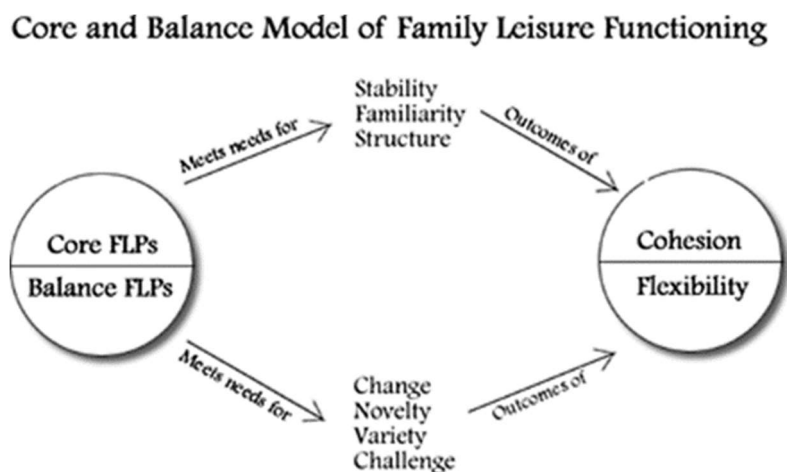


Figure 1. Core and Balance Model. Zabriskie and McCormick (2001).

Female Family Leisure

There is little to no literature on the negative aspects of family leisure. Despite the variety of family leisure activities, it is generally considered as a positive aspect of family life. Shaw (1997) sought to shed light on some of the negative aspects and conflicting views that of family leisure activities. Some of the aspects that were touched on were family views, gender roles, and family conflicts. For example, a difficult activity brings about more family conflict to where there is more arguing than enjoying the activity (Shaw, 1997). There is no assumption that the experience can influence all parts of the family equally positively or negatively. Another negative aspect is gender roles. According to Shaw (2008), the responsibility of organizing family leisure “disproportionately” is assigned to the mother when there are two parents. Shaw (2008) found that mothers spend time with their children, but they may only do this by limiting their own personal care and personal leisure choices. Some may perceive mothers sacrificing her own leisure as an injustice, but some mothers may perceive it as her optimal choice of leisure when they spend time with their children. Women that are married and have children spend approximately 17.4 hours on core house work activities, such as cleaning and tending to children, compared to men’s 9.4 hours (Godbey, 2001). According to Robinson and Godbey (1999), although the time disparity has happened historically, there has been a trend where men are getting more involved in housework and interacting with children. In addition to the literature on female leisure, there is an ongoing discussion on family leisure with a child with disability. These discussions involve what activities these types of families engage in and where these activities take place.

Family Leisure with a Family with a Child with Disabilities

There has been extensive literature on families with a child with disabilities. Research has shown that families with a child with disabilities engage in similar activities as a family without a child with disabilities (Mactavish & Schleien, 2000, 2004; Wayne & Krishnagiri, 2005; Dodd et al. 2009). According to Mactavish and Schleien (2000), families with children with a disability engaged in activities that commonly involved physical recreational activities such as swimming, going for walks, etc. The present study will investigate family activities to measure if there are consistencies more recently to previous studies. According to Mactavish and Schleien (2004), most family leisure activities consisted of small group interactions, typically involving mother and child. The findings of Mactavish and Schleien (2004) are consistent with most of the literature of family leisure concerning mother and child (Shaw, 1997, 2008; Brandon 2007). Common places that parents reported where family leisure activities took place were shared between the home and community settings (Mactavish & Schleien, 2004). Dodd et al. (2009) applied the Core and Balance Model to families with children with disabilities and found that core activities, such as board games and watching television, had more positive impact on family functioning than balance activities.

All in all, there is little to no leisure connecting role theory to family leisure. Both studies investigated these two components to create a foundation for further research and further literature on the topic. In both studies, role theory was utilized to create work profiles for different populations, the core and balance model was utilized to create family leisure profiles, and the two were combined to investigate the connection between the family leisure and role theory.

CHAPTER III

A Role Theory Approach to Family Leisure of Female High School Coaches

Abstract

Purpose: To investigate the relationship of role theory and family leisure in female high school coaches. **Method:** The study utilized secondary data of a previous study of high school coaches in the Southeastern United States. Sixty-one female high school coaches participated in the study and completed a survey of questions regarding work-family conflict, work-family balance, satisfaction with family life, and family leisure. A work profile was created based on the conflict, balance, and satisfaction scales. Work-family conflict was measured between six subscales divided by type of interference, family interfering with work or work interfering with family, and the three stressors of WFC: time, behavior, and strain. Leisure profiles were created utilized the Family Leisure Activity Profile (Zabriskie & McCormick, 2001). **Results:** Mean scores were assigned to parents considering work family balance, over twenty parents reported having a high level of work-family balance. On average, most parents disagreed with stressors in each category. The findings indicated that there were several correlations between interferences and activity satisfaction, for instance, Time based work interfering with family had a moderate positive correlation with Community based social ($r(58) = .37, p < .05$). **Conclusion:** Further research is suggested to investigate the relationship between role theory and family leisure further. There is a definite link between family leisure, specifically dealing with satisfaction. This information is relevant to sports administrators and coaches to be aware of coaches and how they navigate work and family.

Introduction

Coaching is one of the most demanding jobs in the labor force. Coaches are met with various demands stemming from family, academics, and competition. These demands can create a role conflict between family life and work life and task parents to find coping mechanisms to balance the two roles (Greenhaus & Beutell, 1985; Greenhaus et al., 2003). Various research has been conducted on coaches and role theory, but little to no literature has been conducted on female high school coaches (Breuning & Dixon, 2007; Breuning et al. 2016; Graham & Dixon, 2017). The purpose of this study is to examine role theory and investigate a connection with family leisure. This study utilized a two-pronged approach of examining role theory and family leisure to 1) create work profiles for female high school coaches, 2) create leisure profiles for female high school coaches, and 3) investigate the relationship between the two.

Literature Review

Role Theory

Initially, role theory was developed as a single component, over time, three components were added to encompass more aspects of work-family interface. This study utilized the first two components of work-family conflict and work-family balance to aid in creating work profiles for the sample.

Work family conflict.

The first part of role theory is work-family conflict (WFC), the two main components that were examined were two components: family interfering with work (FIW) and work interfering with family (WIF). WFC is depicted as work and family colliding for one's attention (Greenhaus & Beutell, 1985). This model conceptualized WFC into three different conflicts

based on time, particular stressors, and personality/behaviors. WFC is considered to have bidirectional movement. One direction is work-family conflict, where work is interfering with family life, and family-work conflict, family interfering with work, being the other direction (Greenhaus & Powell, 2003). According to Greenhaus and Powell (2003), these conflicts only arise when people choose what role to participate in with conflicting issues. Coaches are known to work “non-standard hours” on top of the instruction time that they are required to work, so this can add to the conflict of dividing time between the two roles (Graham & Dixon, 2017). Female coaches must battle these long hours, coupled with stress deriving from sexism and obstacles during to one’s career path, such as limited opportunity for head coaching positions or lack of professional development. Some female coaches feel that having a family and spending time with them can hinder upward mobility into leadership positions (Siegele, 2018). According to Taylor et al. (2019), female coaches are at high risk for WFC and FWC when compared to male counterparts. WFC among female coaches is an emerging topic in literature, as more information is introduced, more information may emerge on female high school coaches work-family balance.

Work family balance.

The next part of role theory is work-family balance (WFB) where work and family are allies instead of opponents as WFC (Greenhaus et al. 2003). WFB is depicted on a continuum where the balance from family and work can fluctuate, this notion was created to create a more positive perception as well as negative. According to Craig and Brown (2017), mothers are more likely to deal with balance by multitasking, such as childcare, shared activities, etc. Challenges that have been listed for females in balancing the two roles include areas such as career advancement, childcare, and career aspiration (Sudha & Karitkeyan, 2014). This model

identifies the various mechanisms and methods that work and family roles can positively influence each other, this notion was called enrichment. Some coaches felt that work helped them be better parents and family helped them be better coaches (Graham & Dixon, 2017). According to Graham and Dixon (2017), coaches employ several coping methods to help balance the roles such as working with their spouse on child care, having a supportive administration, and having friends and family. According to Siegele (2018), having support from the familial level such as spouses or relatives and the institutional level such as administrators and supervisors played a vital role on if a coach stayed in the profession.

Family leisure.

Research has shown that females are one of the primary providers of leisure activities for families (Shaw, 1997). Little to no literature has been published connecting role theory and family leisure. In this study, two types of family leisure activities, core and balance, were examined to create the leisure profile. Core activities are activities that are more prevalent and are usually a part of family rituals, such as board games and watching television. Balance activities are the more spontaneous activities that families participate in such as family trips or bowling. These activities comprise of the leisure profiles of the coaches' families to gain an understanding of what activities and how often their families engage certain activities.

Based on the existing literature, the present study sought to bridge the gap between family leisure and role theory. In order to bridge this gap, the research questions for this study are as follows:

1. What are the work profiles of female high school coaches?
2. What are the leisure profiles of female high school coaches?
3. Does role theory have a relationship with family leisure?

Method

The present study analyzed secondary data from a previous study. The original study consisted of males and females involved in high school coaching across the country. In the current study, the focus was female high school coaches only. The present study analyzed secondary data from a previous study. The original study consisted of males and females involved in high school coaching across the country. In the current study, the focus was female high school coaches. Participants derived from the southeastern United States. Participants completed an online survey based on four instruments: Work Family Conflict, Work Family Balance, Family Leisure Activity Profile, and Satisfaction with Family Life (Carlson, Grzywacz, & Zivnuska, 2009; Carlson, Kacmar, & Williams, 2000; Zabriskie & McCormick, 2001).

Sample

There were 61 participants in the study (N=61). Majority of participants were in the 36-40 and 46-50 range with 23 percent equally, the sample is predominately Caucasian with 90 percent, participants were predominately married with 70 percent, the greatest percent of participants had no children at 34 percent, majority of the sample were head coaches with 72 percent, and most of the sample has been coaching between 4-7 years (Table 1).

TABLE 1

<i>Demographics of Participants</i>		
	N	%
Age		
18-25	1	1.6
26-30	11	18
31-35	2	3.3
36-40	14	23
41-45	7	11.5
46-50	14	23
51-55	7	11.5
56-60	2	3.3
61-65	2	3.3
66-70	1	1.6
Race		
Black/African-American	6	10
White/Caucasian	54	90
Marital Status		
Married	43	70.5
Single	12	19.7
Divorced	5	8.2
PNA	1	1.6
Number of Children		
0	21	34.4
1	7	11.5
2	20	32.8
3	10	16.4
4	2	3.3
5	1	1.6
Coaching Position		
Head Coach	44	72.1
Assistant Coach	17	28
Years Coached		
0-3	4	6.6
4-7	20	32.8
8-11	9	14.8
12-15	8	13.1
16-19	6	9.8
20+	13	21.3
PNA	1	1.6

Note. N=61 PNA= Preferred not to answer

Instrumentation

The current study analyzed secondary data that utilized four scales: Work-Family Conflict, Work-Family Balance, Family Activity Leisure Profile, and Satisfaction with Family Life (Agate et al. 2009; Carlson, Kacmar, and Williams, 2000; Carlson, Grzqwacz, & Zivnuska, 2009; Zabriskie & McCormick, 2001). Role conflict was measured with two scales measuring Work-Family Conflict and Work-Family Balance developed from previous literature (Carlson, Kacmar, and Williams, 2000; Carlson, Grzqwacz, & Zivnuska, 2009).

