2007

Female athletic trainers perspectives on parenthood in the collegiate setting

Alice Loeb sack
San Jose State University

Follow this and additional works at: https://scholarworks.sjsu.edu/etd_theses

Recommended Citation

Loeb sack, Alice, "Female athletic trainers perspectives on parenthood in the collegiate setting" (2007).
Master's Theses. 3462.

DOI: <https://doi.org/10.31979/etd.7ysm-pdez>
https://scholarworks.sjsu.edu/etd_theses/3462

This Thesis is brought to you for free and open access by the Master's Theses and Graduate Research at SJSU ScholarWorks. It has been accepted for inclusion in Master's Theses by an authorized administrator of SJSU ScholarWorks. For more information, please contact scholarworks@sjsu.edu.

FEMALE ATHLETIC TRAINERS PERSPECTIVES ON PARENTHOOD IN THE
COLLEGIATE SETTING

A Thesis

Presented to

The Faculty of the Department of Kinesiology

San Jose State University

In Partial Fulfillment

of the Requirements for the Degree

Masters of Arts

by

Alice Loeb sack ATC

August 2007

UMI Number: 1448853

Copyright 2007 by
Loeb sack, Alice

All rights reserved.

INFORMATION TO USERS

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleed-through, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

UMI[®]

UMI Microform 1448853

Copyright 2007 by ProQuest Information and Learning Company.

All rights reserved. This microform edition is protected against
unauthorized copying under Title 17, United States Code.

ProQuest Information and Learning Company
300 North Zeeb Road
P.O. Box 1346
Ann Arbor, MI 48106-1346

© 2007

Alice R. Loeb sack

ALL RIGHTS RESERVED

APPROVED FOR THE DEPARTMENT OF KINESIOLOGY

Dr. Leamor Kahanov

Dr. Matthew Masucci

Jeff Roberts

APPROVED FOR THE UNIVERSITY

ABSTRACT

FEMALE ATHLETIC TRAINERS PERSPECTIVES ON PARENTHOOD IN THE COLLEGIATE SETTING

by Alice R. Loeb sack

The objective of this research is to gain an understanding of female athletic trainers' perspectives on childbearing and how it pertains to a career in the collegiate setting. The thesis was developed into three chapters, the introduction, the journal article, and the extended support material. Approval from the IRB was obtained before the study was initiated. An original survey was developed to assess perspectives of female athletic trainers in regards to career, specifically the collegiate setting. The survey was delivered via e-mail broadcast to female athletic trainers of the National Athletic Trainers Association (NATA) through surveymonkey.com. Of the 1,000 surveys delivered, 411 (41.1%) were returned. Descriptive statistics and frequencies were calculated for the demographic section of the survey. The majority of Female Certified Athletic Trainers (FATC) did not have children (61.7%, n=250). The job setting where the majority of FATC worked was the secondary setting (34.6%, n=140). Cross tabulation was conducted and indicated conflicting results between group opinion of how children affect the job setting. A Pearson r was conducted to determine statistically significant correlations between responses of parents and non-parents with no statistically significant responses. A Correlation was also conducted indicating a high level of statistical

significance at the $p \leq .05$ level. Results are inconclusive to what FATC are feeling and doing in regards to children and career.

ACKNOWLEDGEMENT

Many thanks are needed for those who have helped me through this entire process. To Dr. Kahanov, Dr. Masucci, and Jeff Roberts who have kept me motivated throughout the entire year. I could not have done this without their help and knowledge. My family deserves many thanks for their understanding and patience when I seemed to ramble on and on about the topic. Finally, to all the female athletic trainers who have helped develop this topic and make it a passion within me. I appreciate all those females who have spoken out about their enjoyment and struggles. This is why I became so interested in the topic, and why I hope it will only serve to better female athletic trainers in the future.

Table of Contents

Chapter

1.	INTRODUCTION.....	1
2.	JOURNAL ARTICLE.....	6
	Abstract.....	7
	Introduction.....	7
	Methods.....	8
	Results.....	10
	Discussion.....	12
	Conclusion.....	18
	References.....	18
3.	EXTENDED SUPPORT MATERIAL.....	20
	INTRODUCTION.....	21
	Problem	24
	Hypothesis	25
	Definitions.....	25
	Assumptions	26
	Limitations	27
	Delimitations	27
	Summary	27
	REVIEW OF LITERATURE	29
	Working Mothers	30

Stressors Related to Athletic Trainers	34
Gender Issues in Athletic Training	37
E-mail Surveys.....	39
Summary	39
METHODS.....	41
Introduction	41
Participants	42
Instrumentation	43
Procedures	44
Analysis of Data	45
Project Completion	45
Summary	45
REFERENCES.....	46
Appendix A- E-mail Cover Letter.....	49
Appendix B- Female Athletic Trainer and Parenting Survey	51
Appendix C- Second E-mail Letter	58
Appendix D- Author's Guide	60
Appendix E- Survey Evaluation Form	63
Appendix F- IRB Approval Letter.....	66

List of Tables

Table 1.	Frequency Distribution of FATC Demographics.....	9
Table 2.	Frequencies Distribution of Essay Style Questions.....	10
Table 3.	Pearson Correlations between Responses.....	11
Table 4.	Frequency Distribution: Reasons for FATC Not Having Children.....	13
Table 5.	Cross Tabulation between Having Children and Ability to Be an FATC and Mother.....	14
Table 6.	Cross Tabulation between Having Children and Whether Children Have an Effect on Job Setting.....	16
Table 7.	Examples of Essay Question Coding.....	17

Chapter1
INTRODUCTION

Increased numbers of women in the workforce has led to discussion about mother dual roles as both employee and mother. Thirty-seven and a half million babies were born in 2004 with 54.6% of those mothers in the labor force (Dye, 2005). Regarding Athletic Trainers, females have grown within the National Athletic Trainers Association (NATA) since its creation in 1950. The first female joined in 1956, and now females constitute 48% as of the end of 2006 (NATA, 2006). Females are still proportionately underrepresented at the collegiate setting in relation to the total number of Athletic Trainers, constituting less than a third of all collegiate institutions (Acosta & Carpenter, 2006). Reasons as to why such a shortage is present could be associated with the associated demands of motherhood related to the demands of the employment position. Focus on the balance of career and parenting was discussed in an article in the NATA News discussing the balancing act of mothers and athletic training (Manigold & Hunt, 2007). Thus, the purpose of this thesis was to examine FATC perspectives regarding parenting and career and develop an article for submission to the *Journal of Athletic Training*.

This thesis is presented in three chapters, with the intent to construct and submit an article for submission to the *Journal of Athletic Training*. Following the introduction is Chapter 2, the resultant article. Chapter 3 contains the extended support material, including the introduction chapter of the proposal, the literature review for the proposal, and the method section. The appendices include the e-mail cover letter, the female athletic trainer parenting survey, second e-mail letter, author's notes for the *Journal of*

Athletic Training, the survey evaluation form, and the Institutional Review Board approval letter.

Chapter 2 is the journal article detailing the study and was written according to *Journal of Athletic Training* submission guidelines. The study was descriptive in nature using an online survey collection device, surveymonkey.com. Results of the study indicated that FATC make career changes after they become parents. Changes included the amount of hours worked, the job setting within athletic training, or even a career change. Focusing on women was based on the notion that women are the child bearers and the minority in the collegiate level. Research as to if men have similar issues balancing work and parenting was not addressed, as it was not the focus of this thesis. The survey was an original survey created by the researcher based on the review of literature. The survey was presented in five sections: 1) demographics, 2) parents, 3) non-parents who want to have children, 4) non-parents who do not want to have children, 5) general opinions on working mothers at the collegiate setting. The survey was sent to 1,000 FATC with 411 (41.1%) FATC responding. FATC work settings reported highest at 41% (n=167) at a secondary school while FATC working at any level of collegiate sports comprised approximately 26% (n=106). Women with children comprised 38.8 % (n=155) of respondents while the non parents reported 61.2% of the population surveyed (n=250). Parent reported that 45% (n=65) changed their job setting while 68% (n=65) reported a change in work hours after having children. FATC with children reported that nearly half of them utilize 21+ hours of childcare consisting of a multitude of avenues such as the other parent, grandparent, daycare, nanny and a combination of these

supporters. Most respondents (72%, n=95) used at least two different childcare supporters.

How parenting affects an FATC was asked to non-parents. A multiple choice question was asked of non-parents if they were planning on having children. Answers consisted of yes they do, no they do not, they plan to in the future, and an undecided response. Non parents had a majority of respondents saying that they want children (69%, n=173). Interestingly, those women without children were split in thirds regarding whether or not children would be a main factor, minor factor or no factor in affecting their job setting. Respondents that chose to not have children identified many reasons that were spread relatively equal including a more career oriented perspective, unable, not married yet, and unsure. Attitudes regarding the ability of FATC as both an ATC and a mother indicated it could be a challenge. The largest number of responses (46%, n=182) indicated that both motherhood and a career can be accomplished, but energy levels tend to fall short, and that with time management both can be done constituting 48% (n=190). In order to obtain accurate accounts of FATC feelings regarding children, essay questions were provided to allow for a more contextually significant response. Responses revealed both positive and negative opinions on the ability to be both mother and athletic trainer. Responses in regards to past FATC experience indicated more FATCs perceive struggles or challenges (23%, n=62), yet relatively similar numbers were shown regarding positive responses (18.5%, n=50). Inconclusive responses as to how they feel about being working parents establish the need for further research on this topic.

Chapter 3 is the original thesis proposal. Chapter 1 is the introduction and evaluates the need for the current research and gives a base for the research. Chapter 2 is the literature review, which was the basis for the research and reflective point for the discussion section. Understanding the background on this topic helps provide a foundation. While the specific topic had little literature associated with it directly, subtopics were reviewed and used to establish a background to the topic. Chapter 3, the Methods section, discusses the protocols used within the current study. A breakdown of the participants, how the study was conducted, and how data will be analyzed are discussed within this chapter.

Further research is needed to assess different aspects of the current study. Further research could assist FATC, employers, and coworkers to better understand why views about a change in career differ for different parent and non-parent populations. Future research needs to investigate the effects of children on burnout in regards to athletic training. Lastly, research should be conducted to understand the male point of view on children and work as the balance pertains to both males and females.

Chapter 2
JOURNAL ARTICLE

Female Athletic Trainers Perspectives on Parenthood in the Collegiate Setting

Alice R. Loeb sack; Leamor Kahanov; Matthew A. Masucci; Jeff Roberts

San Jose State University, San Jose, CA

Alice R. Loeb sack, ATC provided conception and design, and collection, analysis and interpretation of data. Leamor Kahanov provided conception and design; and interpretation of data. Jeff Roberts, MS, ATC, NASM-PES and Matthew Masucci, PhD, provided drafting, critical decisions and final approval.

Address correspondence to Dr. Leamor Kahanov, San Jose State University, One Washington Square, San Jose, CA 95112. Address e-mail to AliceLoeb sackATC@gmail.com

Objective: To examine female athletic trainers' perspective towards parenting and working in the traditional collegiate setting.

Design and Setting: An original survey was developed to assess perceptions related to motherhood. The survey was delivered through an e-mail broadcast via surveymonkey.

Subjects: One thousand non-student female certified athletic trainers who are currently members of the National Athletic Trainers Association (NATA) were surveyed.

Measurements: Descriptive statistics were used to assess age, years of experience as a certified athletic trainer, employment position, and parent/non-parent. A correlation matrix was used to determine factors among parent and non-parent, perceptions of motherhood, and the decision in settings.

Results: Of the 1,000 surveys sent via e-mail, 411 (41.1%) FATC responded. Responses indicated a majority of the FATC work at a

secondary setting. Sixty-one percent of the total population did not have children. Past FATC experiences indicated a perception that motherhood created more challenges and/or struggles in both work and family settings. Conflicting results between parent's changes and if children were a factor in job setting occurred. No significant correlation was found between responses.

Conclusions: Children were found to have an affect on the job setting. Parents and non-parents had differing views on the affect of parenting in the workplace that may impact the work environment and choices to change careers. Administration decisions need to be addressed in relation to parenting concerns. Mentoring should be provided within the growth of athletic trainers regardless of gender.

Key Words: parenting, workforce, employment gender issues

Thirty-seven and a half million babies were born in 2004 with 54.6% of those mothers in the labor force.¹ In addition, just over 1 in 5 women in their early forties are childless; which is proportionally close to double the number of childless women in 1976.² The modern family usually involves a working mother with one child; who

tend to be more career-oriented women.² Females can decide to have children, to not have children, or to juggle both career and children.

Similar to the general population, female certified athletic trainers (FATC) in the athletic training profession, have grown in number since the creation of the National Athletic Trainers

Association (NATA) in 1950. The numbers of FATC has grown since the first female joined in 1956, to now constituting 48% of the NATA membership. In 2006, 97.5% of all NCAA institutions had athletic trainers. Less than one third of those institutions have female head athletic trainers.³ Rising numbers of total FATC compared to the consistently low numbers within the collegiate setting give rise to questions of equality.

