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Understanding Athletics Academic Advisors' Experience with Job Burnout and Antecedents that Shape Job Burnout

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Understanding Athletics Academic Advisors' Experience with Job Burnout and Antecedents that Shape Job Burnout

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I certify that I am the sole author of this dissertation. Any assistance received in the preparation of this dissertation has been acknowledged and disclosed within it. Any sources utilized, including the use of data, ideas and words, those quoted directly or paraphrased, have been cited. I certify that I have prepared this dissertation according program guidelines as directed.

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Abstract

Chronic stress and burnout associated with Division I athletics is common and specifically the profession of athletics academic advising at the Division I level has reputed to be, as Meyer (2005) states, "one of the most challenging jobs in higher education." Yet, the topic is under-explored. While roughly one thousand articles are being published each year on job burnout in general, there are very few that examine job burnout and workplace stress among Division I athletics academic advisors. Drawing on aspects of an interpretive phenomenological approach, this qualitative research study aims to gain a deeper understanding of the experiences of Division I athletics academic advisors regarding job burnout and its contributing factors. The study also sought to introduce the two primary athletics academic advising models in Division I and examine how job burnout and its causes manifest within these models. Interviews with eight participants uncovered four themes: Impact of job turnover, family conflict, constantly "on," and comparisons to other institutions. Themes articulate how participants experience constant stress and highlight the areas of work that shape their job burnout experience. Analysis of data, points to the corporatization of higher education as influencing job burnout and its antecedents. Findings from this study assist professionals in the field develop a better grasp of what is influencing job burnout and its ramifications.

Keywords: Job burnout, athletics academic advising, antecedents of job burnout, athletics academic advising models, corporatization

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Dedication

This dissertation is dedicated to every athletics academic advisor who has ever selflessly overextended themselves for the benefit of their student-athletes. I see you. Together, I believe we can create a culture where you can both show up for your student-athletes and live a healthy balanced life.

Chapter 1: Introduction

Athletics academic advising is a profession that was formally implemented in the late 1980s and early 1990s (Blackman, 2008). The field itself is now well established but considered niche as the positions primarily exist within Division I athletics programs to support Division I student-athletes who have additional academic requirements and time demands placed on them. Taylor et al. (2019) found that Division I athletics has high workplace stress and that chronic stress and burnout in the athletics profession is under-explored. Division I athletics academic advising has been quoted to be "one of the most challenging jobs in higher education" (Meyer, 2005, p. 15). Yet, minimal scholarship exists within this field, in particular, about athletics academic advisors themselves (Rubin, 2017).

These positions take on a wide array of work responsibilities, time-commitments, and inter-personal relationships and are considered human service-centered positions (Parham, 2003; Pope & Miller, 1999). Athletics academic advisors hold responsibilities and personal characteristics that encompass antecedents of job burnout. Job burnout is defined as a state of emotional exhaustion, low personal accomplishment and depersonalization that stems from a work environment with high stress (Maslach et al., 2001). Throughout this study when job burnout is referenced, it is used as a holistic term referencing these three components of job burnout: emotional exhaustion, low personal accomplishment, and depersonalization.

Job burnout has consistently been reported within Division I athletics as the work environment is one that includes many factors that are antecedents, or causes, of job burnout (Taylor et al., 2019). In addition to job burnout, this study examined those antecedents among athletics academic advisors and utilized the Areas of Worklife model to understand job burnout antecedents. The Areas of Worklife model organizes antecedents of job burnout in these six

areas: workload, control, reward, community, fairness, and values. For the purposes of this study, when antecedents of job burnout are discussed, it is used as a holistic term referring to the Areas of Worklife model. A greater discussion and explanation of job burnout and antecedents of job burnout are discussed later in the dissertation as well as the influence of corporatization in higher education, and in-turn, collegiate athletics, within the context of job burnout and its antecedents.

An area that has yet to be introduced or explored in scholarship consists of the athletics academic advising models implemented within the field. There are two academic advising models found at the Division I level within the autonomy conferences. Autonomy conferences, often referred to as the "Power Five," are five athletics conferences that have been given autonomy over their legislative decisions pertaining to the use of needed resources for student-athletes. The two academic advising models found at this level are referred to in this dissertation as the single team advising model and the split team advising model. The essential differences between these two organizational models are how student-athletes and the respective workloads of each advisor are distributed among the athletics academic advisors on staff, making the athletics academic advising models a vital area to be introduced into the literature and explored further in relation to job burnout and antecedents of job burnout.