Work-Family Conflict (WFC).

To measure WFC, the scale ($\alpha = .89$) consists of 18 items, and is comprised of the following six subscales divided by family interfering with work (FIW) and work interfering with family (WIF) (Carlson, Kacmar, and Williams, 2000; Greenhaus & Beutell, 1985). Participants responded to five-point Likert scales in which the anchors ranged from “Strongly disagree to Strongly agree,” this method was utilized to examine the levels of how parents agreed and disagreed with the statements. The subscales are listed as Time-based WIF, Time-Based FIW, Strain-based WIF, Strain-based FIW, Behavior-based WIF, and Behavior-based FIW.

The first two subscales measure WIF and FIW based on the time stressor component of WFC which measures how much time constraints contribute to the respective interferences. Time-Based WIF ($\alpha = .83$) with 3 statements such as: “The time I must devote to my job keeps me from participating equally in household responsibilities and activities,” “The time I must devote to my job keeps me from participating equally in household,” and “I have to miss family activities due to the amount of time I must spend on work.” Time-based FIW ($\alpha = .83$) was measured by statements including: “The time I spend on family responsibilities often interfere with my work responsibilities,” “The time I spend with my family often causes me not to spend

time in activities at work that could be helpful to my career,” and “I have to miss work activities due to the amount of time I must spend on family responsibilities.”

The second set of subscales examine WIF and FIW based on strain stressor, which entails how much emotional conflicts between work and family. Strain-based WIF ($\alpha = .89$) was measured with statements such as: “When I get home from work, I am often too frazzled to participate in family activities,” “I am often so emotionally drained when I get home from work that it prevents me from contributing to my family,” and “Due to all the pressures at work, sometimes when I come home I am too stressed to do the things I enjoy.” Strain-based FIW ($\alpha = .93$) is measured with statements including the following: “Tension and anxiety from my family life often weakens my ability to do my job,” “Due to stress at home, I am often preoccupied with family matters at work,” and “Because I am often stressed from family responsibilities, I have a hard time concentrating on my work.”

The last subscale is based on the behavior stressor, which is described as the behaviors a person exhibit in their family or work role. Behavior-based WIF ($\alpha = .80$) is measured in statements such as the following: “The problem-solving behaviors I use in my job are not effective in resolving problems at home,” “Behavior that is effective and necessary for me at work would be counterproductive at home,” and “The behaviors I perform that make me effective at work do not help me to be a better parent and spouse.” Behavior-based FIW ($\alpha = .83$) is measured with statements including the following: “The behaviors that work for me at home do not seem to be effective at work,” “Behavior that is effective and necessary for me at home would be counterproductive at work,” “The problem-solving behavior that work for me at home does not seem to be as useful at work.”

Work-Family Balance (WFB).

The WFB scale focuses on measuring balance and enrichment in several areas ranging from the work role such as organizational commitment and job performance to familial roles such as family performance and family satisfaction (Carlson et al. 2009). The WFB subscale ($\alpha = .93$) is a 6 item 5-point Likert scale developed by Carlson, Grzywacz, and Zivnuska (2009). WFB questions include: “I am able to negotiate and accomplish what is expected of me at work and in my family,” “I do a good job of meeting the role expectations of critical people in my work and family life,” “People who are close to me would say that I do a good job of balancing work and family,” “It is clear to me, based on feedback from co-workers and family members, that I am accomplishing both my work and family responsibilities,” “My co-workers and members of my family would say that I am meeting their expectations,” and “I am able to accomplish the expectations that my supervisors and my family have for me.”

Family Leisure Activity Profile (FLAP).

Family leisure was measured using the Family Leisure Activity Profile (FLAP) developed by Zabriskie and McCormick (2001). The FLAP is measured by the types of family leisure activities based on the Core and Balance Model. The assessment consists of 14 categories representing core activities and balance activities. Each begins with a yes or no question followed by questions focused on duration and frequency. Duration options range from less than 1 hour to an entire day, however duration varies after “community-based special events” duration now extend to choices ranging from 2 days to 17 days. Frequency options range from daily to at least annually. This assessment helps illustrate the family leisure patterns and the frequency of family leisure activities. The FLAP also has a satisfaction component measured on a 5-point

Likert scale where the anchors range from “Very Satisfied” to “Very Dissatisfied.” In the original FLAP, the coding of the scale ranges from “Very Dissatisfied” to “Very Satisfied.”

In addition, participants were asked to respond to demographic questions including age, gender, race/ethnicity, marital status, and number of children in the home, number of years coached, sport coached, and coaching position.

Satisfaction with Family Life (SWFL).

Satisfaction with Family Life is a 5-item scale measured with a 7-point Likert scale with 1 representing “strongly agree” and 7 representing “strongly disagree.” SWFL has been utilized in several studies, such as, Agate, Zabriskie, Agate, and Poff (2009), Hornberger et al. (2010), and, Zabriskie et al. (2018). Sample statements measuring SWFL include: 1) “In most ways my family life is close to ideal,” 2) “The conditions of my family life are excellent,” 3) “I am satisfied with my family life,” 4) “So far I have gotten the important things I want in my family life,” and 5) “If I could live my family life over, I would change almost nothing.” In the Satisfaction with Family Life scale, statements were worded so responses over 4 would represent satisfaction.

Data Analysis

Data was entered into SPSS version 25. A frequency test was conducted to understand the demographics of the sample. Descriptive statistic testing was conducted on the questionnaires determining the frequencies and mean of the responses on the FLAP and the work-interface scales. Missing data was excluded if there was not a response in certain questions. Mean scores were assigned to respondents based on the averages of the responses on the work-interface scales.

Bivariate correlation testing was conducted utilizing Pearson coefficients to examine relationships between variables. First, correlations were examined between WFC and the frequencies of core/balance activities, then correlation testing was conducted on core/balance activities satisfaction and WFC stressors to examine if the different stressors were related to the participation of each activity. Mean scores were assigned based on the responses and compared.

Results

A series of test were conducted to answer the research questions: 1) What is the work profiles of female high school coaches 2) What are the leisure profiles? and 3) What and the relationship between work and family leisure? Descriptive statistics, reliability testing and correlation were the tests conducted.

To aid in creating work profiles, descriptive statistics were analyzed to identify the levels of the role theory questions. Table 2 represents the means and standard deviations of WFB, WFC, WFC subscales, and SWFL. Participants had moderate WFB ($M = 3.97$, $SD = .852$) and averaged a low score in WFC ($M = 2.67$, $SD = .598$). Most of the subscales yielded low scores with the exception of TWIF ($M = 3.66$, $SD = 1.00$) and SWIF ($M = 3.18$, $SD = 1.13$). Participants reported high scores in SWFL ($M = 4.97$, $SD = 1.43$).

TABLE 2

<i>Means and Standard Deviations of Role Theory Scales</i>		
	M	SD
WFB	3.97	.852
WFC	2.67	.598
TWIF	3.66	1.00
TFIW	2.25	1.04
SWIF	3.18	1.13
SFIW	1.87	1.02
BWIF	2.71	.876
BFIW	2.22	.817
SWFL	4.97	1.43

According to literature, demographics such as marital status and number of years coached can have a relationship with WFB, a correlation test was conducted to investigate any correlation between role theory scales and select demographics. Table 3 represents correlations between WFC, WFB, demographics including marital status, number of children, and coaching position. There was a strong negative correlation between WFC and WFB. There was no significant relationship between WFC/WFB and the mentioned demographics.

TABLE 3

<i>Correlations between WFC, WFB, and Demographics</i>					
	1	2	3	4	5
WFC	-				
WFB	-.618**	-			
Marital Status	-.024	-.132	-		
Number of Children	-.008	.182	-.039	-	
Coach Position	-.007	-.058	-.012	-.286*	-
Years Coached	-.033	-.058	-.097	.224	-.271*

Note. * = < 0.05, ** = < 0.01

To aid in creating a family leisure profile, descriptive statistics were analyzed to determine the frequencies, durations and satisfaction of the core activities. Table 4 represents the means and standard deviations of core activities. The most frequent activity was dinner ($M = 1.72$, $SD = .573$), the activity that took the most time on average was other family activities ($M = 3.31$, $SD = 1.56$), and the activity that yielded the highest average was religious/spiritual activities ($M = 2.13$, $SD = 1.23$).

TABLE 4

Means and Standard Deviations of Core Activities

	Frequency		Duration		Satisfaction	
	M	SD	M	SD	M	SD
Dinner	1.72	.573	1.66	.872	2.41	1.43
Home-Based Activities	1.79	.559	2.42	.944	2.16	1.21
Games	2.57	1.21	2.38	1.08	2.38	1.25
Hobbies	2.46	.767	2.32	.944	2.61	1.21
Home-based Outdoor	2.09	.815	2.38	1.09	2.26	1.13
Home-based Sport	2.27	.708	2.32	1.43	2.52	1.33
Family Activities	2.44	.796	3.31	1.56	2.18	1.16
Religious/Spiritual	2.20	.645	2.41	.734	2.13	1.23

Note: Frequency (1 = Daily, 2 = Weekly, 3 = Monthly, 4 = Annually), Duration (1 = > 1hr, 2 = 1-2 hours, 3 = 2-3 hours, 4 = 3-4 hours, 5 = 4-5 hours, 6 = 5-6 hours, 7 = 6-7 hours, 8 = 7-8 hours, 9 = 8-9 hours, 10 = 9-10 hours, 11 = > 10 hours, 12 = > 1 day), Satisfaction (1=Very Satisfied, 2=Satisfied, 3=Neutral, 4=Dissatisfied, 5=Very Dissatisfied)

To continue in creating family leisure profiles, descriptive statistics were analyzed to determine the frequencies, durations and satisfaction of the balance activities. Table 5 represents the means and standard deviations of balance activities. Table 5 represents the means and standard deviations of balance activities. The most frequent activity on average was community based social events ($M = 2.46$, $SD = .537$), participants reported on average that tourism had the

longest duration (M = 16.6, SD = 5.99), and the most satisfied activity was tourism (M = 2.03, SD = 1.03).