FATC are currently underrepresented in the collegiate setting, comprising 27.4% of full-time staff.³ Small numbers of FATC could be due to several reasons, one of which is motherhood.⁴ Eighty-six percent of FATC have reported that they have a greater conflict between professional and family responsibilities as compared to their male counterpart⁴ due to females traditionally being the family caretaker.⁵ In addition, greater difficulty is found re-entering the profession after leaving for family obligations.⁴ Thirty-two percent of FATC surveyed felt that family/personal life, lack of opportunities, “good old boy network”, and salary were the greatest obstacles in their profession.⁶ Understanding why women are less prominent in the collegiate setting than in other athletic training employment settings could help to explain employment concerns in athletic training. Therefore, the purpose of this study is to investigate female athletic trainers’ perspectives of parenting and employment at the collegiate setting.

METHODS

Subjects

The population included FATC with current NATA memberships.

Certified students were not included based on their part-time employment. One thousand FATC were chosen at random through the NATA. Ages ranged from 23 to 61. An Institutional Review Board awarded human subjects approval before data was collected. Consent was implied by responding to the survey.

Instruments

A survey method was used in order to collect data from a large population about their opinions on the topic.⁷ The survey is an original survey created by the researcher based on the review of literature and the survey design section in the book *Research Methods in Physical Activity*.⁷ On-line surveys are shown to have an increased response rate for those that are computer savvy.⁸ Evaluation of the survey for face validity occurred with 5 FATC evaluators with 1-15 years of experience in athletic training.⁷ Information regarding the content and style were assessed to eliminate errors. Evaluations were reviewed and changes included an added question in the demographics section regarding the current level of employment.

The survey was conducted via an internet data collection system, surveymonkey.com. The survey was categorized into five sections based on past literature and instruments on family decision in the workplace^{9,10,11}: 1) demographics, 2) parent 3) non-parents who do not want to have children, 4) non-parents planning on having children, 5) general opinions on working mothers at the collegiate setting. Questions included multiple choice, fill in the blank, and long answer responses.

Table 1. Frequency Distribution of FATC Demographics (N=405)

	n	Valid Percentage
Years as an ATC		
-0-5	133	32.8
-6-10	99	24.4
-11-15	87	21.5
-16+	86	21.2
Job Setting		
-Secondary School	140	34.6
-Junior College	10	2.5
-Division 3/NAIA	37	9.1
-Division 2	17	4.2
-Division 1	42	10.4
-Clinic	39	9.6
-Industrial	5	1.2
-Professional	7	1.7
-Clinic/Secondary School	27	6.7
-Other Combinations	21	5.2
-Other	60	14.8
Relationship Status		
-Single	164	40.5
-Married	182	44.9
-Live-in-Relationship	40	9.9
-Other	19	4.7
Do You Have Children		
-Yes	15	38.3
-No	25	61.7

The demographic section requests information regarding age, gender, years of experience, relationship status and whether the participant is a parent. Participants with children are then asked questions including personal

experience with job setting determination. Questions were asked regarding how many children they had, what changed in regards to career after having children, the utilization of child-care, and how they feel being a working mother. Participants without children were questioned in two categories, those that want to have children and those that don't. Questions asked reasons that the participants chose their employment setting and what would change after becoming a parent. The final section asks all participants to discuss past experiences regarding female athletic trainers and childbearing relative to the workplace using essay-style questions and a multiple choice question. Examples of essay question responses are found in Table 7.

Contact information was obtained through the NATA using a broadcast system specific to research. An initial e-mail was sent that included an introduction letter and a direct link to the survey. Two weeks after the first e-mail was sent, a follow-up e-mail was distributed requesting participation in the study to boost responses. One week after the follow-up e-mail was sent no other surveys were accepted for the study.

Data Analysis

Data was analyzed for demographic information. Descriptive statistics were used to describe age, years of experience as a certified athletic trainer, employment position, and parent/non-parent status. Based on the data collected, a chi-square and factor analysis could not be calculated because the assumptions were violated. Therefore, a correlation matrix was used to determine factors among parent and

non-parent, perceptions of motherhood, and the decision in settings. Cross-tabulation was used to evaluate commonalities between groups. Essay questions were analyzed using a color coding system to mark similar responses in order to understand common themes.

RESULTS

A total of 411 FATC (41.1%) responded to the e-mail survey. Eleven FATC of the 1,000 surveyed had automatic replies that would not allow acceptance of the survey. Six responses were incomplete and were not counted. The mean age of the respondents was 33.7 (8.12 SD). ATC work settings included 41% (n=167) who reported working at a secondary school, while FATC working at any collegiate level comprised approximately 26% (n=106) (Table 1). The relationship status indicated married and single women were approximately the same percentage of respondents with 45% and 41% respectively (n=182, n=164). Females with children consisted of 38.8 % (n=155) of respondents, while non-parents consisted of 61.2% (n=250) of the population surveyed. The majority (78%, n=118) of women with children had 1-2 children. Forty-five percent (n=65) of FATC who were parents changed job setting due to children, and 68% (n=101) reported a change in work hours.

FATC with children reported that nearly half require 21+ hours of childcare consisting of a multitude of childcare providers such as the other parent, grandparent, daycare, nanny and a combination of these supporters. Most respondents (72%, n=95) used at least 2

Table 2. Frequencies Distribution of Essay Style Questions (¹N=270 ²N=199)

	N	Valid Percentage
Past FATC Experience¹		
-Positive Time Organization	50	18.5
-Struggles/Challenges	62	23.0
-Career Decisions	41	15.2
-Support System	8	3.0
-Gender Issues	2	.7
-Mixed Feelings	24	8.9
-Multiple Responses	50	18.5
Final Thoughts²		
-Work Demands	35	17.6
-Family Demands	3	1.5
-Gender Concerns	7	3.5
-Time Organization	43	21.6
-Child Care Concerns	4	2.0
-Multiple Demands	56	28.1
-Multiple Thoughts	38	19.1
-Outliers	13	6.5

different childcare supporters (i.e. daycare, friends, family, etc).

Opinions regarding how parenting affects an FATC indicated that 40.9% (n=63) found the working parent set up enjoyable, while 50% (n=77) would like to spend more time at home. Only 13% (n=20) showed interest in being a full time parent.

A multiple choice question was asked of non-parents regarding their plan on having children. The majority of non-parents responded that they want children (69%, n=173). The main reason stated for not having children was that they were waiting until they were settled in life (45%). Other responses provided indicated that non-parents were not sure yet, financial status, not married yet, they were more career oriented, or a multitude of individual reasons.

Other responses provided indicated that non-parents were not sure yet, financial status, not married yet, they were more career oriented, or a multitude of individual reasons that didn't fit into any category or theme. Interestingly, women without children were split in thirds regarding whether or not children would be a main factor, minor factor or no factor in affecting, their job setting. Respondents that chose to not have children had many reasons

that were relatively spread equally and included being more career oriented, unable, not married yet, and other reasons as noted in Table 4.

Attitudes regarding the ability of FATC to be both ATC and mother indicated the combination may be a challenge for both parents and non-parents. The largest number of responses indicated that both motherhood and career can be

Table 3. Pearson Correlations between Responses (N=405)

	YC	JS	RS	HC	HMC	CY/N	JSY/N	HY/N	CS	HWCS	ENJ	RMTH	RFTP	DWPS	NC	WFC	DDAJ	PFATC	TMTC	BDW	FUN	BNEFS	TMCBD
YC	.	0.33	0.06	-0.35	0.24	0.53	0.75	0.76	-0.22	-0.35	0.30	0.80	0.47	0.81	0.35	0.52	0.23	0.20	0.87	0.87	0.68	0.99	0.12
JS	0.33	.	0.19	0.85	0.35	-0.26	-0.29	-0.17	0.43	0.25	0.13	0.18	0.25	0.22	0.16	0.58	0.85	0.91	0.62	0.58	0.23	0.27	0.21
RS	0.06	0.19	.	-0.35	0.70	0.08	0.54	0.22	0.67	0.71	0.17	0.39	0.66	-0.22	0.06	-0.19	0.33	0.44	0.80	0.46	-0.13	0.09	0.10
HC	-0.35	0.85	-0.35	.	.	.	.	.	0.25	.	.	.	.	.	.	.	0.80	0.31	0.34	0.49	0.14	0.30	0.10
HMC	0.24	0.35	0.70	.	.	0.47	0.29	0.68	-0.16	-0.27	0.09	0.29	0.41	0.20	0.20	.	0.36	0.54	0.46	0.38	0.49	0.56	0.99
CY/N	0.53	-0.26	0.08	.	0.47	.	0.35	0.27	0.18	0.44	0.23	-0.22	0.47	0.72	0.26	.	0.19	0.09	0.08	0.46	0.18	0.93	0.13
JSY/N	0.75	-0.29	0.54	.	0.29	0.35	.	0.43	0.13	0.36	0.26	0.38	0.99	0.33	0.15	.	0.26	-0.21	0.06	0.18	0.21	0.37	-0.20
HY/N	0.76	-0.17	0.22	.	0.68	0.27	0.43	.	0.69	0.35	-0.19	0.49	0.48	0.63	0.75	.	0.25	0.07	0.21	0.25	0.21	0.07	-0.23
CS	-0.22	0.43	0.67	0.25	-0.16	0.18	0.13	0.69	.	0.36	0.23	-0.25	0.78	-0.29	0.29	.	0.83	0.43	0.09	0.62	0.33	-0.23	0.24
HWCS	-0.35	0.25	0.71	.	-0.27	0.44	0.36	0.35	0.36	.	0.94	-0.21	0.19	0.54	0.64	.	0.77	0.16	0.15	0.80	0.45	0.37	0.74
ENJ	0.30	0.13	0.17	.	0.09	0.23	0.26	-0.19	0.23	0.94	.	-0.25	-0.20	-0.19	0.55	.	-0.21	0.74	0.20	0.27	0.13	0.85	0.40
RMTH	0.80	0.18	0.39	.	0.29	-0.22	0.38	0.49	-0.25	-0.21	-0.25	.	0.19	0.09	1.00	.	0.53	0.22	0.39	0.50	0.38	0.33	0.64
RFTP	0.47	0.25	0.66	.	0.41	0.47	0.99	0.48	0.78	0.19	-0.20	0.19	.	0.21	0.30	.	0.29	0.70	0.05	0.38	0.23	0.37	0.87
DWPS	0.81	0.22	-0.22	.	0.20	0.72	0.33	0.63	-0.29	0.54	-0.19	0.09	0.21	.	0.25	.	0.27	0.59	0.83	0.47	0.05	0.43	0.55
NC	0.35	0.16	0.06	.	0.20	0.26	0.15	0.75	0.29	0.64	0.55	1.00	0.30	0.25	.	.	0.18	0.10	0.30	0.54	0.34	0.61	0.74
WFC	0.52	0.58	-0.19	.	.	.	.	.	.	.	.	.	.	.	.	.	0.94	0.73	0.87	0.30	0.22	0.18	0.70
DDAJ	0.23	0.85	0.33	0.80	0.36	0.19	0.26	0.25	0.83	0.77	-0.21	0.53	0.29	0.27	0.18	0.94	.	0.67	0.29	-0.24	0.14	0.99	-0.16
PFATC	0.20	0.91	0.44	0.31	0.54	0.09	-0.21	0.07	0.43	0.16	0.74	0.22	0.70	0.59	0.10	0.73	0.67	.	0.34	0.24	0.23	0.35	0.94
TMTC	0.87	0.62	0.80	0.34	0.46	0.08	0.06	0.21	0.09	0.15	0.20	0.39	0.05	0.83	0.30	0.87	0.29	0.34	.	-0.22	0.25	-0.10	-0.36
BDW	0.87	0.58	0.46	0.49	0.38	0.46	0.18	0.25	0.62	0.80	0.27	0.50	0.38	0.47	0.54	0.30	-0.24	0.24	-0.22	.	-0.17	0.31	0.23
FUN	0.68	0.23	-0.13	0.14	0.49	0.18	0.21	0.21	0.33	0.45	0.13	0.38	0.23	0.05	0.34	0.22	0.14	0.23	0.25	-0.17	.	0.07	-0.19
BDEFS	0.99	0.27	0.09	0.30	0.56	0.93	0.37	0.07	-0.23	0.37	0.85	0.33	0.37	0.43	0.61	0.18	0.99	0.35	-0.10	0.31	0.07	.	0.55
TMCBD	0.12	0.21	0.10	0.10	0.99	0.13	-0.20	-0.23	0.24	0.74	0.31	0.64	0.87	0.55	0.74	0.70	-0.16	0.94	-0.36	0.23	-0.19	0.55	.