This first chapter introduces the primary research problem, purpose, and research question, setting the foundation for the literature review. Additionally, it provides a brief overview of the research design to orient the reader through the literature review and the purpose of the scholarship included within this section. The rationale and significance of the study aims to provide the reader with a clear understanding of the importance of this area for scholarship and its possible impacts upon the field of athletics academic advising and intercollegiate

athletics. Finally, the chapter presents key terminology as well as my positionality as researcher in the context of this research study.

Research Problem Statement

Job burnout is defined as a state of emotional exhaustion, low personal accomplishment and depersonalization that stems from a work environment with high stress (Maslach et al., 2001). Recently, the World Health Organization included job burnout in its latest edition of the International Classification of Diseases as a workplace phenomenon about which individuals are often seeking help from professional healthcare providers (World Health Organization, 2018*).* Stress in the workplace and job burnout lead to high turnover, health complications, exhaustion, fatigue, and decreased work performance and job satisfaction (Bliese, Edwards, & Sonnentag, 2017). Leiter and colleagues (2014) approximated that there were roughly one thousand articles being published each year on job burnout. Still, there are just two published research articles that examine job burnout and workplace stress among Division I athletics academic advisors, no published research examining athletics academic advising models, and as such, an absence of studies that look specifically at their relationship to job burnout. Taylor et al. (2019) found that Division I athletics has high workplace stress and that chronic stress and burnout in the athletics profession is under-explored. Division I athletics academic advising has been quoted to be "one of the most challenging jobs in higher education" (Meyer, 2005, p. 15). Job burnout and the need for solutions is an urgent area for research, especially in professions like Division I athletics academic advising where it has not been fully explored. A recent study done in the Spring of 2022 surveyed thousands of athletics staff members and found that 96.1% of the respondents were considered at-risk for job burnout (Scott, 2021).

Research Purpose Statement

Drawing on an interpretive phenomenological approach, this qualitative research study aimed to better understand how job burnout and antecedents of job burnout are experienced among Division I athletics academic advisors. Additionally, the purpose of this study was to introduce the two primary athletics academic advising models that exist in Division I athletics and understand how job burnout and antecedents of job burnout are experienced within these models.

Research Question

Interpretive phenomenology seeks to understand how participants have experienced the identified phenomenon as well as what situations, contexts, or factors have impacted their experiences with the identified phenomenon. In this study, that phenomenon is job burnout (Creswell & Poth, 2018). Job burnout is defined as a state of emotional exhaustion, low personal accomplishment and depersonalization that stems from a work environment with high stress (Maslach et al., 2001). In alignment with this research approach, this study sought to answer the following central research question and sub-questions:

1) How do Division I athletics academic advisors experience job burnout?
    a. How do Division I athletics academic advisors experience the antecedents of job burnout?
    b. How do Division I athletics academic advisors' experiences with job burnout and antecedents of job burnout present in the two athletics academic advising models?

Overview of Research Design

This qualitative study drew on an interpretive phenomenological approach and utilized a series of semi-structured interviews and participant-produced visuals as sources of data. Participants in this study included athletics academic advisors from the NCAA Division I level of collegiate athletics who currently work at comparable higher education institutions. Interview questions and protocol were developed, and peer reviewed to align with the research questions and the two theoretical frameworks grounding the paper, namely Maslach's theory of job burnout and the Areas of Worklife model. Two one-on-one interviews were conducted with each participant for a total of sixteen interviews. The first interview focused on questions surrounding the participants' experiences with job burnout. After this first interview, participants were asked to draw a pictorial representation of their experience with job burnout and bring that artifact to the second interview. The second interview explored the meaning of the representation and moved into focused questions surrounding antecedents of job burnout. The interviews were transcribed, coded, and analyzed for emerging themes and presented in the findings and discussion section of the paper. A more detailed explanation of the theoretical framework and methodology can be found in subsequent chapters.