TABLE 5

Means and Standard Deviations of Balance Activities

	Frequency		Duration		Satisfaction	
	M	SD	M	SD	M	SD
Community Based Social	2.46	.537	2.88	.965	2.15	1.10
Spectator Activities	2.95	.759	3.40	1.28	2.15	1.09
Community Based Sport	3.10	.885	3.33	1.78	2.69	1.13
Community Special Events	3.77	.427	5.98	4.50	2.46	1.23
Outdoor Activities	3.34	.708	8.42	7.29	2.41	1.18
Water Based Activities	3.52	.643	10.56	9.05	2.59	1.31
Outdoor Adventure Activities	3.69	.630	7.08	4.49	2.66	1.01
Tourism	3.89	3.20	16.6	5.99	2.03	1.03

Note: Frequency (1 = Daily, 2 = Weekly, 3 = Monthly, 4 = Annually), Duration (1 = > 1hr, 2 = 1-2 hours, 3 = 2-3 hours, 4 = 3-4 hours, 5 = 4-5 hours, 6 = 5-6 hours, 7 = 6-7 hours, 8 = 7-8 hours, 9 = 8-9 hours, 10 = 9-10 hours, 11 = > 10 hours, 12 = > 1 day), Satisfaction (1=Very Satisfied, 2=Satisfied, 3=Neutral, 4=Dissatisfied, 5=Very Dissatisfied)

To measure a relationship between family leisure and role theory, correlation testing was conducted to identify if frequency had a relationship with conflict. Table 6 represents correlations between core activity frequency, WFC subscales, and SWFL. A core activity mean score was assigned based on the average of responses in that category. There is one significant relationship, a weak positive relationship between core activity frequency and Strain WIF ($r(58) = .25, p < .05$).

TABLE 6

Correlations between Core Activity Frequency, WFC Subscales, SWFL

	1	2	3	4	5	6	7	8
Core Activities	-							
Time WIF	.167	-						
Time FIW	.202	.153	-					
Strain WIF	.258*	.453**	.279*	-				
Strain FIW	.098	.089	.618**	.398**	-			
Behavior WIF	.074	.066	-.019	.242	.174	-		
Behavior FIW	.079	.086	.106	.156	.267*	.626**	-	
SWFL	-.242	-.217	-.158	-.234	-.276*	-.253*	-.188	-

Note. * = < .05, ** = < .01

To measure a relationship between family leisure and role theory, correlation testing was continued to identify if balance activity frequency had a relationship with conflict. Table 7 represents correlations between balance activity frequencies, WFC subscales, and SWFL. A balance activity mean score was assigned based on the average of responses in that category. There were no significant relationships between activity frequency and WFC subscales. There were significant relationships between subscales and SWFL, for instance, a weak negative relationship between Behavior WIF and SWFL ($r(59) = -.25, p < .05$).

Table 7

Correlations Between Balance Frequencies, WFC Subscales, and SWFL

	1	2	3	4	5	6	7	8
Balance Activities	-							
Time WIF	-.035	-						
Time FIW	-.075	.153	-					
Strain WIF	.061	.453**	.279*	-				
Strain FIW	.090	.089	.618**	.398**	-			
Behavior WIF	-.056	.066	-.019	.242	.174	-		
Behavior FIW	.022	.086	.106	.156	.267*	.626**	-	
SWFL	.115	-.217	-.158	-.234	-.276*	-.253*	-.188	-

Note. * = < .05, ** = < .01

According to Agate et al. (2009), family leisure satisfaction has a direct relationship with SWFL. Correlation testing was conducted to investigate if role theory had any relationship with family leisure activity satisfaction. Table 8 represents correlations between WFC, WFB, core activity satisfaction, and SWFL. There was a strong negative relationship between WFC and WFB ($r(57) = .62, p < .01$). WFC and WFB had significant relationships with most satisfaction scales, such as, a moderate positive correlation between WFC and Home Based Activities ($r(57) = .40, p < .01$) and a moderate negative correlation between WFB and Dinner ($r(57) = -.30, p < .05$). The reasoning behind the positive and negative correlations are due to the coding of the activity satisfaction scales. SWFL had a relationship with WFC/WFB and all of the activity satisfaction scales. For instance, there was a moderate positive correlation between WFB and SWFL ($r(58) = .40, p < .01$) and a moderate negative correlation between Home based activities between SWFL ($r(59) = -.40, p < .01$).

TABLE 8

<i>Correlations between WFC, WFB, Core Activity Satisfaction, and SWFL</i>										
	1	2	3	4	5	6	7	8	9	10
WFC	-									
WFB	-.618**	-								
Dinner	.399**	-.307*	-							
Home Activities	.405**	-.375**	.690**	-						
Games	.345**	-.212	.461**	.616**	-					
Crafts	.211	-.291*	.468**	.587**	.504**	-				
Outdoor (Home)	.376**	-.193	.516**	.728**	.618**	.534**	-			
Family Events	.370**	-.303*	.426**	.617**	.410**	.405**	.518**	-		
Spiritual	.341**	-.306*	.508**	.666**	.475**	.458**	.534**	.554**	-	
SWFL	-.360**	.408**	-.316*	-.499**	-.471**	-.283*	-.404**	-.451**	-.496**	-

Note. * = < .05, ** = < .01

Correlation testing was continued with balance activity satisfaction to investigate a relationship between role theory. Table 9 represents correlations between WFC, WFB, balance satisfaction, and SWFL. WFC and WFB had significant relationships with most satisfaction scales, such as, a moderate positive correlation between WFC and Community based special events ($r(57) = .41, p < .01$) and a moderate negative correlation between WFB and Community based sports ($r(58) = -.35, p < .01$). The reasonings behind the positive and negative correlations are due to the coding of the activity satisfaction scales. SWFL had a relationship with WFC/WFB and all of the activity satisfaction scales. For instance a moderate negative correlation between WFC and SWFL ($r(57) = -.36, p < .01$) and a strong negative correlation between Community based special events ($r(59) = -.57, p < .05$).

TABLE 9

Correlations Between WFC, WFB, Balance Satisfaction Scales, and SWFL

	1	2	3	4	5	6	7	8	9	10
WFC	-									
WFB	-.618**	-								
Social	.406**	-.347**	-							
Spectator	.308*	-.180	.609**	-						
Sport (Community)	.406**	-.358**	.456**	.670**	-					
Special Events	.417**	-.289*	.444**	.580**	.641**	-				
Outdoor Activities	.398**	-.226	.417**	.402**	.356**	.643**	-			
Water Activities	.392**	-.213	.375**	.522**	.588**	.603**	.611**	-		
Outdoor Adventure	.193	-.258	.200	.492**	.573**	.453**	.370**	.535**	-	
SWFL	-.360**	.408**	-.500**	-.440**	-.407**	-.570**	-.484**	-.440**	-.401**	-

Note. * = < .05, ** = < .01

Due to WFC having several components, correlation testing was conducted to investigate which WFC subscales had the most relationships with satisfaction. Table 10 represents correlations between WFC subscales and core activity satisfaction scales. TWIF had significant relationships with all core activity satisfaction scales, for instance, a moderate positive correlation between Home based activities ($r(59) = .46, p < .05$). TFIW had significant relationships with fewer satisfaction scales, for instance, a weak positive correlation with Home based outdoor activities ($r(58) = .31, p < .01$). SWIF had a moderate positive correlation with dinner ($r(59) = .45, p < .01$).

TABLE 10

Correlations Between WFC Subscales and Core Activity Satisfaction

	1	2	3	4	5	6	7	8	9	10	11
TWIF	-										
TFIW	.153	-									
SWIF	.453**	.279*	-								
Dinner	.408**	.172	.455**	-							
TV	.462**	.288*	.356**	.690**	-						
Games	.346**	.104	.302*	.461**	.616**	-					
Crafts	.290*	.124	.217	.468**	.587**	.504**	-				
Outdoor (Home)	.347**	.310*	.365**	.516**	.728**	.618**	.534**	-			
Sport (Home)	.296*	.079	.203	.478**	.624**	.705**	.447**	.675**	-		
Family Events	.416**	.118	.164	.426**	.617**	.410**	.405**	.518**	.496**	-	
Spiritual	.316*	.255*	.308*	.508**	.666**	.475**	.458**	.534**	.545**	.554**	-

Note. * = < .05, ** = < .01

Bivariate correlation testing was continued with the balance activities as well to identify where the most relationships derive from with the WFC subscales. Table 11 represents correlations between WFC subscales and balance activity satisfaction. TWIF had a moderate positive correlation with Community based social ($r(58) = .37, p < .05$). TFIW had a moderate positive correlation with Community based sports ($r(58) = .31, p < .01$). SWIF had a moderate positive correlation with outdoor activities ($r(59) = .44, p < .01$). BWIF had a weak positive correlation with water activities ($r(59) = .28, p < .05$).

TABLE 11

<i>Correlations Between WFC Subscales and Balance Activity Satisfaction</i>										
	1	2	3	4	5	6	7	8	9	10
TWIF	-									
TFIW	.153	-								
SWIF	.453**	.279*	-							
BWIF	.066	-.019	.242	-						
Social	.379**	.257*	.344**	.167	-					
Spectator	.219	.241	.170	.248	.609**	-				
Sport (Community)	.282*	.315*	.259*	.215	.456**	.670**	-			
Special Events	.200	.309*	.300*	.315*	.444**	.580**	.641**	-		
Outdoor	.296*	.093	.449**	.350**	.417**	.402**	.356**	.643**	-	
Water Activities	.297*	.176	.278*	.282*	.375**	.522**	.588**	.603**	.611**	-

Note. * = < .05, ** = < .01

Discussion

The purpose of this study was to investigate the relationship between role theory and family leisure. Work profiles and family leisure profiles were created for female high school coaches and the profiles were utilized to aid in investigating the relationship. There is little to no literature connecting role theory to family leisure.

Work Profiles

Participants reported a high sense of WFB and a low level of WFC. According to the findings, participants felt the most conflict when TWIF and SWIF, this is consistent with Breuning and Dixon (2007) where time and emotional strain were listed as consequences of working as a coach. The low behavior scores were interesting with workaholism being prevalent in previous literature on coaches (Lundkvist et al., 2016). One must consider that the data is self-reported and the particular coaches may not perceive themselves to be workaholics. According to the findings of the present study, there was no relationship between WFC/WFB and demographics including marital status, number of children, and coaching position. The current findings could not support Graham and Dixon (2017) and Priya (2017), this may be due to most of the coaches being in the coaching field for more than 5 years, but a larger, diverse sample may yield supporting findings. WFC and WFB had significant relationships with SWFL. Though the relationships may be moderate, it is interesting to learn that work-interface can connect with family life.