† Statistical significance is $\leq .05$ and indicated in **BOLD** showing the correlation coefficient. YC= Years Certified, JS=Job Setting,

RS=Relationship Status, HC=Do you have children, HMC=How many children do you have, CY/N=Was there a career change, JSY/N=Was there a change in the job setting, HY/N=Was there a change in hours, CS= What child support, HWCS=How many hours are they with child support, ENJ=Enjoyment, RMTH= Would rather spend more time at home, RFTP=Would rather be a full time parent, DWPS=Dislike the working parent setup, NC=No choice, WFC=Want for children, DDAJ=Does decision to have children affect job, PFATC=Past FATC experiences, TMTC=Too much time commitment to do both well, BDW=Both can be done well, FUN=Family is usually neglected, BDEFS=Both can be done well, but energy levels fall short, TMCBD=With proper time management, both can be done

accomplished but energy levels tend to fall short (46%, n=182), and that with time management both can be accomplished (48%, n=190). Other responses provided indicated that family would be neglected, both could be done well, or that there is too much commitment to do both well ($25\% \pm 5$). A limited number of responses were provided regarding whether work was neglected (3%, n=13) (Table 5). In order to obtain rich descriptions of FATC feelings regarding children, essay questions were asked to allow for a more contextually rich response.

The essay questions revealed various responses regarding motherhood (Table 2). Categories were established based on similar responses. Negative responses about past experiences with FATC mothers revealed several key points: 1) negative responses included those dealing with struggles (i.e. struggles with time management, 2) difficulty juggling between parent and athletic trainer, 3) gender issues (i.e. fathers with better treatment, mothers should spend more time at home, etc.), 4) career decisions based on having children, and 5) a combination of the prior that. Positive responses consisted of 57% (n=155) of the total responses, indicating that individuals had mixed feelings. Above responses were included, but had a positive aspect about being a working parent, a positive aspect of a support system or a positive outlook toward organization. Final thoughts indicated that 69% (n=137) of respondents discussing the demands of both family and work require organization as the key to success. Thoughts, concerns and outliers

consisted of the remaining 31% (n=62) and included concerns regarding intra-gender and inter-gender inequities, concerns regarding proper childcare, and a combination of the prior concerns.

A Pearson r was conducted to assess the relationship between responses given by parents and non parents. No significant correlation was made between any responses to the survey. The highest correlation was identified between whether or not children affected a change in hours and job setting in those FATC that already had children ($r = .432$).

DISCUSSION

In a recent study regarding gender salary gaps, females were identified as making 80% of what men make one year after college.¹² What was assumed to be a factor in the salary gap was the decreased years of experience for women due to the time women take off to care for their children, which decreases experience and lowers the pay scale.¹² A study conducted by the American Association of University Women Educational Foundation (AAUWEF), hypothesized that females were penalized in pay and level due to time off for family.¹² FATC at the collegiate level make up 27.4% of full time staff.³ The current study identified that of the females surveyed, only 26.2% (n=106) worked at the collegiate setting. While this can't be compared to men, it does indicate that of the many levels included at the collegiate setting, (i.e. Division 1, 2, 3, NAIA, and Junior College), it still consists of a third of the total positions held by FATC. The gender salary gap within the athletic training setting could have something to

do with the lower number of FATC in the higher paid settings within the athletic training realm.¹² In addition, the disparity in FATC at the collegiate level compared to men could be due to the challenge of staying at a professional level with irregular hours, often exceeding 50 hours a week,¹⁵ or an inability to return to that environment after taking time off for children. Employers often lack desire to bring back individuals who have taken time off and are perceived as not current.¹²

Similarities between views of parents and non-parents regarding past FATC experiences were evident. Relatively similar responses were provided regarding a change in career after other FATC had children, and that a support system was important for a quality experience. Final thoughts indicated similar responses between parents and non-parents with multiple demands (work, family, and time management) as one of the highest responses for both groups. Similarities were evident when asked if work is the area of life that is often neglected (4% and 3% respectively). Family was shown to be neglected more when asked of both parent and non-parents (21%, n=57;

Table 4. Frequency Distribution: Reasons for FATC Not Having Children (N=107)

	Frequency	Valid Percent
more career oriented	7	6.5
Unable	3	2.8
not married yet	32	29.9
haven't decided	8	7.5
Other	25	23.4
multiple reasons	32	29.9

15%, n=61 respectively). These are results similar to those seen in a study on general employment regarding work interference with family.¹³ Results showed work overload and organizational expectations had a significant direct path to work's interference with family (.3 and .32, respectively, $p<.05$).¹³ With an increase in work hours, such as Athletic Training careers, there is an increase in the work interference of family, or in general the work-family conflict.¹³

Interestingly, given the responses that parenting requires great organizational skills, is challenging, family often is neglected, parents indicated that they do not want to be full-time parents (87%, n=20). Parents had both positive and negative responses to combining work and parenting. Positive responses by parents indicated more responses with a discussion of positive experiences with past FATC compared to discussion of struggles or challenges (n=23, n=20 respectively). Multiple demands included a combination of different demands, gender or time concerns, and/or child care concerns; and made up the highest chosen response (28.1%, n=56).

The majority of parents (87%, n=19) don't specifically state disliking the working parent setup, and 77% don't feel that time commitment impacts the ability to both parent and work (n=115). Yet, 78% (n=116) did not answer that both can be done well. These are slightly conflicting results when compared to previous research which indicated that 86.3% of female athletic trainers felt that females had a greater conflict between work and family, and

32% felt that family/personal life was the greatest conflict with work.⁴ Conflicting results can lead to confusion when FATC are determining which setting would best fit their needs both personally and professionally. Additional research and information would aid in providing information to make job setting decisions. Also, 68% of parents reported a difficulty balancing both career and family.⁴ Reasons for conflicting results could be due to the many demands placed on an athletic trainer, and the difficulty at times to pinpoint one specific area that causes more conflict than others.⁹ Another reason for the difficulty balancing careers may be due to the fact that family conflict could be indirectly related to higher work commitment (i.e. relationship with hours worked).¹³

Forty-three percent of female medical students discussed that flexibility was an essential component of the work environment or change of hours and setting based on family responsibility.¹⁴ Previous research regarding female medical doctor's career choice decisions indicated the main reason for their choices was flexibility.¹⁴ Comparing decisions of parents with previous studies were relatively similar and may indicate that changes in work setting and hours after children may be due to an inability of the work setting to accommodate the needs of parents to make the necessary sacrifices for their chosen work setting. Given the responses pertaining to flexibility, it was interesting that parents responses on career decisions conflicted with the flexibility concept. Parents

indicated that children were minimally related to job setting 59% (n=88). Responses differed when asked whether a change was made after children. Sixty-eight percent (n=101) stated that they changed hours and 45% (n=65) said they changed job setting. Other unknown factors could have led to the change in hours and job setting after

Table 5. Cross Tabulation between Having Children and Ability to Be an FATC and Mother (N=393)

	Have Children	
	Yes	No
How do you feel about the FATC parent set-up		
There is too much time commitment from home and work to do both	34	46
Both can be done well	33	47
Work is usually the one neglected	6	7
Family is usually the one neglected	57	61
Both can be done but energy levels tend to fall short	74	108
With proper time management both can be done	64	126

having children. Parents and those with child care equally thought energy levels tend to fall short with time demands (49%, n=74 & 75 respectably). Burnout and stress could be one of the reasons for the change.⁹ Athletic training is known as a high stress career with a high burnout rate.⁹ FATC feelings about energy levels could be subsequently due to the gender pay gap. Females are more likely to take a leave or decrease hours after children; increasing the pay gap¹² and causing tension among coworkers upon return to work.⁴ Tension between

co-workers and administration decreases the quality-of-life.¹¹ Boundaries are established by health care providers to decrease burnout. These boundaries attempt to compartmentalize their lives in order to separate home from work. In so doing, tension and competition is created within themselves, which will increase stress and burnout.¹¹ While children could be the last factor involved before a change in job setting or hours occurs, high levels of perceived stress leading to burnout could be the ultimate reason for a change. Further research regarding the other factors involved in career changes should be evaluated to fully understand why FATC change settings after children. It appears that some of the information on FATC indicates conflicting replies and results, further indicating that there is an intricate relationship that is not evident given the variables in this study.

Non-parents were 62% (n=250) of the total population surveyed, with the majority (77%, n=116) young professionals (0-5 years experience) and the smallest population FATC with 11-15 years of experience (25%, n=37). The balance of respondents in the younger professional category may signify that individuals with 11-15 years of experience may not exist in the college setting, do not have time to respond to the survey, or have stayed in the collegiate setting without children and therefore the survey did not appear pertinent. Further research into why the more experienced individuals did not have as high of a response rate is warranted. The majority of these females said that they wanted to have children (69%, n=173) or plan to in the

future with the majority of responses indicating that they are waiting until they are settled in their family, career or home (45%). A recent study conducted by the American Association of University Women Educational Foundation stated that at least 80% of females will be mothers. Another research article indicated that 75% of the respondents were having or wanted children.¹⁴ Results of the current study indicated similar findings to past research with 81% (n=328) either wanting or having children. The high percentage of FATC who planned to have children coupled with the low number of FATC in the age range of individuals who would be of childbearing and motherhood years (11-15) may further validate that individuals who have children or are parents are simply not in the collegiate setting. Non-parents indicated that children would be a minor factor or not a factor at all in their job setting (62%, n=245) (Table 6). Again, this information conflicts with research suggesting that flexibility and children/family life was a main factor in the decision of job setting.¹⁴

Research indicates that FATC have a greater conflict between professional and family responsibilities.⁴ Perhaps a lack of mentoring of non-parent FATC exists regarding career choices and parenting given that such a large portion of women indicate parenting desires. Parent FATC indicate the need for flexibility or simply that the population of parent aged individuals may not be present in the collegiate setting. The other possibility is that a young professional FATC have created a

new paradigm for parenting and working that has not been explored in the past.

Previous research has indicated a negative stereotype still exists for working mothers,^{12,5} yet why and how the stereotype is instilled within society is still not understood. Previous studies indicated that resumes given to college age students to be evaluated were more favorable to men and women without children.⁵ Mothers are still perceived as the person that should be at home with the children, but the father should be the breadwinner, giving up some of the power of raising the child.¹⁵ Perhaps the void in FATC within the age range of parents is due to the unfavorable hiring or environment.

Issues regarding gender equity and barriers for women are shown to be perceived differently between men and women.¹⁵ Differences between the genders and their views is important to understand how to address such issues. Many responses from FATC who were non-parents appeared to indicate negative views of FATC mothers, showing a form of intra-gender inequity. One example states "I have seen female athletic trainers bring their children to the workplace, and I feel that the athletic

training room and athletic facilities are not the place for children to spend their childhood after school." Similar responses were made in the multiple responses category. Other research discusses the demands of parenting on both the parent and the co-workers.⁴ Negative reactions from co-workers were another cause of increased stress for the mothers. These reasons for increased tension and stress often affected family/work decisions and was noted as a key reason for leaving their current profession.⁴

Positive and negative essay responses discussed bringing the child to work. Positive responses included discussion of it being good for time management, the athletes and for the child. Negative responses discussed how it was a distraction and a hazard to the workplace. Continued investigation into this specific area within athletic training would be beneficial to understanding what athletes and athletic trainers really perceive about children in the workplace.

Common positive responses in regards to past FATC experiences were given with a typical example being "I have a lot of respect for any of the female trainers with children that I have encountered. It is a big balancing act between family and work. The field of athletic training does not have the typical 9-5 hours." FATC understand the difficulty involved with being a working mother having responses highest discussing struggles and challenges (23%, n=62). When done well, FATC are able to recognize the ways to balance both. Research suggests approaches to

Table 6. Cross Tabulation between Having Children and Whether Children Have an Effect on Job Setting N=394

Do Children Have and Effect on Job Setting	Have Children	
	Yes	No
Main Factor	61	88
Minor Factor	45	107
Not a Factor	43	50

combining both mothering and working to make a good balance include a good social support system, organizational support from work, more job flexibility, and maintained interest within the given setting.^{14,15,16}

Final thoughts provided by the participants indicated that the most common theme (n=56, 28%) was explained by the following excerpt:

"It really all depends on the work set-up and flexibility at work. I believe a mom has to be clear about her priorities and stick to her guns. In general, athletic trainers have to educate that we are people too and need normalcy in our lives. There should be certain guidelines regarding practices and games that have to be followed in terms of scheduling. It is NOT easy to be a working mom and especially not

Table 7. Examples of Essay Question Coding (¹N=270, ²N=199)

Past FATC Experience¹	Examples of Common Responses
Positive Time Organization	"If I were younger I would probably have one or two children. This because I have watched two of my female ATC friends do a great job. It can be done."
Struggles/Challenges	"I wondered how they did it and felt that the children probably lost out when mom worked so much."
Career Decisions	"It seems they have had to change jobs to one with less responsibility so that they could be home more with their children."
Support System	"I really believe there needs to be a great deal of teamwork/support in the home to be a successful ATC/mother."
Gender Issues	I've worked with both male and female athletic trainers who have children. I believe it is more difficult for the female athletic trainer to juggle the expected hours at work and at home."
Mixed Feelings	"I've had some great women ATC mentor/friends who have successfully managed children and work, but I've also had many who have struggled with the challenge."
Multiple Responses	"I am amazed that athletic trainers find the time to be parents. Those that I know have excellent time management skills and a lot of help from their support networks."
Final Thoughts²	
Work Demands	"The collegiate setting requires athletic trainers in general to dedicate a great deal of time for practices and games."
Family Demands	"It's hard. You have to find balance however you can...Time management and protecting your time is key. Making time for family when you are home is important...."
Gender Concerns	"When it's your dream to have a family why is it such a problem for women to have a family and viewed as okay for our male counterparts to have a family."
Time Organization	"It's just like any other career you have to manage your time with your family and work."
Child Care Concerns	"A supportive spouse definitely helps, and/or access to a 'nanny'."
Multiple Demands	"I found it extremely difficult to manage both at Div 1 and therefore was forced to make a change of setting within Div 1...No support from male administration on conflict issues."
Multiple Thoughts	"Know ahead of time there may be time issue. If both are your passions, you will find a way to make it happen satisfactorily."
Outliers	"kids are not possible", "no comment", etc...

easy to be a working athletic trainer with odd and extensive hours. We take care of everyone else and tend to neglect ourselves. It leads to burn-out.”