Rationale and Significance

Job burnout contributes to severe psychological and physical health issues, making research and subsequent remedies an urgent area for scholarship, especially in areas where it has not been fully explored. Athletics academic advisors work responsibilities and conditions of their work predispose them to experiencing job burnout (Taylor et al., 2019). Additionally, comparable positions in relation to work responsibilities and the work environment have been found to have high levels of job burnout (Bruening & Dixon, 2007; Goodger, Gorely, Lavallee,

& Harwood, 2007; Kania et al., 2019; Oglesby, Gallucci, & Wynveen, 2020; Olusoga, Bentzen, Kentta, 2019; Murray, 1987; Vearley et al., 1992; Weight Taylor, & Dixon, 2021). The two types of athletics academic advising models introduced in this study intentionally redistribute the workload and responsibilities of an athletics academic advisor in different ways, making it a valuable area of exploration into the experiences of advisors working in these two models and providing an avenue for promising solutions to job burnout and its antecedents.

The current study provides three primary contributions to the field of athletics academic advising. First, it contributes to the limited research done on job burnout in athletics academic advising. Second, it provides an understanding of the presence and experience of job burnout and the antecedents that shape burnout within this profession through a phenomenological lens. Third, it introduces two types of athletics academic advising models and provides an understanding for how job burnout and its antecedents present within these two models. The information provided in this study can deepen understanding of job burnout and it's respective influences and raise awareness among athletics and administrative leadership on the importance of addressing and implementing measures to reduce or eliminate job burnout.

Role of Researcher and Assumptions

Due to my experience actively working in the profession of athletics academic advising and my involvement in this field's professional organization, I acknowledge my insider-researcher status. Athletics academic advising is a niche profession, and familiarity with fellow professionals across this field is common. These experiences could lead to established rapport and trust with the participants prior to their participation in the study. Caution has been noted on insider-researchers due to the inability to completely remove bias from the research study (Costley, Elliot, & Gibbs, 2010).

Another worthy note regarding my unique research role is my first-hand experience working in the field. Since 2013, I have worked in the field of athletics academic advising at two different institutions. In the summer of 2021, I made the decision to leave the field of athletics academic advising due to my own experiences with job burnout in my current position at that time. From fall of 2016 to the summer of 2021, I held a position with a salary substantially lower than comparable positions, and I received no standard merit increases over that time or promotional salary increases despite receiving two advancements in title. The position carried a high workload, time expectation of over 70-hours per week, planning time-sensitive and highly-visible large-scale programs and events, and minimal control over improving the work environment, job demands, and expectations. This work environment caused significant stress that negatively impacted my overall wellness. Due to the workload and its time sensitivities, I found myself needing to prioritize work and, by doing so, neglecting my plans to start a family with my partner and pursue my doctoral program. Moreover, I compromised my own personal wellness, including sleep, exercise, and healthy eating. Emotionally, I felt defeated because of my inability to maintain familial, educational, and wellness goals, and grew cynical, feeling undervalued in terms of control over my work environment and income. I was feeling emotionally depleted and often dreaded aspects of my position that I once found exciting and fulfilling.

Addressing my direct involvement in the field of athletics academic advising and my experiences with job burnout and its antecedents is my attempt to address any potential bias that may have influenced the way I have conducted this study. Aligned with phenomenological research, this study aimed to examine and uncover the lived experiences of the everyday lives of the participants without distorting, influencing, or decontextualizing (Benner, 1985). To ensure

this methodology was properly implemented, I practiced epoche, which is working to bracket, or set aside, my own experiences and conceptions so that my interpretation of participant data was authentically and accurately analyzed and presented (Bloomberg & Volpe, 2019). A more detailed plan for how I worked to suspend my preconceptions about job burnout and its antecedents is articulated in the methodology chapter later in the dissertation.

Definition of Terms

It is important to have a grasp on core terminology referenced in this dissertation. Table 1 shows some key terminology and associated definitions. The table that follows succinctly displays the definitions of job burnout, antecedents, athletics academic advisors, the two athletics academic advising models, the National Collegiate Athletic Association (NCAA), and the structural differences between Division I, II and III athletics. Resources and demands differ across each division, with Division I institutions having the highest set of athletic demands, which include, but are not limited to, allowing athletes to practice more hours per week, compete in more games, and providing additional scholarship allotments, etc. (National Collegiate Athletic Association, n.d.). In this study, Division I institutions were referenced as the context for the participant sample.

Table 1	
Key Terminology	
Term	Definition
Job burnout	A state of emotional exhaustion, low personal accomplishment and depersonalization that stems from a work environment with high stress (Maslach et al., 2001).
Antecedents	The factors and the environmental conditions that shape job burnout. This study will utilize Areas of Worklife Model to understand these antecedents.
Athletics academic advisors	Academic support professionals employed at higher education institutions who work directly with the student-athlete population to provide academic guidance, athletic eligibility monitoring, and life-skill development (Rubin, 2017).