Family Leisure Profiles

As mentioned above, there is little to no literature detailing the family leisure patterns of female high school coaches. On average, the most frequented core activity for participants was

dinner and the most frequented balance activity was Community based social events. According to Breuning and Dixon (2007), creating supportive networks can help with WFC, so this may be why social events occur more frequently. One of the most interesting core activities was the home-based sport frequency and satisfaction. On average, families engaged in home-based sports on a weekly basis. One would wonder on what type of sports families participated in whether they participated in the sport the parent coached or another sport. Interestingly, parents were satisfied with home-based sport, but closer to neutral, this could draw a question as why sport was amongst one of the least satisfied activities. The study found that participants are the most satisfied in religious/spiritual practices and tourism. Religious/spiritual activities may be the most satisfied core activity due to the sample originating in the southeastern United States where religious activities, specifically Christian, are a staple in communities. Tourism may be the most satisfying balance activity due to the family getting a break from their stressful schedule of being a coach. Tourism opportunities may not happen often with due to an array of factors such as offseason workouts, practice, and tournaments. According to the findings, activity satisfaction had significant relationships with SWFL which is consistent with Agate et al. (2009).

Relationship Between Family Activities and Role Theory

There is little to no literature connecting family leisure to role theory. The current study found no significant relationships between activity frequency and WFC stressors. However, the findings revealed that there are significant relationships between role theory and activity satisfaction. The present study found positive and negative relationships between WFB and WFC. The study then broke down the WFC scale into the subscales to identify where relationships between the activity satisfaction lie specifically. WIF had a relationship with almost every activity satisfaction scale. That could mean the more work life interferes with family life, it

can be related to how satisfied a person is with activity satisfaction. One could understand this notion due to the time constraints of being a coach and a teacher (Breuning & Dixon, 2007; Graham & Dixon, 2017). No other subscale had more relationships than TWIF. Most of the correlations were between core activities, so this could mean that the amount of time spent at work can have a relationship with a family's leisure patterns. One should understand, in some literature, conflict has been found to be a positive mediator between workaholism and burnout (Taylor et al., 2019). It is important to point out that both factors of family leisure satisfaction and role theory had a relationship with SWFL. This could mean that parents in sports utilize WFC to become better parents and better colleagues, thus probably influencing their satisfaction in leisure activities and in family life.

Limitations

There were a few limitations for this study. The first limitation was that this study was a secondary data analysis, which may have contributed to limitations of the data due to not having control over how data was collected. Another limitation was that it was solely quantitative data, where the data only provides one approach to answer the questions. Also, sample size played a factor in being a limitation. There was a small sample size and it was dominated by one demographic in a couple instances, which can provide some sample biases. One challenge for transparency, the coding of the activity satisfaction scale made the findings difficult to interpret. Usually when a bivariate correlation test is conducted with the activity scale and the conflict scale, the correlations are usually negative.

Future Research

The findings of the study suggest future research into the subject of family leisure and role theory to better understand how the two concepts interact with each other. For future

research, the study suggests that the relationships between role theory and family leisure be investigating further, possibly with a larger and more diverse sample size. For future research, the coding of the activity satisfaction scale should mirror the original FLAP. The coding of the activity satisfaction scale created the positive correlations which could create some confusion and make findings difficult to interpret. Also for future research, to find how role theory can influence family leisure activity satisfaction, possibly with regression models to quantify how much of an influence is on family leisure specifically. Another focus for future research is a mixed method approach, this would provide more context to the quantitative responses, qualitative work has been done on female coaches before, but not high school coaches. Future research should utilize time diaries to truly measure time in the areas of work and family leisure, Robinson and Godbey (1999) found this to be one of the most accurate forms of measuring time. Another opportunity for future research is to compare female high school coaches and male high school coaches in terms of role theory. It would be interesting to examine any possible disparities in gender roles and continue the discussion on women in sports.

Conclusion

The purpose of this study was to utilize role theory and investigate the relationship with family leisure. The study created 1) work profiles, 2) leisure profiles, 3) and investigated the relationship between work interface and family leisure. The results were interesting, but very understanding due to literature on coaches and their various conflicts. The research found several vital relationships between role theory, activity satisfaction, and SWFL. The research contributed to the discussion by utilizing existing literature on role theory and family leisure in hopes to bridge the gap between the two to identify the relationship. Family leisure is family

time and the two have a definite relationship with satisfaction, the information gained in this study would greatly benefit families in and out the sports world and should be investigated further.

Chapter IV

A Role Theory Approach to Family Leisure of Families with a Child with Disabilities

Abstract

Research on family leisure suggests engaging in both core and balance leisure activities is related to improved family interactions, satisfaction, cohesion, and adaptability. Family leisure opportunities may be a troublesome task for families with disabilities due to work-family interface. This study sought to connect the literature of work-family interface and family leisure to create a dialogue on how the subjects may relate to each other. **Purpose:** To investigate role theory and the relationship with family leisure. **Method:** The study utilized secondary data of a previous study of families with a child with disabilities in Southeastern United States. Forty-two parents participated in the study and were distributed a survey of questions regarding work-family conflict, work-family balance, satisfaction with family life, and family leisure. A work profile was created based on the conflict, balance, and satisfaction scales. Work-family conflict was measured between six subscales divided by type of interference, family interfering with work or work interfering with family, and the three stressors of WFC: time, behavior, and strain. Leisure profiles were created utilized the Family Leisure Activity Profile (Zabriskie & McCormick, 2001). **Results:** Mean scores were assigned to parents considering work family balance, over twenty parents reported having a high level of work-family balance. On average, most parents disagreed with stressors in each category. The findings indicated that there were several correlations between interferences and satisfaction with family life, for instance, there was a negative correlation between time-based family-work interference and satisfaction with family life ($r(38) = -.53, P = .001$). There were no significant differences between WFB and core/balance activities. On average, more people participated in more community-based activities. The findings indicate a significant difference between type of activity due to type of disability. **Conclusion:** The results indicate there was not much significance between work-family balance and the type of family leisure activities. However, the findings indicated several correlations between various interferences and satisfaction with family life. The findings indicate families with disabilities participate in home settings slightly more than community,

subsequently, practitioners should consider more inclusive community-based programs to encourage more community participation.

Introduction

As a parent, family leisure activities can be difficult to engage in due to various factors that may hinder participation (Crawford & Godbey, 1987). These factors may include conflicts with work and family life and how parents balance these role conflicts. One factor that may influence family leisure activities may be children, especially if they have a disability (Dodd et al., 2009). In this study, work profiles including parents' responses to questions regarding role theory will be examined. Another aspect of this study is the examination of family leisure profiles and to examine if role theory has any relationship with family leisure participation.

Role Theory

Role theory has been studied for the past 50 years (Greenhaus & Beutell, 1985; Greenhaus et al. 2003; Kahn, 1964). From the examinations on role theory have arose two notions focused on in this study, Work-Family Conflict (WFC) and Work-Family Balance (WFB).

Work family conflict.

WFC is often displayed as the two roles of family and work being constant opponents clashing against one another creating conflict. WFC entails a bidirectional movement between work and family life where the roles can “interfere” with one another (Greenhaus & Beutell, 1985). One movement can be considered as work interfering with family (WIF) and the other movement can be family interfering with work (FIW). There have been various studies on role theory on parents with children with disabilities (Chenot et al. 2009; Gates & Akabas, 2012;

Warfield, 2005). Literature has shown that factors such as adequate child care added to role conflict stress (Warfield, 2005; Gates & Akabas, 2012). There is little literature on connecting WFC and family leisure of families with a child with disabilities. According to Brandon (2007), employed parents with a child with disability reported having difficulty with balancing work and family leisure activities. Of particular concern of relevant literature is gender role stress, specifically when attempting to address WFC (Chou et al., 2009; Shern & Todd, 2000; Warfield, 2005). According to Shern and Todd (2000) mothers felt guilty when work conflicted with family time and perceived that there was failure in accomplishing familial roles. Finding adequate childcare was one aspect reported that created stress in balancing roles (Warfield, 2005; Brandon, 2007; Green, 2007). In this study, parents reported their experiences with WIF and FIW to aid in creating work profiles for the families.

Work family balance.

WFB shows that role conflict can be manageable and shows that work and family can work together to create a more reasonable approach to giving attention to both roles. Through these stressors, parents must create or utilize surrounding resources to help combat role conflict stress. Individual factors that were reported to help with balance were available childcare, work interest, and the type and severity of the child's disability (Warfield, 2005; Gates & Akabas, 2012). For instance, if a child has a severe disability, the parent may have to divide time between doctor visits, physical therapy, and other allied health appointments. Coping methods on the organizational used to combat role stress have been reported as a supportive organization and flexible work hours (Chenot et al. 2009; Gates & Akabas, 2012). This study examined participants' reports of WFB and family life to contribute to creating work profiles for parents of children with disabilities.

Family Leisure

Family leisure has been examined in several studies throughout the years (Dodd et al. 2009; Mactavish & Schleien, 2000, 2004; Wayne & Krishnagiri, 2005; Zabriskie & McCormack 2001). According to literature, common activities for families with a child with a disability parents reported listing physical activities such as swimming and going for walks (Mactavish & Schleien, 2000). Previous studies have examined families with a child with an intellectual disability, this study examined parents of children with multiple disabilities. Studying multiple disabilities can provide more depth on what activities families with a child with disabilities engage in during their time. Another aspect of family leisure that was examined is how frequent families engage in various activities. There is very little literature on how frequent families participate in recreational activities such as daily, weekly, or monthly. Within this study, activities were investigated on where activities take place more often, how long do families engage in activities, and how satisfied parents are in these activities. Literature shows that most activities take place in the home and in a community setting (Mactavish & Schleien, 2004). The information obtained in this section of the survey helped gain an understanding of the leisure profiles of families and the relationship role theory has with activities.

The research questions for this study are as follows:

1. What are the work profiles of families with a child with disabilities?
2. What are the leisure profiles of families with a child with disabilities?
3. Does role theory have a relationship with family leisure?

Method

All participants of the study are the parent of a child with special needs in the Southeastern United States. Parents were recruited on two different occasions to participate in the study via personal interaction. Potential participants about the study were explained its purpose and reviewed study guidelines with them. If they chose to participate, they were asked to sign an informed consent then complete the presented questionnaire. Participation in this study was completely voluntary and participants had the option to discontinue the study at any time. Participants completed a pen and paper questionnaire containing several items concerning subjects of role theory and family leisure.

Sample

There were 42 participants (N=42). In terms of age range, the majority of parents in the study were between the age of 46 and 50. The sample was composed of predominately Caucasian parents, 95 percent and there were 26 females and 14 males that participated in the study. Thirty-three parents reported as married, five being reported as divorced, and two reported to be single parents. Majority of parents reported having an income of over \$75,000 with 71 percent. Majority of parents had two or more children, specifically, half of the parents reported having two children. When prompted for child's disability, 40 percent of parents reported they had at least one child with down syndrome (Table 12).