Research indicates a direct relationship exists between the number of hours in direct contact with athletes and the prevalence of burnout.¹⁶ Long hours are associated with an increased work-family conflict and more personal distress.¹² Finding ways to combat burnout in mothers could help to alleviate the problem of lower number of FATC at the collegiate setting.

CONCLUSION

The purpose of this research was to achieve an understanding of motherhood choices and perspectives of FATC. The limited number of women in collegiate athletic training setting coupled with the lower number of FATC with children is telling. The distinction of personal choices of mothers to change hours and or setting may be based on several issues including, irregular and overtime hours, inhospitable or inflexible work environment for mothers, and/or lack of understanding of non-parent or traditionally male perspectives. Mentorship of athletic trainers may need to include realistic perspectives of the combination of parenting and work in the collegiate setting, in addition to an understanding of individual institutional policies regarding job requirements so that parents or future parents can choose the work setting wisely. Factors that support athletic training as a family friendly career should be further investigated.

Reasons as to whether or not children have a true affect on FATC

career choices, especially regarding the collegiate setting, still remains unclear. Non-cohesive responses between survey questions lead only to more questions. Understanding more of the negative views found within this survey could lead to more of an understanding regarding why FATC choose the setting they do, and if changes are needed within FATC thoughts and actions towards other FATC mothers. Positive responses may aid parents in understanding how to better navigate parenthood and a career. While this study only demonstrates a basic understanding of what the general population of FATC feels about parenting and athletic training, future researchers need to identify and clarify the conflicting variables. While this study is aimed at females, research needs to look at men's concerns with battling parenting and career to establish similarities and differences between genders.

REFERENCES

1. Dye, JL. Fertility of American women, June 2004. Available at: <http://www.census.gov/prod/2005pubs/p20-555.pdf>. Accessed October 27, 2006.
2. Gilbert, N. What do women really want? *The Public Interest*. 2004; 158: 21-38.
3. Acosta, VR, Carpenter, LJ. Women in intercollegiate sport a longitudinal national study twenty-nine year update. Available at: <http://www.womenssportsfoundation.org/cgi-bin/iowa/issues/part/article.html?record=1107>. Accessed on September 15, 2006.

4. Nussbaum, E., Rogers, MJ. Athletic training and mothering at the division 1 level. College of Athletic Trainers' Society. 1999.
5. Fuegen, K, Biernat, M, Haines, H, Deaux, K. Mothers and fathers in the workplace: how gender and parental status influence judgements of job-related competence. *J of Social Issues*. 2004; 60: 737-754.
6. Perez, P, Hibbler, DK, Cleary, MA, Eberman, LE. Women in athletic training: striving for equity. *Athletic Therapy Today*. 2006; 11: 66-69.
7. Thomas, JR, Nelson, JK, Silverman, SJ. *Research methods in physical activity* (5th ed.). USA: Human Kinetics; 2005:
8. Cook, C, Heath, F, Thompson, RL. A meta-analysis of response rates in web or internet-based surveys. *Educational and Psychological Measurement*. 2000; 60: 821-836.
9. Hendrix, AE, Acevedo, EO, Hebert, E. An examination of stress and burnout in certified athletic trainers at division 1-A universities. *J of Athl Train*. 2000; 35: 139-144.
10. Herrera,R, YeanSub Lim, J. Job satisfaction among athletic trainers in NCAA division 1-AA. *The Sports Journal*. 2003; 6:1.
11. Pitney, WA. Organizational influences and quality-of-life issues during the professional socialization of certified athletic trainers working in the national collegiate athletic association division 1 setting. *J of Athl Train*. 2006; 41: 189-195.
12. Goldberg, DJ, Hill, C. American Association of University Women Educational Foundation. *Behind the gap*. Washington DC: 2007.
13. Major, VS, Klein, KJ, Ehrhart, MG, (2002). Work time, work interference with family, and psychological distress. *J Athl Train*. 2004; 87: 427-436.
14. Lawrence, J., Poole, P., Diener, S. Critical factors in career decision making for women medical graduates. *Medical Education*. 2003; 37: 319-327.
15. Nichols, MR, Roux, GM. Maternal perspectives on postpartum return to the workplace. *JOGNN*. 2004; 33: 463-471.
16. Manigold, L, Hunt, V. The great balancing act: motherhood and athletic training. *NATA News*. 2007; 12-15.
17. Winterstein, AP. Organizational commitment among intercollegiate athletic trainers: examining our work environment. *J Athl Train*. 1998; 33:54-61.

Chapter 3

EXTENDED SUPPORT MATERIAL

INTRODUCTION

Thirty-seven and a half million babies were born in 2004 with 54.6% of those mothers in the labor force (Dye, 2005). In addition, just over 1 in 5 women in their early forties are childless; which is proportionally close to double the number of childless women in 1976 (Gilbert, 2005). The modern family usually involves a working mother with one child; these are more career-oriented women (Gilbert). Females can decide to have children, to not have children, or to juggle both career and children. Likewise in the athletic training profession, female certified athletic trainers (FATC) have grown in number since the creation of the National Athletic Trainers Association (NATA) in 1950. The numbers of FATC has grown from the first female in 1956, to now constituting 48% of the NATA membership. In 2006, 97.5% of all NCAA institutions had athletic trainers. Less than one third of those institutions have female head athletic trainers (Acosta & Carpenter). FATC are proportionately underrepresented with respect to workforce percentages within the collegiate athletic setting, which may be associated with motherhood related to the demands of the employment position. Rising numbers of total FATC compared to the consistently low numbers within the collegiate setting give rise to questions of equality.

In a 1997 study conducted by the Women in Athletic Training Committee (WATC), women were asked what concerns or obstacles they confronted being a FATC. The most common answers were family/personal life, lack of opportunities, the “good old boys network”, and salary (Perez, Hibbler, Cleary & Eberman, 2006). In a survey published by the NATA (2000), FATC’s earn on average \$10,000 less per year than male

athletic trainers (Perez, Hibbler, Cleary & Eberman). When family is concerned, Nussbaum and Rogers (2000) reported that of the FATCs surveyed, 86% reported feeling a greater conflict between family and professional responsibilities than their male counterparts. Men also have similar concerns, but the focus that was chosen was on females and their choices. A recent article done by the NATA News discusses the balancing act required by mothers and athletic training (Manigold & Hunt, 2007). Discussion of FATC's personal struggles in combining career with parenting revealed several themes. Themes talked about in the article were having a family-friendly workplace, making sure you have a career-friendly family, and being open to a possible change in practice settings (Manigold & Hunt). FATC at the Division I collegiate setting experience deterrents to combining motherhood and their professional duties (Perez, Hibbler, Cleary & Eberman, 2006). Full time athletic trainers at a collegiate setting comprise 27.4% females; a decrease from 30% in 2004 (Acosta & Carpenter, 2006). In addition, collegiate divisions have a difference in the percentage of women employed. Division III schools have a higher percentage of FATC at 37.2%, while Division I employs the fewest FATC with 15.3% (Acosta & Carpenter). Small numbers of FATC within these setting is one of the reasons of concern.

Athletic trainers work in settings such as secondary schools, clinics, industrial settings, professional sports and collegiate settings. Collegiate settings have its own set of requirements that aren't stipulated in other settings such as longer hours, weekend requirements, and travel (Bureau of Labor Statistics, 2006). Non-sport settings often have set days and hours that range from 40-50 hours a week, with minimal late night and

weekend requirements (Bureau of Labor Statistics). Athletic trainers in a collegiate setting are typically assigned to one or more sports at a time. Attendance at all practices and games are often required. Schedules are often changed at the last minute, requiring athletic trainers to adapt. Individuals often work 50-60 hours per week during the season and commonly work six or seven days per week. Work can occur on the weekends and late evenings (Bureau of Labor Statistics). The collegiate setting is also quite complicated, having many demands competing for the athletic trainer's attentions (Pitney, 2006). The choice on what setting to work at as an athletic trainer can be multifaceted. Childbearing, for some women, can be a key factor regarding which setting will be best for them and mostly their family (Perez, Hibbler, Cleary & Eberman, 2006). While men face similar challenges, females and their concerns are the focus of this study.

Advancements have been constructed to ease the transition of having children and maintaining a career. The Family and Medical Leave Act (FMLA) was enacted in 1993 by the United States Department of Labor. The FMLA was established to aid in the workforce with long term care of their family, specifically the birth of a child. The FMLA states that an employee can qualify for up to 12 weeks of unpaid leave during a 12 month period. For an employee to qualify, they must be employed by an organization that has more than 50 employees in a 75-mile radius, have worked for more than one year and have worked more than 1,250 hours (Department of Labor, 2007). The FMLA can help when the mother or father decide they need more "bonding time" with the child. The extra time is considered unpaid leave, but would allow the mother to pass through postpartum with retreat rights. A common problem faced by those that utilize the FMLA

is not the employer, but an individual's coworkers. Coworkers can doubt a person's commitment to the "team" when an extended leave is enacted. "Leave, family challenges and the daily struggle to find care and time for children can compromise job satisfaction and ultimately impact career choices. The tension established when leave is taken can set up an on-going problem in the department." (17) In the end, the female must make a choice on the significance of child rearing in regards to the career setting of choice (Stahl, 2003).

Problem

Being a FATC and motherhood can be an issue for all women choosing a career (Nussbaum & Rogers, 1999). When the NATA was founded in 1950, no women existed within the organization. Forty-eight percent of the current NATA membership constitutes females (NATA, 2007). The position of female head athletic trainers has also grown significantly. In 2002, 703 institutions had a full-time female head athletic trainer. The number has grown to 972 institutions (Acosta & Carpenter, 2004).

Fuegen, Birenat, Haines, and Deaux (2004) examined students perceptions of possible employees based on parental status. Students were asked to evaluate an applicant seeking an entry-level position. The same resume was given to all students, but half received a male name and half a female name on the resume. Applicants were also identified as single with no children or married with two children. Results indicated that participants set lower employment standards for fathers than they did for men with no children, and for mothers. Mothers were held at the stricter standard as opposed to the other groups. Standards were established by taking a six-item performance standard

index and a five item time-commitment standard index. This study established a basis for the higher standards women believe they are held to when deciding whether they can juggle both mothering and a career. Understanding the motivations of FATC in their job setting could help enlighten future FATC and their decisions. Therefore, the purpose of this study is to assess FATC perspectives on having children and working in the traditional collegiate setting.

Hypothesis

The current research project will provide the following outcomes:

1. Female athletic trainers choosing to have children should consider a career setting that has fewer commitments than the traditional collegiate setting.
2. Female athletic trainers can both mother and work in a collegiate setting.
3. Female athletic trainers that choose to have children should consider mothering as their new job.
4. A support system is the only way to make working and mothering an option.
5. Little support is provided by employers for females choosing to have children.
6. A burden is placed on the coworkers when a female chooses to have children.
7. There is enjoyment with being a working parent.
8. There is disappointment with being a working parent.

Definitions

Burnout- A reaction to chronic stress that involves negative interactions between environmental and personal characteristics (Hendrix, 2000).

Family and Medical Leave Act (FMLA)- A public law of the United States Department of labor that helps many people in the in workforce deal with the long-term challenges of working while caring for a family member, particularly during illness or at the birth of a child. (Stahl, 2003).

FATC- Female Athletic Trainer, Certified. Those females that have passed requirements set forth by the Board of Certification, and hold a good standing certification.

Mother- A women that has custody of one or more children with or without a spouse/partner (Dictionary.com, 2007).

NATA- National Athletic Trainers Association. The professional membership association for certified athletic trainers and others who support the athletic training profession (NATA, 2006).

BOC- Board of Certification. Responsible for the certification requirements and certification of all athletic trainers.

Title IX- Federal law passed in 1972 that prohibits gender discrimination in educational institutions that receive federal funding (Perez, Hibbler, Cleary & Eberman, 2006).

Assumptions

Assumptions of this study would be that the FATC would answer the survey honestly and completely.

Limitations

Several limitations of this study appear. Due to the sensitivity of the study, a limitation should be made that the study may appear offensive to some individuals. A limitation on the number of names released by the NATA is a limitation imposed by this study. The potential for mothers not to complete the study due to increased sense of commitment to their employment exists. Lack of time available by FATC to complete the survey in a timely manner is also a limitation. In addition, some athletic trainers have chosen not to remain in the profession due to motherhood and are not accessible since they are not involved in the profession, thereby limiting the availability of that information.

Delimitations

Only active female members of the NATA that are certified will be surveyed. All full time FATC, regardless of setting, will be included within the sample. Certified students will not be included due to the part-time employment status they hold.

Summary

The percentage of female athletic trainers working in a collegiate setting is low; 27% are female (Acosta & Carpenter, 2006). Thus, this study will examine whether motherhood is a factor in selecting this career setting. The decision whether or not to have children may be one possible explanation for the low numbers. Other factors may include years of experience or education. The collegiate setting is thought to be one of the more demanding settings (Bureau of Labor Statistics). Assessing how female athletic trainers perceive motherhood with respect to their career path may explain some

speculated issues facing women in athletic training. New female athletic trainers and those trying to make a decision on whether or not to have children may then have a barometer based on the perspectives, experiences and choices of other women in athletic training. The study will provide information on motherhood choices relative to female athletic trainers in all the collegiate setting.

REVIEW OF LITERATURE

Female athletic trainers (FATC) are currently underrepresented in the collegiate setting, comprising 27.4% of full-time staff (Acosta & Carpenter, 2006). Small numbers of FATC could be due to several reasons, one of which is motherhood. Eighty-six percent of FATC have reported that they have a greater conflict between professional and family responsibilities as compared to their male counterpart (Nussbaum & Rogers, 1999). In addition, greater difficulty is found re-entering the profession after leaving for family obligations (Nussbaum & Rogers). Thirty-two percent of FATC surveyed felt that family/personal life was the greatest obstacle in their profession (Nussbaum & Rogers). Understanding why women are less prominent in the collegiate setting than in other athletic training employment settings could help to explain employment concerns in athletic training. A possible reason for the low number of FATC in certain athletic training job settings, such as the collegiate setting, could be due to children and parenting issues, since women are traditionally the caregivers to the family (Fuegen et al., 2004). Therefore, the purpose of this study is to examine FATC perspectives of childbearing and employment within the collegiate setting.

Understanding female's concerns in the collegiate setting might be beneficial to the body of knowledge on athletic training employment issues. A review of literature revealed three main themes; working mothers, stressors related to athletic trainers, and gender issues in athletic training. Within the three main themes, several sub-topics such as childbearing decisions, time constraints, burnout, quality of life, and gender equity

were explored and evaluated for a background of understanding on the subject. Finally, a brief review of literature discusses e-mail survey research.

Working Mothers

Few societal changes have impacted families of today more than the increase of employed mothers (Nichols & Roux, 2004). Between the years of 1975 and 1995 mothers of infants one-year old in the workforce grew from 29 percent to approximately 60 percent. Seventy percent of mothers are estimated to be employed outside the home. Working mothers are usually shouldering the majority of the domestic responsibilities, therefore experiencing greater amounts of conflict between family and occupational responsibilities. With these conflicting roles, stress is increased. Stress results from simultaneous and often conflicting multiple demands. Stress results in women often having less time and energy to effectively carry out the responsibilities of each role (Nichols & Roux). Decreases in time and energy could lead to a decreased performance, resulting in a negative image of working mothers.

Negative stereotypes of mothers still exist in the struggle for women employees to gain equality in the workplace (Fuegen et al., 2004). Fuegen et al. (2004) discussed how mothers were evaluated for employment compared to others groups, such as women with no children, fathers, and men with no children. Mothers are still expected to be caregivers first and fathers are still seen as the main breadwinners, and this affects how mothers and fathers are viewed in the workplace (Fuegen et al., 2004). Fuegen et al. (2004) conducted a study using college students as participants to evaluate employment qualifications in relation to gender and parent status. Participants were assigned a resume

that were all similar in qualifications. Applicants were indicated as male or female and as either single or married with two young children. Standards were established for performance and time-commitment. Participants in the experimental group indicated what level of performance and time-commitment they would require of the applicant in order to hire him or her for the position. Results suggest that mothers were held to a stricter employment standard than childless women, while fathers were held to a more lenient standard compared to all women and childless men. Women with two children were less likely to be hired than women with no children and identical qualifications. In general, parents were considered less committed and available at work, and therefore were deemed less favorable for promotions.

Faced with the decision whether or not to have children is one aspect of the working mother struggle (Gilbert, 2005). A theoretical article titled “What do Women Really Want?” written by Neil Gilbert in 2005 explored the different decisions women make related to parenting. One phenomenon discussed is the “opt-out revolution.” Opt-out revolution is a term first used in a New York Times magazine article by Lisa Belkin regarding accomplished women leaving high-powered jobs to stay at home with their kids. According to the article, 22% of mothers with graduate degrees are staying home with their children, and 1 in 3 women with an MBA do not work full time in order to spend more time with their children. On the other side of spectrum, 1 in 5 women in their early forties is childless, close to double the proportion of childless women in 1976, representing 18% of all women in that age cohort today.

Different categories have been described in a theoretical perspective by Gilbert (2005) as to where women lie in the continuum of child-rearing decisions. Post-modern women are described as often childless, typically by choice. Personal achievement to them is attained through personal success through business and social realms rather than the realm of motherhood. The other end of the post-modernist spectrum are traditionalists; women with three or more children. Traditionalists' personal identity and achievement are acquired through childrearing and practicing the domestic arts. The number of women over forty that have chosen this route has decreased from 59% to 29% since 1976. In the middle of the spectrum are women choosing one or two children, therefore wanting to be committed to a career enough to be successful, but not to the point that they would be willing to eliminate motherhood (Gilbert, 2005).

Within the middle of the post-modernist spectrum, the life-style continuum can be split into two groups, neo-traditional and modern. The neo-traditional groups are those with two children and are therefore more emotionally invested in their home life than their career. Since 1976, the proportion of neotraditionalists has increased 75% and constitutes 35% of women in that age cohort (Gilbert, 2005). Women in the modern group are those with one child and are more career-oriented. Individuals in the modern group tend to spend a greater amount of energy and time to their paid employment. Women over age forty in this group have climbed 90% since 1976 and constitute about 17% of women in that age cohort (Gilbert). Gilbert (2005) also discusses which group is best for today's "family-friendly policies". A conclusion was made that public policies

are not neutral enough to answer the question of what women should do in regards to child care and careers.

One such law, the FMLA, was established in 1993 and provided one of the first policies to require accommodations (Stahl, 2003). The FMLA was established to help people with family and medical issues to take additional time off work without fear of losing their job (Stahl). The Women in Athletic Training Committee (2002) indicated through a member survey that a main concern for both genders regarding parenting was time constraints. Based on the FMLA, workers could take up to 12 weeks during a 12 month period to have a child. Discussion regarding issues that might arise from this law included, returning to work after an extended leave, which could cause tension among coworkers. It is an individual decision as to whether or not the FMLA is something the athletic trainer wants to pursue. While the FMLA offers an option for the female athletic trainers, it is not always available to all settings. The organization must have more than 50 employees in a 75-mile radius. Employees must have worked for more than one year and have worked more than 1,250 hours to be qualified.

Career decisions are commonly made before the female enters the workplace. A study conducted on career decision making in women medical graduates discusses the key factors in the choosing of an area to medical practice (Lawrence, Poole & Diener, 2003). Common practice for women has usually been in the general practice realm, with only a recent increase from ten percent to nineteen percent. Four main factors arose, with flexibility being the highest factor (Lawrence, Poole, & Diener).

Items under flexibility included flexible working hours, compatibility with family responsibilities, regular working hours, opportunities to take time off and ease of re-entry after taking time off. Forty-three percent commented on the importance of accommodating family responsibility. Part time job opportunities in the hospital during early post-graduate years were cited as a major problem still facing women with children (Lawrence, Poole, & Diener).

Medical doctors are well established as a profession and still have limits perceived by females. The challenge to allow females to be better doctors and mothers still exists. The challenge also exists in other allied health fields (Lawrence, Poole, & Diener).

Athletic training has been a recognized profession since 1950. Females were not a significant population until 1978, when they hit 15% (NATA). The first female athletic trainer, Celester Hayden, was a member of the NATA in 1956 (NATA). Since the first female in 1956 through the end of 2006 indicated that females have increased to 11,998, consisting of 48% of the total certified members (NATA). Therefore, motherhood decisions have become a significant issue for the profession.

Stressors Related to Athletic Trainers

The first theme within stressors related to Athletic Trainers is the conflict of family and professional responsibilities. The greatest conflict reported by FATC (86.3%) at the Division I level was between the professional and family responsibilities (Nussbaum & Roger, 1999). Women surveyed identified that 68% had a hard time balancing career and family responsibilities. Discussion regarding the demands of

athletic trainers such as job inflexibility, travel, time demands, childcare, and stress were included within the article. The demands were noted as one of the key reasons why some mothers opt to leave the profession (Nussbaum & Roger). Views regarding how to remedy the stressors placed on mothers were such examples as a better use of flex time, improved day care, and more job sharing to maximize performance (Nussbaum & Roger).

All athletic trainers have employment stressors due to requirements of the position, such as time commitment, pay, and close relationships with athletes. Females have stressors that tend to be different when compared to male co-workers. Females are the child-bearers by nature, and will have that decision to make when they are of child-bearing age (Gilbert, 2005). Females tend to also be more nurturing than males, and therefore tend to have a higher level of emotional exhaustion and, therefore, are at a higher risk of burnout (Hendrix, Acevedo & Hebert, 2000).

The second theme discussed the stress involved in athletic training. Quality of life issues were discussed in an article by Pitney (2006). Athletic training is a unique career in the fact that the athletic trainer must multi-task many roles (Pitney). Many demands are constantly competing for one's attention, including student-athletes, co-workers, the athletic department, athletic training students, and professional organizations (Winterstein, 1998). Winning and competing at a high level is often more important at a collegiate level than high quality health care, placing the athletic trainer in a conflicting role with parents, coaches, athletes, and administration. Conflicting agendas often increase stress among athletic trainers both male and female. In addition, quality of life

is an issue within athletic training due to the high workload placed on athletic trainers. Athletic trainers tend to feel overloaded in their roles and underappreciated by the administration. Burnout is high within the profession. A relationship has been assessed between the number of hours in direct contact with the athletes each week and burnout. Athletic trainers also tend to build bonds with the athletes, which can also contribute to burnout. Two critical factors were discussed regarding minimizing stress for athletic trainers; support from supervisors and also from colleagues (Winterstein). The organization one chooses to work at can influence the athletic trainer's wellness and ability to perform and complete their role. Interaction with others in the same role is shown as a benefit. Absence of these elements can lead to an unsatisfactory work environment (Pitney, 2006).

Job satisfaction at the NCAA Division 1-AA level was studied by Herrera and Lim (2003). Female athletic trainers had a statistically significant decrease in job satisfaction compared to males. An explanation for this might be due to the higher level of dissatisfaction in advancement within the field (Herrera & Lim, 2003). Employment also had an effect of the satisfaction level, with those holding higher positions such as program directors, faculty and head athletic trainers indicating more satisfaction than those at the lower levels (assistant athletic trainers, graduate assistants). Common threads can be linked between the two due to the fact women hold fewer top positions as compared to men, therefore decreasing the overall job satisfaction level.

Stress and burnout were again examined at the Division 1 level. Hendrix, Acevedo, and Hebert (2000) "investigated the ability of hardiness, social support and

athletic training issues to predict stress appraisal and the ability of stress appraisal to predict burnout”(140). Once the factors that effect burnout are understood, it’s likely that it will be easier to alleviate stress and burnout. This study indicated that there were lower levels of hardiness and social support and higher levels of athletic training issues reported with higher levels of stress appraisal. Further research was suggested to study the variables relating to stress and burnout. A variable that wasn’t examined in the survey was gender. Females tend to be more nurturing towards those for whom they work, and tend to score higher in emotional exhaustion. Females have a tendency toward higher levels of emotional exhaustion, which may be a reason for employment setting selection. Further discussion regarding female’s opinions of job setting decisions would be beneficial to further this study (Acevedo & Herbert, 2000).