TABLE 12

<i>Demographics of Participants</i>		
	N	%
Age		
31-35	1	2.5
36-40	2	5.0
41-45	10	25.0
46-50	13	32.5
51-55	10	25.0
56-60	3	7.5
61-65	1	2.5
Race		
Caucasian	38	95.0
African American	2	5.0
Gender		
Male	14	65.0
Female	26	35.0
Marital Status		
Married	33	82.5
Divorced	5	12.5
Single	2	5.0
Income		
Under 30K	1	2.9
31K-50K	5	14.3
50K-75K	4	11.4
Over 75K	25	71.4
Number of Children		
1	2	5.0
2	20	50.0
3	9	22.5
4	7	17.5
5	2	5.0
Disability		
Down Syndrome	16	40.0
Cerebral Palsy	2	5.0
Autism	7	17.5
Intellectual Disability	5	12.5
Other	8	20.0

Instrumentation

In this section, the instruments used to conduct the study will be described to understand the origins and components of each instrument. The current study analyzed secondary data that utilized four scales: Work-Family Conflict, Work-Family Balance, Family Activity Leisure Profile, and Satisfaction with Family Life. Role theory was measured with two scales measuring Work-Family Conflict and Work-Family Balance developed from previous literature (Carlson, Kacmar, and Williams, 2000; Carlson, Grzqwacz, & Zivnuska, 2009). Participants responded to five-point Likert scales in which the anchors ranged from “Strongly disagree to Strongly agree,” this method was utilized to examine the levels of how parents agreed and disagreed with the statements on role theory.

Work-Family Conflict (WFC).

The WFC scale ($\alpha = .89$) consists of 18 items, and is comprised of the following six subscales divided by family interfering with work (FIW) and work interfering with family (WIF) (Carlson, Kacmar, and Williams, 2000; Greenhaus & Beutell, 1985). The subscales are listed as Time-based WIF, Time-Based FIW, Strain-based WIF, Strain-based FIW, Behavior-based WIF, and Behavior-based FIW.

The first two subscales measure WIF and FIW based on the time stressor component of WFC which measures how much time constraints contribute to the respective interferences. Time-Based WIF ($\alpha = .83$) with 3 statements such as: “The time I must devote to my job keeps me from participating equally in household responsibilities and activities,” “The time I must devote to my job keeps me from participating equally in household,” and “I have to miss family activities due to the amount of time I must spend on work.” Time-based FIW ($\alpha = .83$) was measured by statements including: “The time I spend on family responsibilities often interfere

with my work responsibilities,” “The time I spend with my family often causes me not to spend time in activities at work that could be helpful to my career,” and “I have to miss work activities due to the amount of time I must spend on family responsibilities.”

The second set of subscales examine WIF and FIW based on strain stressor, which entails how much emotional conflicts between work and family. Strain-based WIF ($\alpha = .89$) was measured with statements such as: “When I get home from work, I am often too frazzled to participate in family activities,” “I am often so emotionally drained when I get home from work that it prevents me from contributing to my family,” and “Due to all the pressures at work, sometimes when I come home I am too stressed to do the things I enjoy.” Strain-based FIW ($\alpha = .93$) is measured with statements including the following: “Tension and anxiety from my family life often weakens my ability to do my job,” “Due to stress at home, I am often preoccupied with family matters at work,” and “Because I am often stressed from family responsibilities, I have a hard time concentrating on my work.”

The last subscale is based on the behavior stressor, which is described as the behaviors a person exhibit in their family or work role. Behavior-based WIF ($\alpha = .80$) is measured in statements such as the following: “The problem-solving behaviors I use in my job are not effective in resolving problems at home,” “Behavior that is effective and necessary for me at work would be counterproductive at home,” and “The behaviors I perform that make me effective at work do not help me to be a better parent and spouse.” Behavior-based FIW ($\alpha = .83$) is measured with statements including the following: “The behaviors that work for me at home do not seem to be effective at work,” “Behavior that is effective and necessary for me at home would be counterproductive at work,” “The problem-solving behavior that work for me at home does not seem to be as useful at work.”

Work-Family Balance (WFB).

The WFB subscale ($\alpha = .93$) is a 6 item 5-point Likert scale developed by Carlson, Grzywacz, and Zivnuska (2009) and utilized in studies, such as, Ferguson et al. (2012) and Brough et al. (2014). Sample WFB questions include: “I am able to negotiate and accomplish what is expected of me at work and in my family,” “I do a good job of meeting the role expectations of critical people in my work and family life,” “People who are close to me would say that I do a good job of balancing work and family,” “It is clear to me, based on feedback from co-workers and family members, that I am accomplishing both my work and family responsibilities,” “My co-workers and members of my family would say that I am meeting their expectations,” and “I am able to accomplish the expectations that my supervisors and my family have for me.”

Family Leisure Activity Profile (FLAP).

Family leisure was measured using the Family Leisure Activity Profile (FLAP) developed by Zabriskie and McCormick (2001). The FLAP is measured by the types of family leisure activities based on the Core and Balance Model. The assessment consists of 14 categories representing core activities and balance activities. Each begins with a yes or no question followed by questions focused on duration and frequency. Duration options range from less than 1 hour to an entire day, however duration varies after “community-based special events” duration now extend to choices ranging from 2 days to 17 days. Frequency options range from daily to at least annually. This assessment helps illustrate the family leisure patterns and the frequency of family leisure activities. The FLAP also has a satisfaction component measured on a 5-point Likert scale where the anchors range from “Very Dissatisfied” to “Very Satisfied.”

In addition, participants were asked to respond to demographic questions including age, gender, race/ethnicity, marital status, and number of children in the home, primary diagnosis of child's disability, & age of child.

Satisfaction with Family Life (SWFL).

Satisfaction with Family Life is a 5-item scale measured with a 7-point Likert scale with 1 representing "strongly agree" and 7 representing "strongly disagree." SWFL has been utilized in several studies, such as, Agate, Zabriskie, Agate, and Poff (2009), Hornberger et al. (2010), and, Zabriskie et al. (2018). Sample statements measuring SWFL include: "In most ways my family life is close to ideal," "The conditions of my family life are excellent," "I am satisfied with my family life," 4) "So far I have gotten the important things I want in my family life," and "If I could live my family life over, I would change almost nothing." In the Satisfaction with Family Life scale, statements were worded so responses over 4 would represent satisfaction.

Data Analysis

Data was entered into SPSS version 25. A frequency test was conducted to understand the demographics of the sample. Descriptive statistic testing was conducted on the questionnaires determining the frequencies and mean of the responses on the FLAP and the work-interface scales. Missing data was excluded if there was not a response in certain questions. Mean scores were assigned to respondents based on the averages of the responses on the work-interface scales. Mean scores were used to create the work profiles by creating a profile for the whole sample.

Bivariate correlation testing was conducted to test relationships between variables. First, correlations were tested between WFC and the frequencies of core/balance activities, then bivariate correlation testing was conducted on core/balance activities satisfaction and WFC

stressors to examine if the different stressors were related to the participation of each activity. All bivariate correlation testing utilized Pearson coefficients. Descriptive statistic testing was conducted on home-based activities and community-based activities to examine which place family leisure took place in more frequently. Mean scores were assigned based on the responses and compared. Descriptive statistic testing was conducted to identify the means of responses to physical activity questions associated with type of disability of the child.

Results

A series of test were conducted to answer the research questions: 1) What is the work profiles of families with a child with disabilities 2) What are the leisure profiles? and 3) What and the relationship between work and family leisure? Descriptive statistics, reliability testing and correlation were the tests conducted.

To aid in creating work profiles, descriptive statistics were analyzed to identify the levels in which participants experience relating to role theory. Table 13 describes the means (M) and standard deviations (SD) of the role theory subscales. Statements were responded to on a 5-point Likert scale (1 to 5) with 1 representing “strongly disagree” and 5 representing “strongly agree.” Statements in the WFB section are worded so numbers over 3 would represent a positive report of WFB. On average, parents felt they had a good WFB ($M = 3.77$, $SD = .800$). Statements in the WFC sections were worded so responses over 3 would represent a negative report of WFC in all three sectors. Parents mostly disagreed with all the stressor questions, for example, behavior-based FIW reported the lowest mean ($M = 2.26$, $SD = .956$). Satisfaction with Family Life ($M = 5.20$, $SD = 1.19$) was measured with a 7-point Likert scale with 1 representing “strongly agree”

and 7 representing “strongly agree.” In the Satisfaction with Family Life scale, statements were worded so responses over 4 would represent optimal satisfaction.

TABLE 13

<i>Means and standard deviations of Role Theory Subscales</i>		
	M	SD
WFB	3.77	.800
Time WIF	2.84	1.03
Time FIW	2.33	1.04
Strain WIF	2.90	1.13
Strain FIW	2.33	1.09
Behavior WIF	2.32	.814
Behavior FIW	2.26	.956
SWFL	5.20	1.19

To aid in creating leisure profiles, descriptive statistics were analyzed to encompass the frequencies, durations, and satisfaction of core activities. Table 14 represents the means (M) and standard deviations (SD) of the core activities FLAP questions of the questionnaire. Frequency was measured on a 4-point Likert scale ranging from “At least daily” to “at least annually.” On average, the most frequent activity for core activities were “home-based activities” (M = 1.38, SD = .492). Duration was measured on a 12-point Likert scale ranging from “less than 1hr” to “greater than 1 day.” Parents reported on average that “family member’s activities” (M = 2.64, SD = 1.624). The last part of the FLAP is satisfaction which is measured on a 5-point Likert scale ranging from “very dissatisfied” to “very satisfied.” On average, parents reported being the most satisfied “religious/spiritual activities” (M = 4.17, SD = .958).

TABLE 14

Means and Standard Deviations for Core Activities

	Frequency		Duration		Satisfaction	
	M	SD	M	SD	M	SD
Dinner	1.49	.553	1.15	.362	4.12	.916
Home-Based Activities	1.38	.492	2.38	1.14	3.98	.869
Games	2.81	.877	2.29	1.14	3.63	1.04
Hobbies	2.66	.769	2.23	1.05	3.49	1.09
Home-based Outdoor	2.18	.683	2.08	1.05	3.62	1.10
Home-based Sport	2.58	.806	1.89	.900	3.34	1.12
Family Activities	2.56	.735	2.64	1.62	3.89	.894
Religious/Spiritual	2.11	.676	2.40	.812	4.17	.958

Note: Frequency (1 = Daily, 2 = Weekly, 3 = Monthly, 4 = Annually), Duration (1 = > 1hr, 2 = 1-2 hours, 3 = 2-3 hours, 4 = 3-4 hours, 5 = 4-5 hours, 6 = 5-6 hours, 7 = 6-7 hours, 8 = 7-8 hours, 9 = 8-9 hours, 10 = 9-10 hours, 11 = > 10 hours, 12 = > 1 day), Satisfaction (1=Very Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied)

Descriptive statistics analysis was continued with balance activities to aid in creating leisure profiles. Table 15 represents the means (M) and standard deviations (SD) of the balance activities FLAP questions of the questionnaire. Frequency was measured on a 4-point Likert scale ranging from “At least daily” to “at least annually.” On average, the most frequent activity from balance activities were “community-based social events” (M = 2.22, SD = .800). Duration was measured on a 12-point Likert scale ranging from “less than 1hr” to “greater than 1 day.” Duration varies after “community-based special events” the Likert scale is extended taking in the account of time ranging from 2 days until 17 days. Parents reported on average that “tourism” (M= 19.52, SD = 10.9). The last part of the FLAP is satisfaction which is measured on a 5-point Likert scale ranging from “very dissatisfied” to “very satisfied.” On average, parents reported being the most satisfied “community-based special events” (M = 4.00, SD = .922).