In an analysis of factors that affect the work lives of athletic trainers employed in an accredited educational program, a survey was conducted by Staurowsky and Scribber (2005) to assess workload demands and expectations placed on athletic trainers. The study indicated that 80% of the subjects worked on staffs of at least three or more, and still all averaged more than 50 hours of work per week. Stress plays a role in a career that requires that much work (Staurowsky & Scribber, 2005). Parenting choices could play a role in choosing an employment setting that requires less hours, decreasing the amount of time and energy devoted to one aspect of an athletic trainer’s life.

Gender Issues in Athletic Training

The third main theme that should be included within the review of literature is the role gender plays in athletic training. Possible issues for FATC who are deciding to have

children could be the combination of mothering and stressors related to working as an athletic trainer. Before a female decides to choose a particular employment setting, female representation should be investigated within the collegiate setting. A study conducted by Carpenter and Acosta (2006) evaluated the progression of women in collegiate athletics throughout the past 27 years. Of the 97.5% of all NCAA institutions having full time athletic trainers, only 27.4% of them are females. When split by athletic division, Division I was the lowest FATC percentage at 15.3%. Decisions behind administration's selections are not discussed which, due to the duties and skills being similar across all division levels, leaves open the question of non-skilled based selection processes (Acosta & Carpenter, 2006).

Females in athletic training have long struggled for equity (Perez, Hibbler, Cleary & Eberman, 2006). Anderson (1992) demonstrated that many concerns of females in the NATA are similar to those of females who are executives. Females have fewer opportunities for advancement than men; female athletic trainers on average earn approximately \$10,000 less than their equal level male counterpart (Perez, Hibbler, Cleary & Eberman). Yet, females constitute nearly half of the NATA members, and few of these females have ever held key leadership roles in the NATA (Perez, Hibbler, Cleary & Eberman). A study conducted by the Women in Athletic Training Committee in 1997 showed that 78-97.9% of FATC have never served or held office at any level within the NATA (NATA, 2006). Suggested remedies were provided to help make athletic training more equitable, which include networking amongst other FATC, establishing leadership roles, and in-service workshops on discriminatory practices and attitudes. Gaining

equality among athletic trainers could possibly lead to female increased presence in the collegiate athletic training setting, yet does not address the issue of motherhood relative to employment. Thus, the purpose of this study is to look at female athletic trainer's perceptions of having children and working in the collegiate setting.

E-mail Surveys

Methodology on how to determine what the population feels as a whole is best done through a survey. The ability to reach the number needed within this population requires access to a survey method that is both cost and time efficient. Online surveys are being developed and researched on their effectiveness within the research realm. While most research was done in the late nineties, some conclusions can be drawn regarding online surveys. Cook, Heath and Thompson (2000) conducted a meta-analysis on response rates in the web or internet based survey. Through evaluation of the many surveys done showed the mean response rate for 68 surveys in 49 studies had a response rate of 39.6%. Key points discussed the need for follow-up reminders. Follow-up reminders were shown to approximately double the response rate in e-mail surveys (Cook, Heath & Thompson). Targeting online surveys to those that are computer savvy is key in increase the response rate. Current research was mentioned as a necessity to better understand online surveys (Cook, Heath & Thompson).

Summary

FATC have been underrepresented within the collegiate setting, yet constitute nearly half of the certified membership of the NATA. Males and females react to stress differently and have effects on job setting selection. FATC employment selection may be

associated with burnout and stress relative to motherhood. With the high correlation of stress and burnout to the number of hours working in direct contact with the athletes, females might find it difficult to be both a full time caring mother and athletic trainer. Thus, an added concern to burnout is the decision to become a mother. Females may choose the post-modern, neo-traditional or traditional paths and focus more efforts in one direction as opposed to multiple directions, which often includes decisions on childbearing. Females must also decide on what they choose to do in regards to having children and selecting an employment setting.

METHODS

Introduction

Female athletic trainers are proportionately underrepresented with respect to workforce percentages within the collegiate athletic setting, which may be associated with motherhood related to the demands of the employment position. The decision to be a mother and athletic trainer at the collegiate setting has yet to be studied. Reasons regarding the decision have not been thoroughly examined and therefore the purpose of the study was to look at female certified athletic trainer's perspectives on childbearing and employment at a collegiate level. The proposed study utilized a survey method to assess the feelings females have about childbearing and athletic training at the collegiate setting. The survey was conducted online to a sample of all female, non-student, certified athletic trainers, regardless of setting. Names were obtained from the NATA. The participants were instructed to answer questions honestly and completely and return the information by clicking on the submit form online. The survey asked a list of questions that range from demographic information to more specific opinions and feelings towards the subject at hand. Data was gathered and analyzed using descriptive statistics cross tabulation and a correlation matrix.

This chapter will be presented in five sections –participants, instrumentation, procedures, analysis of data, and project completion. The research will be compiled into a journal article submitted for publication in the *Journal of Athletic Training* according to the journal's author's notes (see Appendix D).

Participants

Female certified athletic trainers were surveyed for the proposed study. The number of female certified athletic trainers were randomly selected and obtained from the National Athletic Trainers' Association (NATA) database.

Inclusion within the study required females to be a certified member of the NATA. A certified member of the NATA is one who passes a comprehensive certification examination by the Board of Certification (BOC). After passing the test, an ATC must meet ongoing continuing education units to maintain certification (NATA, 2006). Participants were excluded from the study for several different reasons including; 1) males were excluded due to the nature of inquisition; 2) non-certified members of the NATA or those whose certification is not current were excluded from the study, 3) student certified members were not included due to their part-time status and added school responsibilities; and 4) retired members of the NATA were also excluded so to understand what today's FATC finds as a concern.

Adequate numbers of participants were needed to obtain a proper account of what the collective group feels. Dillman (2007) recommends that ten percent of the total population be surveyed to accurately account for the mass. Response rates using e-mail have been shown to be slightly lower than the traditional mail survey unless the responders are computer savvy, but with reminders, have an increase in response that is closer to the traditional mailed survey. Current female certified members of the NATA as of 2006 are 11,998. The NATA allows the release of 1,000 names for use in

conducting a thesis study, therefore the number of FATC that were used only accounted for 8.3% of the total FATC eligible.

Instrumentation

The purpose of the survey was to assess opinions regarding work in a collegiate athletic training setting related to childbearing decisions. Survey was the method used in order to collect data from a large population about their opinions on the topic (Thomas, Nelson, Silverman 2005). The survey was an original survey created by the researcher based on the review of literature and the survey design section in the book *Research Methods in Physical Activity* (Thomas et. al.). The survey was categorized into five sections based on past literature and instruments on family decision in the workplace (Hendrix, Acevedo & Hebert, 2000), (Herrera & Lim, 2003), (Pitney & 2006): 1) demographics, 2) parent 3) non-parents who do not want to have children, 4) non-parents planning on having children, 5) general opinions on working mothers at the collegiate setting.

The demographic section requested information regarding age, gender, years of experience, relationship status and whether the participant is a parent. Participants that have children were then asked questions about their experiences with job setting determination. Questions regarding how many children, if there was a change in setting after having children, the utilization of childcare, and how they feel as a working mother. Participants without children were questioned in two categories, those that want to have children and those that don't. Questions were asked pertaining to the reasons the participant chose their employment setting and what would change with children. The

final section asked participants their opinion in regards to female athletic trainers and childbearing relative to the workplace (see Appendix B).

Five female certified athletic trainers were given the cover letter, survey (see Appendix A) and evaluation form (see Appendix E) and asked to evaluate the survey for face validity (Thomas et. al., 2005). Information regarding the content and style were assessed to eliminate errors. Evaluations were reviewed and changes included an added question in the demographics section regarding the current level of employment. The non-parent/guardian section eliminated the requirement to answer question 14; the response to question 13 about not having children. Finally, a question was added to the job setting and parenting section asking about past experiences of FATC with children.

Procedures

Prior to beginning the study, the researcher presented the research protocols to the Human Subjects-Institutional Review Board of San Jose State University and received approval. Permission was obtained for contact information through the NATA. E-mail addresses were used to send information through a broadcast sent by the NATA. Participants received an e-mail requesting their time in completing the survey. A link to www.surveymonkey.com was included. The link sent them to the website that contained a cover letter, the survey, and a consent form.

Two weeks after the first e-mail was sent, a follow-up e-mail was distributed requesting participation in the study to boost responses. One week after the follow-up e-mail was sent, data was collected and analyzed, and no other surveys were accepted for the study.

Analysis of Data

Data was analyzed for demographic information. Descriptive statistics were used to describe age, years of experience as a certified athletic trainer, employment position, and parent/non-parent. A correlation matrix was used to determine factors among parent and non-parent, perceptions of motherhood, and the decision in settings. Cross-tabulation was done to compare different variables. Essay questions were color coded for a breakdown of common responses (Thomas et. al., 2005).

Project Completion

Results of the study were compiled into an article for *The Journal of Athletic Training* according to the Author's Notes (see Appendix D). The article will be submitted for publication review.

Summary

The study was intended to investigate female athletic trainers' perceptions regarding parenthood and employment in the collegiate setting. Permission was received prior to beginning the study from the Human Subject-Institutional Review Board of San Jose State. The survey was emailed to 1,000 FATC. E-mail was the main form of communication, and was used for an introduction and additional request and for data collection. Data collection included frequencies of demographic information, correlation matrix for connections between responses, and cross tabulation to find similarities between responses.

REFERENCES

- Anderson, M.K. (1992). Women in athletic training. *Journal of Physical Education, Recreation, and Dance*, 63, 42-44.
- Acosta, V.R., Carpenter, L.J., (2006). Women in intercollegiate sport a longitudinal national study twenty-nine year update. Retrieved September 15, 2006, from Women's Sports Foundation Website:
<http://www.womenssportsfoundation.org/cgi-bin/iowa/issues/part/article.html?record=1107>
- Bureau of Labor Statistics, 2006. Athletic Trainers. Retrieved October 27, 2006 from <http://www.bls.gov/oco/ocos294.htm>.
- Cook, C., Heath, F., Thompson, R.L., (2000). A meta-analysis of response rates in web- or internet-based surveys. *Educational and Psychological Measurement*, 60, 821-836.
- Department of Labor, 2007. Compliance assistance- family and medical leave act (FMLA). Retrieved February 7, 2007 from <http://www.dol.gov/esa/whd/fmla/>.
- Dictionary.com, 2007. Definition of mother. Retrieved February 7, 2007 from <http://dictionary.reference.com/browse/mother>
- Dillman, D.A., Christenson, J.A., Carpenter, E.H., Brooks, R.M., (1974). Increasing mail questionnaire response: a four state comparison. *American Sociological Review*, 39, 744-756.
- Dye, J.L., (2005). Fertility of american women, June 2004. Retrieved October 27, 2006 from <http://www.census.gov/prod/2005pubs/p20-555.pdf>

- Fuegen, K., Biernat, M., Haines, H., Deaux, K., 2004. Mothers and fathers in the workplace: how gender and parental status influence judgements of job-related competence. *Journal of Social Issues*, 60:4, 737-754.
- Gilbert, N., (2005). What do women really want? *The Public Interest*, 158, 21-38.
- Hendrix, A.E., Acevedo, E.O., Hebert, E., (2000). An examination of stress and burnout in certified athletic trainers at division 1-A universities. *Journal of Athletic Training*, 35:2, 139-144.
- Herrera, R., YeanSub Lim, J., (2003). Job satisfaction among athletic trainers in NCAA division 1-AA. *The Sports Journal*, 6:1.
- Lawrence, J., Poole, P., Diener, S., (2003). Critical factors in career decision making for women medical graduates. *Medical Education*, 37, 319-327.
- Lopiano, D., (n.d.). Recruiting, retention and advancement of women in athletics. Retrieved July 13, 2006 from www.womenssportsfoundation.org/cgi-bin/iowa/issues/coach/article.html
- Manigold, L., Hunt, V., (2007). The great balancing act: motherhood and athletic training. *NATA News*, 12-15.
- National Athletic Trainers Association, (2007). 2006 Year-end statistics. Retrieved February 27, 2007, from <https://www.nata.org/membership/stats.htm>
- National Athletic Trainers Association, (2006). Women in athletic training. Retrieved November 14, 2006, from <http://www.nata.org/members1/committees/watc/watc.htm>

- Nichols, M.R., Roux, G.M., (2004). Maternal perspectives on postpartum return to the workplace. *JOGNN*, 33:4. 463-471.
- Nussbaum, E., Rogers, M.J., (1999). Athletic training and mothering at the division 1 level. College of Athletic Trainers' Society.
- Perez, P., Hibbler, D.K., Cleary, M.A., Eberman, L.E., (2006). Women in athletic training: striving for equity. *Athletic Therapy Today*. 11:2, 66-69.
- Pitney, W.A., (2006). Organizational influences and quality-of-life issues during the professional socialization of certified athletic trainers working in the national collegiate athletic association division 1 setting. *Journal of Athletic Training*, 41:2, 189-195.
- Stahl, J., (2003). Family and medical leave act and the athletic trainer: the FMLA is there for everyone, but does it solve the life-balancing issues of ATCs? *NATA News*, 12-18.
- Staurowsky, E., Scriber, K., (1998). An analysis of selected factors that affect the work lives of athletic trainers employed in accredited educational programs. *Journal of Athletic Training*, 33:3, 244-248.
- Stein, J., (2006). Her drive to train athletes: head trainer makes inroads at UCLA football, as women push towards the big leagues. *Los Angeles Times*, P. F1. Retrieved July 13, 2006.
- Thomas, J.R., Nelson, J.K., Silverman, S.J., 2005. *Research methods in physical activity* (5th ed.). USA: Human Kinetics.

APPENDIX A
E-MAIL COVER LETTER

Subject: Female Athletic Trainers and Motherhood Survey

Dear Female Athletic Trainers:

My name is Alice Loeb sack and I am a graduate student at San Jose State University. I am currently doing my thesis on Female athletic trainer's perceptions of having children and career.

I have received your name randomly through a list obtained from the NATA and am requesting a VERY short amount of time. This student survey is not approved or endorsed by the NATA. It is being sent to you because of the NATA's commitment to athletic training education and research. The survey only takes about five minutes. I know you all are very busy, but this survey serves an important purpose for women in our profession.

If you would please take the time, I would greatly appreciate it. The link is attached below. Click on the link and it will take you directly to the survey. Again, I appreciate your cooperation.

<http://www.surveymonkey.com/s.asp?u=362162823304>

Best Regards,

Alice Loeb sack, ATC

APPENDIX B

FEMALE CERTIFIED ATHLETIC TRAINERS AND PARENTING SURVEY

Parenting Issues among Female Athletic Trainers

1. Welcome

Dear Female Certified Athletic Trainer:

Struggles between a personal life and a career are major concerns in the realm of athletic training. Female certified athletic trainers are also faced with another concern, whether or not to have children.

As a graduate Athletic training student at San Jose State University, I am conducting a survey to try and better understand female athletic trainer's feelings towards having children and continuing to work in the collegiate setting. The results of this study will provide a theoretical base as to what the collective concerns of females and how they feel towards being a mother and an athletic trainer. These results can be useful in helping new athletic trainers aid their decisions on what setting will best match their personal and professional needs. I am asking that you please take a few minutes to complete this survey to let us know what your feelings are on the subject.

Your participation in this study is completely voluntary. Choosing not to participate in this study will not affect your relationship with San Jose State University (or other participating institutions). There will be no compensation for this survey, and no service of any kind for which you would otherwise be entitled will be jeopardized should you choose not to participate.

Return of the survey indicates your voluntary consent and participation in the study. Your responses and individual results will remain confidential and anonymous.

If you have any questions about this study, please contact me, at (408) 204-8554. If you have any questions or complaints about research subjects' rights, please contact Associate Vice President of Graduate Studies and Research, Dr. Pamela Stacks, at (408) 924-2480, the thesis chair Dr. Leamor Kahanov, at (408) 924-3040, or the chair of the Department of Kinesiology Dr. Shirley Reekie, at (408) 924-3010.

Thank you for your time,

Alice Loeb sack, ATC

2. Consent

Consent

1. I have been asked by Alice Loeb sack, a graduate Athletic training student at San Jose State University, to participate in a research study among female certified athletic trainers.
2. I have been asked to accurately and completely respond to the attached survey in regards to my opinions towards mothering and working in the collegiate setting.
3. I have been told that there are no foreseeable risks or discomforts to me in regards to participation in this study.
4. Benefits of the study include a better knowledge of what other female ATCs feel, and it could create a better tool for new female ATCs in their decision in what setting will work best for them.
5. The results of this study may be published; however, no information that could identify any individual subject will be included.
6. No direct compensation associated with completion of this study will be received.
7. Questions concerning this research may be directed towards Alice Loeb sack, at (408) 204-8554. Complaints about the research may be presented to Dr. Leamor Kahanov, at (408) 924-3040. Questions or complaints about research, subjects' rights, or research-related injury may be presented to Associate Vice President of Graduate Studies and Research, Dr. Pamela Stacks, at (408) 924-2480.
8. No service of any kind, to which I would otherwise be entitled, will be lost or jeopardized if I choose to "not participate" in the study.
9. I understand that consent is given voluntarily. I realize that I may refuse to participate in the stud or any part of the study. If, however, I do decide to participate in the study, I understand I am free to withdraw at any time without prejudice to my relations with San Jose State University or any other participating institution.
10. If so desired, I could print off a copy of this consent form and the survey and mail.

Parenting Issues among Female Athletic Trainers

1. Do you wish to continue?

- ☐ Yes
- ☐ No

3. Demographics

2. Enter the number of years as a Certified Athletic Trainer

- ☐ 0-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16+

3. Age

4. What is your current level of employment?

- ☐ Secondary School
- ☐ Junior College
- ☐ Division 3/NAIA College/University
- ☐ Division 2 College/University
- ☐ Division 1 University
- ☐ Clinic
- ☐ Industrial
- ☐ Professional
- ☐ Other (please specify)

5. Relationship Status

- ☐ Single
- ☐ Live-in Relationship
- ☐ Married
- ☐ Widow
- ☐ Other (please specify)

6. Do you have children?

Parenting Issues among Female Athletic Trainers

- ☐ Yes
☐ No

4. Parent/Guardian

This section is for those that have children

7. How many children do you have?

- ☐ 1-2
☐ 3-5
☐ 6-8
☐ 9+

8. Did you change _____ after children

	Yes	No
Job Setting	☐	☐
Career	☐	☐
Hours	☐	☐

9. Who besides yourself helps takes care of your children? (Check all the apply)

- ☐ Nanny
☐ Other Parent
☐ Day Care
☐ Grandparent
☐ Other (please specify)

10. How many hours a week are your children with another caretaker?

- ☐ 0-5
☐ 6-10
☐ 11-15
☐ 16-20
☐ 21+

11. What's your opinion on being a working mother? (Check all that apply)

- ☐ I would rather be full time parent

Parenting Issues among Female Athletic Trainers

- ☐ Enjoyment
- ☐ I would rather spend more time at home
- ☐ No choice
- ☐ Dislike the working parent setup
- ☐ Other (please specify)

5. Non-Parent/Guardian

For those who don't have children.

12. Do you want children?

- ☐ Yes
- ☐ No
- ☐ Plan to in the future
- ☐ Undecided

13. If not, why? (Check all that apply)

- ☐ Haven't decided
- ☐ Unable
- ☐ Not married yet
- ☐ Financial status
- ☐ More career oriented
- ☐ Other (please specify)

14. If you choose to have children, how far in the future are you looking? (Check all that apply)

- ☐ Currently pursuing
- ☐ Waiting until settled in current job, home, marriage
- ☐ When it happens, I'll be ready
- ☐ Other (please specify)

Parenting Issues among Female Athletic Trainers

6. Job Setting and Parenting

15. Does/will the decision to have/or not have children effect your work setting?

- ☐ Main Factor
- ☐ Minor Factor
- ☐ Not a Factor

16. Briefly describe any feeling you might have had about past female athletic trainers with children that you have experienced.

17. Which statement best describes your attitudes towards mothers and working as a collegiate athletic trainer. (Check all that apply)

- ☐ Both can be done well
- ☐ Work is usually the one to be neglected
- ☐ Family is usually the one to be neglected
- ☐ Both can get done, but energy levels tend to fall short
- ☐ There is too much commitment from home and work to do both
- ☐ With proper time management skills it can be done
- ☐ Other (please specify)

18. Please give any final thoughts in regards to female athletic trainers and working at any collegiate setting

Parenting Issues among Female Athletic Trainers

7. Thank you

Female Athletic Trainers:

I would like to thank you for your time in completing this survey. Your answers will be useful in analyzing females concerns on being a mother and an athletic trainer.

Again, your participation in this study is completely voluntary, and recognize that you are busy. Your time is very much appreciated.

Best regards,

Alice Loeb sack ATC

APPENDIX C
SECOND E-MAIL LETTER

Subject: Female Athletic Trainer Survey

Dear Female Certified Athletic Trainers:

I would like to thank you for your time in reading over the survey and information provided. I have received some responses and wanted to let you know your help is appreciated.

I would like to ask again that those that have not filled out the survey, please take the small amount of time and let your voice be heard on this topic. I assure you that the survey is quick, confidential, and completely painless. As a female certified athletic trainer, I understand that your time is a precious commodity. Your help is greatly appreciated.

<http://www.surveymonkey.com/s.asp?u=362162823304>

Not only will this research allow me to obtain my Master's Degree, it will provide a foundation for further research about this subject.
Please feel free to contact me with any question.

Thanks again for your time,

Alice Loeb sack, ATC
Graduate Assistant, San Jose State University

APPENDIX D
AUTHOR'S GUIDE

(Revised January 2006)

The mission of the *Journal of Athletic Training* is to advance the science and clinical practice of athletic training.

SUBMISSION POLICIES

1. Submit online at <http://jat.msubmit.net>.
2. The following forms (available at the JAT Web site: www.nata.org/jat) should be either scanned and uploaded with the manuscript or faxed to the Editorial Office (706-494-3348):
 - a. Copyright form. A letter signed by each author must contain the following statements: "This manuscript 1) contains original unpublished material that has been submitted solely to the *Journal of Athletic Training*, 2) is not under simultaneous review by any other publication, and 3) will not be submitted elsewhere until a decision has been made concerning its suitability for publication by the *Journal of Athletic Training*. In consideration of the NATA's taking action in reviewing and editing my submission, I the undersigned author hereby transfer, assign, or otherwise convey all copyright ownership to the NATA, in the event that such work is published by the NATA. Further, I verify that I have contributed substantially to this manuscript as outlined in item #2 of the current Authors' Guide." By signing the letter, the authors agree to comply with all statements. Manuscripts that are not accompanied by such a letter will not be reviewed. Accepted manuscripts become the property of the NATA. Authors agree to accept any minor corrections of the manuscript made by the editors.
 - b. Authorship form. The *Journal of Athletic Training* conforms to the International Committee of Medical Journal Editors' Uniform Requirements for Manuscripts Submitted to Biomedical Journals. Each author must be specifically identified in the published manuscript, in accordance with the Uniform Requirements for Manuscripts Submitted to Biomedical Journals: "Authorship credit should be based only on 1) substantial contributions to conception and design, or acquisition of data, or analysis and interpretation of data; 2) drafting the article or revising it critically for important intellectual content; and 3) final approval of the version to be published. Conditions 1, 2, and 3 must all be met. Acquisition of funding, the collection of data, or general supervision of the research group, by themselves, do not constitute authorship." (Categories borrowed with the permission of the *Annals of Internal Medicine*.) Contributors to the manuscript who do not qualify for authorship should be thanked in the Acknowledgments section.
 - c. Signed releases are required to verify permission for the *Journal of Athletic Training* to 1) reproduce materials taken from other sources, including text, figures, or tables; 2) reproduce photographs of individuals; and 3) publish a Case Report. A Case Report cannot be reviewed without a release signed by the individual being discussed in the Case Report.
3. Financial support or provision of supplies used in the study must be acknowledged. Grant or contract numbers should be included whenever possible. The complete name of the funding institution or agency should be given, along with the city and state in which it is located. If individual authors were the recipients of funds, their names should be listed parenthetically.
4. Authors must specify whether they have any

commercial or proprietary interest in any device, equipment, instrument, or drug that is the subject of the article in question. Authors must also reveal if they have any financial interest (as a consultant, reviewer, or evaluator) in a drug or device described in the article.

5. For experimental investigations of human or animal subjects, state in the Methods section of the manuscript that an appropriate institutional review board approved the project. For those investigators who do not have formal ethics review committees (institutional or regional), the principles outlined in the Declaration of Helsinki should be followed (41st World Medical Assembly, Declaration of Helsinki: recommendations guiding physicians in biomedical research involving human subjects. *Bull Pan Am Health Organ*. 1990;24:606-609). For investigations of human subjects, state in the Methods section the manner in which informed consent was obtained from the subjects. (Reprinted with permission of JAMA 1997;278:68, copyright 1997, American Medical Association.) If informed consent was not required because the study was exempt, provide the reason for the exemption.
6. The *Journal of Athletic Training* uses a double-blind review process. Authors and institutions should not be identified in any way except on the title page.
7. Manuscripts are edited to improve the effectiveness of communication between author and readers and to aid the author in presenting a work that is compatible with the style policies found in the *AMA Manual of Style*, 9th ed. (Williams & Wilkins), 1998. Page proofs are sent to the author as PDFs for proofreading, and any changes must be returned within 48 hours. Important changes are permitted, but authors will be charged for excessive alterations.