TABLE 15

<i>Means and Standard Deviations for Balance Activities</i>						
	Frequency		Duration		Satisfaction	
	M	SD	M	SD	M	SD
Community Based Social	2.22	.800	2.60	.928	3.88	1.04
Spectator Activities	3.00	.592	2.95	.893	3.78	.962
Community Based Sport	2.86	.798	2.47	.878	3.72	1.05
Community Special Events	3.45	.552	6.45	5.22	4.00	.922
Outdoor Activities	3.48	.724	7.52	6.89	3.42	1.03
Water Based Activities	3.00	.858	4.95	3.28	3.58	1.06
Outdoor Adventure Activities	4.00	.000	5.57	5.25	3.14	1.01
Tourism	3.90	.379	19.1	10.9	3.92	.997

Note. Duration varies by activity, Duration (1 = > 1hr, 2 = 1-2 hours, 3 = 2-3 hours, 4 = 3-4 hours, 5 = 4-5 hours, 6 = 5-6 hours, 7 = 6-7 hours, 8 = 7-8 hours, 9 = 8-9 hours, 10 = 9-10 hours, 11 = > 10 hours, 12 = 1 day, 13= 2 days, 14 = 3 days, 15 = 4 days, 16 = 5 days, 17 = 6 days, 18 = 1 week, 19 = 8 days, etc.)

According to literature, home activities and community activities occurred equally, descriptive statistics were analyzed to test this notion. Table 16 represents the means of frequencies between community and home activities. Mean scores were assigned based on the responses of parents to each frequency question. On average activities took place in the home more often (M =1.73, SD = .463).

TABLE 16

<i>Means and Standard Deviations of Home and Community Activities</i>		
	M	SD
Community Activities	2.55	.451
Home Activities	1.73	.463

Note: Frequency (1 = Daily, 2 =Weekly, 3 = Monthly, 4 = Annually)

Descriptive statistics were analyzed to compare physical activities and non-physical activities categorized by disability. Table 17 represents the means and standard deviations of physical activities and non-physical activities of various disabilities. The means represent the frequencies of participation to investigate which activities the respective families engage in most. Physical activities consisted of Home-based Outdoor Activities, Home-Based Sports, Community Sports, Outdoor adventure, and Water activities. Non-physical activities consisted of Dinner, Home-Based Activities, Games, Hobbies, Family activities, Religious/Spiritual activities, Community Social Events, Community Special events, Tourism. Families with a child with an intellectual disability engaged in physical activities more often than the other groups ($M = 1.90$, $SD = .662$).

TABLE 17

<i>Means and Standard deviations of physical and non-physical activities</i>				
	Physical		Non-Physical	
	M	SD	M	SD
Down Syndrome	2.13	.653	2.28	.343
Autism	2.05	.327	2.02	.917
Intellectual Disability	1.90	.662	2.16	.430

Correlation testing was conducted to identify if activity frequency had a relationship with WFC subscales. Table 18 represents correlations between frequencies of core activities and WFC subscales. According to table 18, there are significant correlations between subscales. A core activity mean score was assigned based on the average of responses in that category. The relationships were investigated utilizing Pearson's correlations. There was negative correlation between Time-based FIW and satisfaction with family life ($r(40) = -.53, p < .01$). Strain-based WIF had a significant relationship with a few subscales, for example, satisfaction with family life ($r(35) = .49, p < .01$). There was no significance between the frequency of core activities and the WFC subscales.

TABLE 18

Correlation Results between Core Activities, WFC subscales, and SWFL

	1	2	3	4	5	6	7	8
Core Activities	-							
Time WIF	.320	-						
Time FIW	-.049	.339*	-					
Strain WIF	.008	.409*	.452**	-				
Strain FIW	-.082	.072	.567**	.527**	-			
Behavior WIF	-.208	.119	.263	.396*	.305	-		
Behavior-FIW	-.182	.296	.309	.515**	.317	.665**	-	
SWFL	.219	-.155	-.532**	-.499**	-.537**	-.211	-.385*	-

Note: *p < .05, **p < .01

Correlation testing was continued to examine a relationship between balance activity frequency and WFC subscales. Table 19 represents correlations between balance activities and WFC subscales. According to the table, there are significant correlations between subscales. A balance activity mean score was assigned based on the average of responses in that category. These relationships were investigated utilizing Pearson's correlations. There was a significant relationship with the frequencies of balances activities and Time-based WIF ($r(34) = .43, p < .01$).

TABLE 18

Correlation Results between Balance Activities, WFC subscales, and SWFL

	1	2	3	4	5	6	7	8
Balance Activities	-							
Time WIF	.438*	-						
Time FIW	.162	.339*	-					
Strain WIF	.082	.409*	.452	-				
Strain FIW	-.061	.072	.567**	.527**	-			
Behavior WIF	-.075	.119	.263	.396*	.305	-		
Behavior-FIW	-.012	.296	.309	.515**	.317	.665*	-	
SWFL	.100	-.155	-.532**	-.499**	-.537	.211	.385*	-

Note. * $p < .05$, ** $p < .01$

To aid in answering the third question, correlation testing was conducted to identify a relationship between role theory and core activity satisfaction. Table 20 represents the correlations between WFC, WFB, SWFL, and core activity satisfaction scales. These relationships were investigated utilizing Pearson's correlations. There are negative correlations between WFC and core activity satisfaction scales, for instance, there is a weak negative correlation between WFC and Home-based outdoor activities ($r(36) = -.39, p = < .01$). Table 20 also has a moderate negative correlation between WFC and SWFL ($r(34) = -.57, p = < .01$). According to the table, SWFL has a significant relationship in all activity satisfaction scales, for, there is a moderate positive correlation between SWFL and dinner satisfaction ($r(38) = .37, p = < .05$). According to table 20, WFB has significant relationships with several activity satisfactions such as participation in games ($r(36) = .41, p = < .05$). WFB also has a moderate positive correlation with SWFL ($r(36) = .45, p = < .01$).

TABLE 19

Correlations between WFC, WFB, SWFL, and Core Activity Satisfaction Scales

	1	2	3	4	5	6	7	8	9
WFC	-								
WFB	-.478**	-							
Dinner	-.272	.194	-						
Activities (Home)	-.393*	.258	.463**	-					
Games	-.562**	.413**	.383*	.617**	-				
Outdoor (Home)	-.397*	.331*	.480**	.601**	.712**	-			
Sport (Home)	-.486**	.359*	.435**	.635**	.712**	.857**	-		
Family Members	-.466**	.250	.252	.577**	.672**	.513**	.577**	-	
SWFL	-.577**	.451**	.370*	.506**	.588**	.558**	.574**	.518**	-

Note. *p < .05, **p < .01

Correlation testing was continued with balance satisfaction scales to identify a relationship with role theory. Table 21 represents the correlations between WFC, WFB, SWFL, and balance activity satisfaction scales. These relationships were investigated utilizing Pearson's correlations. There are negative correlations between WFC and balance activity satisfaction scales, for instance, there is a weak negative correlation between WFC and Community Based Sports ($r(31) = -.49, p < .01$). Table 10 also has a moderate negative correlation between WFC and Outdoor Activities ($r(30) = -.50, p = < .01$). WFB had significant relationships with several activity satisfactions, such as a moderate correlation with tourism ($r(35) = .35, p = < .05$).

TABLE 20

Correlations between WFC, WFB, SWFL, and Balance Activity Satisfaction Scales

	1	2	3	4	5	6	7	8	9
WFC	-								
WFB	-.478**	-							
Social	-.439**	.495**	-						
Spectator	-.350*	.384*	.787**	-					
Sport (Community)	-.491**	.340*	.431**	.377*	-				
Special Events	-.268	.037	.489**	.436**	.422**	-			
Outdoor Activities	-.509**	.077	.562**	.565**	.550**	.486**	-		
Tourism	-.435*	.358*	.552**	.600**	.501**	.514**	.559**	-	
SWFL	-.577**	.451**	.582**	.526**	.550**	.281	.621**	.717**	-

Note. *p < .05, **p < .01

WFC was broken into the subscales to identify where relationships lied specifically between subscales and core activity satisfaction. Table 22 represents the correlations between WFC subscales, core activity satisfaction, and SWFL. The relationships were examined with Pearson correlations. This test was conducted to examine where specifically correlations were apparent. For instance, there is a strong negative correlation between Strain FIW and Family Member's Activities ($r(33) = -.60, p = < .01$). There is a weak moderate correlation between Strain WIF and SWFL ($r(35) = -.50, p = < .01$).

TABLE 21

Correlations Between WFC Subscales, Core Activity Satisfaction, and SWFL

	1	2	3	4	5	6	7	8	9	10
Strain WIF	-									
Strain FIW	.527**	-								
Behavior WIF	.396*	.305	-							
Dinner	-.287	-.320*	-.214	-						
Home Activities	-.258	-.584**	-.241	.463**	-					
Games	-.393*	-.557**	-.372*	.383*	.617**	-				
Home Outdoor	-.287	-.498**	-.329*	.480**	.601**	.712**	-			
Home Sport	-.383*	-.592**	-.349*	.435**	.635**	.712**	.857**	-		
Family Activities	-.254	-.607**	-.259	.252	.577**	.672**	.513**	.577**	-	
SWFL	-.500**	-.537**	-.211	.370*	.506**	.588**	.558**	.574**	.518**	-

Note. *p < .05, **p < .01

Correlation testing was continued with balance activity satisfaction and WFC subscales. Table 23 represents the correlations between WFC subscales, balance activity satisfaction, and SWFL. The relationships were examined with Pearson correlations. This test was conducted to examine where specifically correlations were apparent. Time FIW correlated with a majority of balance activity satisfaction, for instance, there is a weak negative correlation between Time FIW and tourism satisfaction ($r(35) = -.34, p < .05$). There is also a moderate negative correlation between Time FIW and SWFL ($r(36) = -.53, p = < .01$).