STYLE POLICIES

8. Each page must be formatted for 8½-by-11-inch paper, double spaced, with 1-inch margins in a font no smaller than 10 points. Include line counts on each page to facilitate the review process. Do not right justify pages.
9. Manuscripts should contain the following, organized in the listed order, with each section beginning on a separate page:
 - a. Abstract and Key Words (first numbered page)
 - b. Text (body of manuscript)
 - c. References
 - d. Legends to figures
 The title page and acknowledgments should be submitted online as supplemental materials. Tables should be submitted in a separate file, as should figures; neither should be included in the manuscript.
10. Begin numbering the pages of your manuscript with the abstract page as #1; then, consecutively number all successive pages.
11. Units of measurement shall be recorded as SI units, as specified in the *AMA Manual of Style*, except for angular displacement, which should be measured in degrees rather than radians. Examples include mass in kilograms (kg), height in centimeters (cm), velocity in meters per second ($m \cdot s^{-1}$ or m/s), angular velocity in degrees per second ($^{\circ} \cdot s^{-1}$), force in Newtons (N), and complex rates (mL/kg per minute).
12. Titles should be brief within descriptive limits (a 16-word maximum is recommended). If a technique is the principal reason for the report, it should be named in the title. If a disability is relevant, it should be named in the title.
13. The title page should also include the name, title, affiliation, and e-mail address of each author, and the name, address, phone number, fax

number, and e-mail address of the author to whom correspondence is to be directed. No more than 4 credentials should be listed for each author. The "ATC" credential is under the copyright protection of the NATA Board of Certification. Therefore, the proper listing of an additional state credential is "LAT, ATC" or "ATR, LAT."

14. A structured abstract of no more than 300 words must accompany all manuscripts. Type the complete title (but not the authors' names) at the top, skip 2 lines, and begin the abstract. Items that are needed differ by type of article. **Quantitative Original Research** articles: Context, Objective, Design, Setting, Patients or Other Participants, Intervention(s), Main Outcome Measure(s), Results, Conclusions, and Key Words.

Qualitative Original Research articles: Context, Objective, Design, Setting, Patients or Other Participants, Data Collection and Analysis, Results, Conclusions, and Key Words.

Meta-Analysis and Systematic Review articles: Objective, Data Sources, Study Selection, Data Extraction, Data Synthesis, and Key Words.

Case Reports: Objective, Background, Differential Diagnosis, Treatment, Uniqueness, Conclusions, and Key Words.

Clinical Techniques: Objective, Background, Description, Clinical Advantages, and Key Words.

Evidence-Based Practice: Reference/Citation, Clinical Question, Data Sources, Study Selection, Data Extraction, Main Results, Conclusions, Key Words, and Commentary.

Literature Reviews: An author who wishes to submit a literature review is advised to contact the Editorial Office for instructions.

15. Begin the text of the manuscript with an introductory paragraph or two in which the purpose or hypothesis of the article is clearly stated and developed. Tell why the study needed to be done or the article written, and end with a statement of the problem (or controversy). Highlights of the most prominent works of others as related to your subject are often appropriate for the introduction, but a detailed review of the literature should be reserved for the Discussion section. In a 1- to 2-paragraph review of the literature, identify and develop the magnitude and significance of the controversy, pointing out differences among others' results, conclusions, and/or opinions. The Introduction is not the place for great detail; state the facts in *brief*, specific statements and reference them. The detail belongs in the Discussion. Also, an overview of the manuscript is part of the abstract, not the introduction. Writing should be in the active voice (for example, instead of "Subjects were selected," use "We selected subjects") and in the first person (for example, instead of "The results of this study showed," use "Our results showed").
16. The body or main part of the manuscript varies according to the type of article (examples follow); however, the body should include a Discussion section in which the importance of the material presented is discussed and related to other pertinent literature. When appropriate, a subheading on the clinical relevance of the findings is recommended. Liberal use of headings and subheadings, charts, graphs, and figures is recommended.
 - a. The body of an **Original Research** or a **Meta-Analysis** or **Systematic Review** article consists of a Methods section, a presentation of the Results, and a Discussion of the results. The Methods section should contain sufficient detail concerning the methods, procedures, and apparatus em-

played so that others can reproduce the results. The Results should be summarized using descriptive and inferential statistics and a few well-planned and carefully constructed illustrations. For more information on preparing research manuscripts, authors are advised to consult the MOOSE and QUORUM statements, which are available through the JAT Web site.

- b. The body of a **Case Report** should include the following components: personal data (age and sex and, when relevant, race, marital status, and occupation but not name or initials), chief complaint, history of present complaint (including symptoms); results of physical examination (example: "Physical findings relevant to the rehabilitation program were . . ."); medical history (surgery, laboratory results, examination, etc); diagnosis, treatment and clinical course (rehabilitation until and after return to competition); criteria for return to competition; and deviation from expectations (what makes this case unique).
 - c. The body of a **Clinical Techniques** article should include both the *how* and *why* of the technique: a step-by-step explanation of how to perform the technique, supplemented by photographs or illustrations, and an explanation of why the technique should be used. The Discussion concerning the *why* of the technique should review similar techniques, point out how the new technique differs, and explain the advantages and disadvantages of the technique in comparison with other techniques.
 - d. The body of an **Evidence-Based Practice** article provides a short review of current scientific literature and applies the findings to clinical athletic training practice. All articles submitted for this section should be concise reviews of published systematic reviews or meta-analyses on topics relevant to the 7 domains of athletic training (Prevention, Assessment/Evaluation, First Aid/Treatment, Rehabilitation, Organization/Administration, Counseling, and Education). Reviews of individual, large, controlled clinical trials will also be considered. The review must begin with the complete article title and reference and a statement of the clinical question the review addresses. The rest of the review consists of a summary of the article and must include the following sections: data sources and search terms used; study selection (inclusion and exclusion) criteria; the methods used to extract and review data, including a list of the primary outcome measures; results of the search strategy; and primary outcome measures and conclusions. A separate commentary section should address the application of the information to the clinical athletic training setting. Authors may use supplementary scientific literature (up to a maximum of 5 references) to support the commentary.
17. Percentages should be accompanied by the numbers used to calculate them. When report-

ing nonsignificant results, a power analysis, including confidence or effect size, should be provided.

18. **Communications** articles, including official Position Statements and Policy Statements from the NATA Pronouncements Committee; Technical Notes on such topics as research design and statistics; and articles on other professional issues of interest to the readership are solicited by the *Journal*. An author who has a suggestion for such a paper is advised to contact the Editorial Office for instructions.
 19. The manuscript should not have a separate summary section—the abstract serves as a summary. It is appropriate, however, to tie the article together with a list of conclusions at the end of the Discussion section or in a summary paragraph.
 20. References should be numbered consecutively, using superscripted arabic numerals, in the order in which they are cited in the text. No more than 30 references should be cited in Original Research manuscripts. References should be used liberally. It is unethical to present others' ideas as your own. Also, use references so that readers who desire further information on the topic can benefit from your scholarship.
 21. References to articles or books, published or accepted for publication, or to papers presented at professional meetings are listed in numerical order at the end of the manuscript. Journal title abbreviations conform to *Index Medicus* style. Examples of references are illustrated below. See the *AMA Manual of Style* for other examples.
- Journals:**
1. Pitney WA, Ehlers GG. A grounded theory study of the mentoring process involved with undergraduate athletic training students. *J Athl Train*. 2004;39:344–351.
 2. White LM, Miniaci A. Cruciate and posterolateral corner injuries in the athlete: clinical and magnetic resonance imaging features. *Semin Musculoskelet Radiol*. 2004;8:111–131.
- Books:**
1. Magee DJ. *Orthopedic Physical Assessment*. Philadelphia, PA: WB Saunders Co; 2002:45–56.
 2. Robertson G, Caldwell G, Hamill J, Kamen G, Whittlesey S. *Research Methods in Biomechanics*. Champaign, IL: Human Kinetics; 2004:128–136.
- Presentations:**
1. Layton JA, Thigpen CA, Padua DA, Karas SG. Reliability of scapula protraction strength measures. Presented at: 55th Annual Meeting and Clinical Symposia of the National Athletic Trainers' Association; June 17, 2004; Baltimore, MD.
- Videos:**
1. *Spine Injury Management* [videotape]. Champaign, IL: Human Kinetics; 2001.
- Software:**
1. *SPSS Base for Windows* [computer program]. Version 13.0. Chicago, IL: SPSS Inc; 2005.
- Internet Sources:**

1. National Athletic Trainers' Association position statement: management of sport-related concussion. Available at: <http://www.nata.org/publicinformation/files/concussion.pdf>. Accessed January 3, 2005.
2. ACSM guidelines for healthy aerobic activity. Available at: <http://www.acsm.org/pdf/Guidelines.pdf>. Accessed January 3, 2005.
22. Personal communications are cited in the text as follows: ". . . (J.A. Smith, written communication, January 2005)." The written or oral nature of the communication is stated, and the communication does not appear in the reference list. Authors must provide written permission from each personal-communication source. A form is available on the JAT Web site and from the Editorial Office.
23. Table Style: 1) Title is bold; body and column headings are roman type; 2) units are set above rules in parentheses; 3) numbers are aligned in columns by decimal; 4) footnotes are indicated by symbols (order of symbols: *, †, ‡, §, ¶, ||); 5) capitalize the first letter of each major word in titles; for each column or row entry, capitalize the first word only. See a current issue of JAT for examples.
24. Figures should conform to the requirements as described on the JAT Web site. Line art should be of good quality and should be clearly presented on white paper with black ink, sans serif typeface, and no box. Figures that require reduction for publication must remain readable at their final size (either 1 column or 2 columns wide). The resolution for line art and photographs must be at least 200 dpi for adequate reproduction. Authors wishing color reproduction should request same in a cover letter with the submitted manuscript. Authors will be notified of the additional cost of color reproduction and must confirm acceptance of the charges in writing.
25. Legends to figures are numbered with arabic numerals in order of appearance in the text. Legends should be printed on separate pages at the end of the manuscript.
26. The *Journal of Athletic Training* follows the redundant publication guidelines of the Council of Science Editors, Inc (*CBE Views*, 1996; 19:76–77; also available on the JAT Web site). Authors in violation of redundant publication will have sanctions invoked by the Journal Committee of the National Athletic Trainers' Association, Inc.

PUBLICATION POLICIES

27. Original Research manuscripts will be categorized under the following table of contents subheadings: clinical studies, basic science, educational studies, epidemiologic studies, and observational/informational studies.
28. Only Case Reports and Clinical Techniques that define and establish the optimal standard of care or the practice of athletic training will be considered for publication in JAT. Case Reports and Clinical Techniques that do not profoundly affect the standard of care but that contain potentially useful information for athletic trainers will be considered for publication in the *NATA News*.
29. Media Reviews will appear in the *NATA News*.

APPENDIX E
SURVEY EVALUATION FORM

8. Survey Evaluation

Dear Female Athletic Trainer:

Thank you for taking your time and participating in the evaluation process of this study. Your feedback is very important to the quality of this study. If you could give just a few more minutes of your time, your opinion is greatly appreciated. Below are a few questions I would like your input on. Could you please be as thorough as possible in your response.

Thanks you in advance for your time.

Sincerely,

Alice Loebbeck, ATC

19. In the demographic section, do you feel that you were clearly represented by the responses provided? If not, what question/response do you feel was missing?

20. For those who answered as a parent/guardian, did you notice any biases in the wording of the questions?

21. Did the parent/guardian notice any responses that you felt were missing in any question? Please provide the question.

22. Do you feel that there is a question that should be asked to better explain your opinion on being a mother and athletic trainer?

23. For the non-parent/guardian, did you notice any biases in the wording of the questions?

24. Did the non-parent/guardian notice any responses that you felt were missing in any question? Please provide the question.

25. Do you feel that there is a question that should be asked to better explain your opinion on being a non-parent/guardian?

Parenting Issues among Female Athletic Trainers

26. For all groups, did you feel that your opinion was portrayed accurately on what you feel about being a mother and athletic trainer at the collegiate setting? What question/response do you feel would allow you to best express your opinion?

Thank you again for your time in making this study the best it can be.
If you have any further questions, please contact me at (406)204-8554. Have a great day.

Sincerely,

Alice Loebzack, ATC

APPENDIX F
IRB APPROVAL LETTER

IRB Protocol #S0702017 approved

1 message

Alena.Filip@sjsu.edu <Alena.Filip@sjsu.edu>

Fri, Feb 9, 2007 at 11:24 AM

To: AliceLoebsackATC@gmail.com

Cc: Leamor.Kahanov@sjsu.edu

Alice Loebsack:

Hi Alice,

Congratulations. Your protocol #S0702017 (Female Collegiate Athletic Trainers Perspectives on Child Bearing and Career) has been approved. You may begin collecting data. An official letter will be sent to you in the mail.

- Anand Jai
Student Assistant to Alena Filip

Kind Regards

Alena Filip
Institutional Review Board & Graduate Thesis Coordinator
Graduate Studies and Research
San Jose State University
One Washington Square
SSC 424
San Jose, CA 95192-0025

Phone: 408-924-2479
Email: Alena.Filip@sjsu.edu

IRB Forms: <http://www.sjsu.edu/gradstudies/Research/irb.html>

Graduate Studies and Research: <http://www.sjsu.edu/gradstudies/>