TABLE 22

Correlations Between WFC Subscales, Balance Activity Satisfaction, and SWFL

	1	2	3	4	5	6	7	8	9	10
Time FIW	-									
Strain WIF	.452**	-								
Strain FIW	.567**	.527**	-							
Social	-.402*	-.344*	-.657**	-						
Spectator	-.353*	-.320	-.510**	.787**	-					
Community Sport	-.421*	-.336*	-.428**	.431**	.377*	-				
Special Events	-.206	.034	-.401*	.489**	.436**	.422**	-			
Outdoor Activities	-.474**	-.264	-.598**	.562**	.565**	.550**	.486**	-		
Tourism	-.341*	-.287	-.313	.552**	.600**	.501**	.514**	.559**	-	
SWFL	-.532**	-.499**	-.537**	.582**	.526**	.550**	.281	.621**	.717**	-

Note. *p < .05, **p < .01

Discussion

The purpose of this study was to investigate role theory and the relationship with family leisure. From this purpose originated three research questions, 1) what are work profiles for families of a child with disabilities, 2) what are the leisure profiles, and 3) what is the relationship between the work profiles and family leisure. The study sought to connect role theory and family leisure as there is little to no literature discussing the two together.

Work Profiles

As mentioned above, one caveat of this study was to create work profiles for the families in this study and understand participant's experience with role conflict. The findings suggest that parents of children with disabilities have a positive sense of WFB. According to Scott (2010), perception of WFB can stem from relationship status, whereas, families that had married parents had a more positive perception of WFB. The sample of parents were predominately married, so one may make the assumption that was the cause for the high reports of WFB. Due to the findings, this study cannot make a conclusion, but future research with a more diverse sample may yield more significant relationships. According to Brown and Clark (2017), WFB for parents with a child with a disability has been linked to number of children and type of disability; the findings yielded no significant relationships between WFB and these demographics, but WFB did have a positive relationship with SWFL. There were no significant relationships between WFC as well, this may be due to the low sample size and a larger sample size may yield more significant relationships. According to the findings, on average, the scores of the stressor subscales were fairly low. This means that parents disagree with stressors and perceive that they have low levels of WFC. There is little to no literature on parents of a child with a disability and

reports connected to the stressors of WFC. There were significant relationships between stressor subscales and SWFL, predominantly negative relationships, the findings support the work of Li, Shaffer, and Bagger (2015) as they investigated FIW and life satisfaction. For instance, Strain FIW was negatively correlated with SWFL, which could mean that the more a parent is frustrated with family life interfering with their work, that strain can have a negative relationship with parent's family life.

Family Leisure Profiles

The second caveat of the present study is to establish family leisure profiles for families with children with disabilities. According to the findings, home-based activities, such as watching TV, were the most frequented activities followed by dinner and social events. These findings are supported by Mactavish and Schelein (2000;2004). Families participated in home activities more frequently which supports Zabriskie and McCormick (2003), but does not support Mactavish and Schelein (2004) where they found that families equally shared time between community and home activities. Home based activities, other than watching tv, may be the time where children learn valuable skills that can aid them in their development (Zabriskie & McCormick, 2001). Families were most satisfied in religious/spiritual activities and community based social events. Religion/spiritual activities were interesting because families on average participated in religious/spiritual activity weekly, but still most satisfied. Families may be more satisfied in religious/spiritual activities due to the sample being from the southeastern United States which is the "Bible Belt" where religion, specifically Christianity, is globally touted in the area. Community social events may be more satisfied due to families creating a network of support and most likely may be cost efficient. The frequency of core/balance activities did not yield significant relationships to SWFL, but the findings did find positive significant

relationships between activity satisfaction and SWFL which supports Agate et al. (2009). Mactavish & Schelien (2004) found that most activities took place in equally the home and community settings. The present study found that home activities occur more frequently in the home consistent with Zabriskie & McCormick (2001). There is little to no literature on what physical activities to non-physical activities based on disability. According to the findings, families with a child with an intellectual disability participated in physical activities more than any other group and families with a child with autism participated in more non-physical activities.

The Relationship Between Family Activities and Role Theory

There is little to no literature connecting role theory and family activities. The study found no significant relationship found between core activities and WFC subscales and WFB. There was a significant relationship between the frequency of balance activities and WFC subscales such as Time FIW. One of the most interesting aspects of the findings is the relationships between activity satisfaction, WFC, WFB, and SWFL. For instance, WFC had a negative correlation with almost every activity satisfaction. According to the findings, WFB has relationships with several activity satisfactions. All of the relationships are positive which are contrary to WFC where all the relationships are negative. The study then examined deeper on where specific activities were related with specific subscales. The study found several relationships between subscales and activities such as a strong negative correlation between Strain FIW and Community Social Events. The findings displayed that not all WFC subscales have a significant relationship with activity satisfaction. The TWIF subscale had significant relationships with every balance activity satisfaction scale except with special events. According to Zabriskie & McCormick (2001) balance activities are spontaneous and may be dependent on

time, the findings are understandable as a conflict with work may have a relationship with how families participate in the activities they are satisfied the most. The findings suggest that further research must be conducted to understand the connection between role theory and family leisure.

Limitations

There were various limitations with the study. This study was a secondary data analysis, so it may have had an impact on the type of information that was given, such as motivations for responses or negotiation methods. Another limitation that the study was strictly quantitative, so it only provided one aspect of parent's experiences of role theory and family leisure. There was also a small sample size which may influenced how many significant relationships there were and may have yielded some sample bias.

Future Research

The study suggests that future research should be conducted on the topic of role theory and family leisure. For future research, it is suggested to add a qualitative approach to add more context to the quantitative data. Future research should utilize time diaries to truly measure time in the areas of work and family leisure, Robinson and Godbey (1999) found this to be one of the most accurate forms of measuring time. Also, future research should include a larger diverse sample size to avoid sample bias. The relationship between WFC stressors and activity satisfaction should be investigated further, possibly with regression models, to identify how much WFC stressors can influence activity satisfaction and SWFL. Also, for future research, research should focus on male responses and female responses to investigate similarities and/or differences in role theory responses and adding items regarding role guilt and role stress.

Conclusion

The purpose of this study was to examine the connection between role theory and family leisure. The study sought to 1) create work profiles, 2) create leisure profiles for families with a child with disabilities and 3) investigate the relationship between the role theory and family leisure. The findings of the study found a definite relationship between family leisure and role theory. The study utilized previous literature from role theory and family leisure to bridge a gap between the two concepts and further the discussion on the relationship. Conflict can be seen as a good thing in some aspects, some people utilize conflict to enrich their work and family roles. The information gained in this study will benefit families with disabilities, organizational administrators, and people in the community.

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Appendix

Appendix A

Work Family Balance Scale (Carlson, Grzywacz, & Zivnuska, 2009)

1. I am able to negotiate and accomplish what is expected of me at work and in my family.
2. I do a good job of meeting the role expectations of critical people in my work and family life.
3. People who are close to me would say that I do a good job of balancing work and family.
4. I am able to accomplish the expectations that my supervisors and my family have for me.
5. My co-workers and members of my family would say that I am meeting their expectations.
6. It is clear to me, based on feedback from co-workers and family members, that I am accomplishing both my work and family responsibilities.

Work-Family & Family-Work Conflict Scale (Carlson, Kacmar, and Williams, 2000)

Time-based work interference with family

1. My work keeps me from my family activities more than I would like.
2. The time I must devote to my job keeps me from participating equally in household responsibilities and activities.
3. I have to miss family activities due to the amount of time I must spend on work responsibilities.

Time-based family interference with work

4. The time I spend on family responsibilities often interfere with my work responsibilities.
5. The time I spend with my family often causes me not to spend time in activities at work that could be helpful to my career.
6. I have to miss work activities due to the amount of time I must spend on family responsibilities.

Strain-based work interference with family

7. When I get home from work I am often too frazzled to participate in family activities/ responsibilities.
8. I am often so emotionally drained when I get home from work that it prevents me from contributing to my family.
9. Due to all the pressures at work, sometimes when I come home I am too stressed to do the things I enjoy.

Strain-based family interference with work

10. Due to stress at home, I am often preoccupied with family matters at work.
11. Because I am often stressed from family responsibilities, I have a hard time concentrating on my work.
12. Tension and anxiety from my family life often weakens my ability to do my job.

Behavior-based work interference with family

- 13. The problem-solving behaviors I use in my job are not effective in resolving problems at home.
- 14. Behavior that is effective and necessary for me at work would be counterproductive at home.
- 15. The behaviors I perform that make me effective at work do not help me to be a better parent and spouse.

Behavior-based family interference with work

- 16. The behaviors that work for me at home do not seem to be effective at work.
- 17. Behavior that is effective and necessary for me at home would be counterproductive at work.
- 18. The problem-solving behavior that work for me at home does not seem to be as useful at work.

Appendix B

Family Leisure Activity Profile (FLAP)

The following questions ask about the activities you do with family members. Please refer to the last year or so. These questions ask about groups of activities, so try to answer in terms of the group as opposed to any one specific example. This may require you to “average” over a few different activities. Don’t worry about getting it exactly “right.” Just give your best estimate.

Take a moment to look at the example below. This will give you some instruction on how to fill in your answers.

QUESTION: Do you participate in home-based activities (for example watching TV/videos, listening to music, reading books, singing, etc.) with family members?

First do you do these activities? → YES X NO ____

→

If YES how often?	
At least daily	
At least weekly	x
At least monthly	
At least annually	

Next, how often do you usually do these activities?

For about how long per time? (check only one)					
< 1 hour		1-2 hrs		2-3 hours	x
3-4 hours		4-5 hours		5-6hours	
6-7 hours		7-8 hours		8-9 hours	
9-10 hours		>10 hours		> 1 day	

Then, about how long, on average, do you typically do this type of activity each time you do it?

Last, how satisfied are you with your participation with family members in these activities? Please answer this question EVEN IF YOU DO NOT do these activities with your family.

How satisfied are you with your participation with family members in these activities? (please circle one)

Very
Dissatisfied

1

2

3

4

Very
Satisfied

5

Symbol Key

< = less than (e.g. < 1 hour reads “less than one hour”)

> = more than (e.g. > 10 hours reads “more than ten hours”)

1. Do you have dinners, at home, with family members?

YES _____ NO ____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	



For about how long per time? (check only one)				
< 1 hour		1-2 hrs		2-3 hours
3-4 hours		4-5 hours		5-6hours

How satisfied are you with your participation or lack of participation, with family members in these activities? (please circle one)

Very
Dissatisfied

Very
Satisfied

1

2

3

4

5

2. Do you participate in home-based activities (for example watching TV/videos, listening to music, reading books, singing, etc.) with family members?

YES _____ NO ____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	



For about how long per time? (check only one)				
< 1 hour		1-2 hrs		2-3 hours
3-4 hours		4-5 hours		5-6hours
6-7 hours		7-8 hours		8-9 hours
9-10 hours		>10 hours		> 1 day

How satisfied are you with your participation with family members in these activities? (please circle one)

Very
Dissatisfied

Very
Satisfied

1

2

3

4

5

3. Do you participate in games (for example playing cards, board games, video games, darts, billiards, etc.) with family members?

YES _____ NO ____

If YES how often?	
At least daily	
At least weekly	

For about how long per time? (check only one)				
< 1 hour		1-2 hrs		2-3 hours
3-4 hours		4-5 hours		5-6hours

At least monthly		→	6-7 hours		7-8 hours		8-9 hours	
At least annually			9-10 hours		>10 hours		> 1 day	

How satisfied are you with your participation with family members in these activities? (please circle one)

Very
Dissatisfied

Very
Satisfied

1

2

3

4

5

4. Do you participate in crafts, cooking, and/or hobbies (for example drawing, scrap books, baking cookies, sewing, painting, ceramics, etc.) with family members?

YES _____ NO ____

If YES how often?		→	For about how long per time? (check only one)	
At least daily			< 1 hour	1-2 hrs
At least weekly			3-4 hours	4-5 hours
At least monthly			6-7 hours	7-8 hours
At least annually			9-10 hours	>10 hours
				> 1 day

How satisfied are you with your participation with family members in these activities? (please circle one)

Very
Dissatisfied

Very
Satisfied

1

2

3

4

5

5. Do you participate in home-based outdoor activities (for example star gazing, gardening, yard work, playing with pets, walks, etc.) with family members?

YES _____ NO ____

If YES how often?		→	For about how long per time? (check only one)	
At least daily			< 1 hour	1-2 hrs
At least weekly			3-4 hours	4-5 hours
At least monthly			6-7 hours	7-8 hours
At least annually			9-10 hours	>10 hours
				> 1 day

How satisfied are you with your participation with family members in these activities? (please circle one)

Very
Dissatisfied

Very
Satisfied

1

2

3

4

5

6. Do you participate in home-based sport/games activities (for example playing catch, shooting baskets, frisbee, bike rides, fitness activities, etc.) with family members?

YES _____ NO ____

If YES how often?		For about how long per time? (check only one)					
At least daily		< 1 hour		1-2 hrs		2-3 hours	
At least weekly		3-4 hours		4-5 hours		5-6hours	
At least monthly		6-7 hours		7-8 hours		8-9 hours	
At least annually		9-10 hours		>10 hours		> 1 day	

How satisfied are you with your participation with family members in these activities? (please circle one)

Very Dissatisfied Very Satisfied

1 2 3 4 5

7. Do you attend other family members' activities (for example watching or leading their sporting events, musical performances, scouts, etc.)?

YES _____ NO ____

If YES how often?		For about how long per time? (check only one)					
At least daily		< 1 hour		1-2 hrs		2-3 hours	
At least weekly		3-4 hours		4-5 hours		5-6hours	
At least monthly		6-7 hours		7-8 hours		8-9 hours	
At least annually		9-10 hours		>10 hours		> 1 day	

How satisfied are you with your participation with family members in these activities? (please circle one)

Very Dissatisfied Very Satisfied

1 2 3 4 5

8. Do you participate in religious/spiritual activities (for example going to church activities, worshipping, scripture reading, Sunday school, etc.) with family members?

YES _____ NO ____

If YES how often?		For about how long per time? (check only one)					
At least daily		< 1 hour		1-2 hrs		2-3 hours	
At least weekly		3-4 hours		4-5 hours		5-6hours	
At least monthly		6-7 hours		7-8 hours		8-9 hours	
At least annually		9-10 hours		>10 hours		> 1 day	

How satisfied are you with your participation with family members in these activities? (please circle one)

Very Dissatisfied Very Satisfied

1 2 3 4 5

9. Do you participate in community-based social activities (for example going to restaurants, parties, shopping, visiting friends/ neighbors, picnics, etc.) with family members?

YES _____ NO ____

If YES how often?		For about how long per time? (check only one)					
At least daily		< 1 hour		1-2 hrs		2-3 hours	
At least weekly		3-4 hours		4-5 hours		5-6hours	
At least monthly		6-7 hours		7-8 hours		8-9 hours	
At least annually		9-10 hours		>10 hours		> 1 day	

How satisfied are you with your participation with family members in these activities? (please circle one)

Very Dissatisfied Very Satisfied

1 2 3 4 5

10. Do you participate in spectator activities (for example going to movies, sporting events, concerts, plays or theatrical performances, etc.) with family members?

YES _____ NO ____

If YES how often?		For about how long per time? (check only one)					
At least daily		< 1 hour		1-2 hrs		2-3 hours	
At least weekly		3-4 hours		4-5 hours		5-6hours	
At least monthly		6-7 hours		7-8 hours		8-9 hours	
At least annually		9-10 hours		>10 hours		> 1 day	

How satisfied are you with your participation with family members in these activities? (please circle one)

Very Dissatisfied Very Satisfied

1 2 3 4 5

11. Do you participate in community-based sporting activities (for example bowling, golf, swimming, skating, etc.) with family members?

YES _____ NO _____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	



For about how long per time? (check only one)					
< 1 hour		1-2 hrs		2-3 hours	
3-4 hours		4-5 hours		5-6hours	
6-7 hours		7-8 hours		8-9 hours	
9-10 hours		>10 hours		> 1 day	

How satisfied are you with your participation with family members in these activities? (please circle one)

Very
Dissatisfied

Very
Satisfied

1

2

3

4

5

12. Do you participate in community-based special events (for example visiting museums, zoos, theme parks, fairs, etc.) with family members?

YES _____ NO _____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	



For about how long per time? (check only one)					
< 1 hour		1-2 hrs		2-3 hours	
3-4 hours		4-5 hours		5-6hours	
6-7 hours		7-8 hours		8-9 hours	
9-10 hours		>10 hours			
1 day		8 days		15 days	
2 days		9 days		16 days	
3 days		10 days		17 days	
4 days		11 days		18 days	
5 days		12 days		19 days	
6 days		13 days		20 days	
One week		Two weeks		3 or more weeks	

How satisfied are you with your participation with family members in these activities? (please circle one)

Very
Dissatisfied

Very
Satisfied

1

2

3

4

5

13. Do you participate in outdoor activities (for example camping, hiking, hunting, fishing, etc.) with family members?

YES _____ NO _____

If YES how often?	
-------------------	--

For about how long per time? (check only one)					
---	--	--	--	--	--

At least daily		➔	< 1 hour		1-2 hrs		2-3 hours	
At least weekly			3-4 hours		4-5 hours		5-6hours	
At least monthly			6-7 hours		7-8 hours		8-9 hours	
At least annually			9-10 hours		>10 hours			
			1 day		8 days		15 days	
			2 days		9 days		16 days	
			3 days		10 days		17 days	
			4 days		11 days		18 days	
			5 days		12 days		19 days	
			6 days		13 days		20 days	
			One week		Two weeks		3 or more weeks	

How satisfied are you with your participation with family members in these activities? (please circle one)

Very Dissatisfied Very Satisfied

1 2 3 4 5

14. Do you participate in water-based activities (for example water skiing, jet skiing, boating, sailing, canoeing, etc.) with family members?

YES _____ NO ____

If YES how often?		➔	For about how long per time? (check only one)					
At least daily			< 1 hour		1-2 hrs		2-3 hours	
At least weekly			3-4 hours		4-5 hours		5-6hours	
At least monthly (during season)			6-7 hours		7-8 hours		8-9 hours	
At least annually			9-10 hours		>10 hours			
			1 day		8 days		15 days	
			2 days		9 days		16 days	
			3 days		10 days		17 days	
			4 days		11 days		18 days	
			5 days		12 days		19 days	
			6 days		13 days		20 days	
			One week		Two weeks		3 or more weeks	

How satisfied are you with your participation with family members in these activities? (please circle one)

Very Dissatisfied Very Satisfied

1 2 3 4 5

15. Do you participate in outdoor adventure activities (for example rock climbing, river rafting, off-road vehicles, scuba diving, etc.) with family members?

YES _____ NO ____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	



For about how long per time? (check only one)			
< 1 hour		1-2 hrs	
3-4 hours		4-5 hours	
6-7 hours		7-8 hours	
9-10 hours		>10 hours	
1 day		8 days	
2 days		9 days	
3 days		10 days	
4 days		11 days	
5 days		12 days	
6 days		13 days	
One week		Two weeks	
		3 or more weeks	

How satisfied are you with your participation with family members in these activities? (please circle one)

Very
Dissatisfied

Very
Satisfied

1

2

3

4

5

16. Do you participate in tourism activities (for example family vacations, traveling, visiting historic sites, visiting state/national parks, etc.) with family members?

YES _____ NO ____

If YES how often?	
At least daily	
At least weekly	
At least monthly	
At least annually	



For about how long per time? (check only one)			
< 1 hour		1-2 hrs	
3-4 hours		4-5 hours	
6-7 hours		7-8 hours	
9-10 hours		>10 hours	
1 day		8 days	
2 days		9 days	
3 days		10 days	
4 days		11 days	
5 days		12 days	
6 days		13 days	
One week		Two weeks	
		3 or more weeks	

How satisfied are you with your participation with family members in these activities? (please circle one)

Very Dissatisfied					Very Satisfied
1	2	3	4	5	

Satisfaction with Family Life Scale (SWFL)

Below are five statements with which you may agree or disagree. Using the 1-7 scale below, indicate your agreement with each item by circling the appropriate number on the line following that item. Please be open and honest in responding.

1	2	3	4	5	6	7
strongly disagree	disagree	slightly disagree	neither agree nor disagree	slightly agree	agree	strongly agree

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 1. In most ways my family life is close to ideal. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. The conditions of my family life are excellent. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. I am satisfied with my family life. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. So far I have gotten the important things I want in my family life. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. If I could live my family life over, I would change almost nothing. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Demographic Questions

- Please indicate your age:
 - 18-25 26-30 31-35 36-40 41-45 46-50 51-55 56-60 61-65 66-70 70+
 - Prefer not to answer
- Please indicate your gender:
 - Female Male Prefer not to answer
- Please indicate your race:
 - White/Caucasian Black/African American Hispanic/Latino Native American Asian/Pacific Islander Other Prefer not to answer
- Please indicate marital status:

- Married Widowed Divorced Single Prefer not to answer
- Please indicate how many children you have:
 - 0 1 2 3 4 5 6 7+ Prefer not to answer
- Please indicate the age range of your children
 - 0-5 6-10 11-15 16-20 21+
- Please indicate your current coaching position:
 - Assistant/Coordinator /Position coach Head Coach
- Please indicate how many seasons you have been coaching at your current institution:
 - 0 1 2 3 4 5 6 7 8 9 10+
- Please indicate how long you have been coaching in total:
 - 0-3 4-7 8-10 11-13 14-17 18-20 20+

Vita

Darrien Watson is from Monticello, Arkansas and he is the son of Charles and Eunice Watson. He has one brother Charles Jr. and his family has served as motivation for his entire career. Darrien graduated from Langston University in Langston, Oklahoma with a bachelor of science in Health, Physical Education, and Recreation. Upon graduating, Darrien decided to continue his education at the University of Tennessee in the Recreation and Sport Management with a concentration in Therapeutic Recreation Masters program. He has developed great relationships with the staff and the students at Tennessee and is grateful to be a Volunteer. Darrien plans to become a faculty professor at a university and help provide students from minority institutions navigate through college.