Single team advising model	A single athletics team has one specific athletics academic advisor assigned to it. All students within that team (or with football, position group) are assigned to that advisor. Recruiting, travel, and other team specific commitments are the responsibility of that assigned advisor.
Split team advising model	Splitting an athletics team between at least two advisors—for larger teams, three or more advisors—and intentionally distributing the work commitments and student caseload among the advisors. Students are paired with advisors based on caseload numbers, college readiness, and pertinent demographic information. Recruiting, travel, and other team specific commitments are shared.
National Collegiate Athletic Association (NCAA)	A membership led organization dedicated to the well-being and success of student-athletes. This association serves as the governing body that regulates most of collegiate athletics (National Collegiate Athletic Association, n.d.)
Division I, II, III	The NCAA is split into three different athletic divisions. Each division is comprised of institutions similar in nature in terms of competition, opportunity, and culture. The divisions each have their own set of policies relating to time expectations of sport, level of competition, academic eligibility requirements, scholarship allotment, etc. (National Collegiate Athletic Association, n.d.)
Autonomy conferences	Often referred to as the "Power Five," the NCAA has provided five athletics conferences autonomy over their legislative decisions pertaining to the use of resources for athletics-related needs of student-athletes. These five conferences are: Atlantic Coast Conference (ACC), Big Ten Conference, Big 12 Conference, Pac-12 Conference, and the Southeastern Conference (SEC) (National, 2021, p. 11).

Summary

This qualitative study drew on an interpretive phenomenological approach and focused on the lived experiences of Division I athletics academic advisors with job burnout and antecedents that shape job burnout. With the high levels of job burnout experienced within Division I athletics, the detrimental impacts of job burnout, and the lack of scholarly exploration of the field of athletics academic advising, this study worked to center the voices, experiences, and feelings of athletics academic advisors and fill a void in the academic scholarship on collegiate level athletics academic advising, in particular, the experiences of athletics academic advisors with job burnout and its corresponding antecedents.

Chapter II: Literature Review

This chapter first presents a brief history of the development of collegiate athletics and athletics academic advisors. The context provided herein will be helpful in setting the foundational knowledge for the study. Following this, an overview of job burnout evolution, antecedents impacting the experience of job burnout, and the larger influence of corporatization on job burnout, will be reviewed. Since there are only two published research studies on job burnout as it relates to athletics academic advisors, the literature review will then move into understanding the work environment and the presence of job burnout and its antecedents in other athletics positions as well as in comparable non-athletics advising positions. It then reviews the research concerning job burnout and its antecedents in athletics academic advising and presents two athletics academic advising models as an avenue to explore possible solutions. This chapter concludes with a discussion of the study's foundational theoretical frameworks and a preview of how the two frameworks ground and inform the research study.

Collegiate Athletics and Athletics Academic Advising Beginnings

The first collegiate athletic competition took place between crew teams at Harvard University and Yale University in 1852. This initial competition sparked the launch of the highly visible institution of collegiate athletics in the United States, whose foundation was based on channeling efforts towards gaining a competitive advantage (Smith, 1988). Both Yale and Harvard made efforts to gain a competitive advantage for the anticipated rematch; some of these tactics included bringing back former students who had already completed their degrees to compete on the team again and unregulated funding resources provided to their teams (Smith, 1988). The vast majority of faculty and administration at higher education institutions believed that athletics participation distracted from academic scholarship and did not attempt to formalize

or regulate collegiate athletics (Frederick, 1963; Gurney, Lapiano, & Zimbalist, 2017). Collegiate athletics continued without any formal institutional governance, and a structured governing body did not exist until 1905 when safety concerns escalated and made collegiate athletics impossible to ignore (McQuilkin & Smith, 1993). In 1905, the Intercollegiate Athletic Association of the United States was created, now known as the National Collegiate Athletics Association (NCAA) (Lucas & Smith, 1978). 1906 marked the association's first convention where structured policies and rules were developed to assist in governing collegiate athletics (Browning, 1986).

In 1965, an academic reform was put in place by the NCAA that required entering college students to have at least a 1.6 grade point average (GPA) out of a 4.0 scale and maintain the 1.6 GPA throughout college to be eligible to participate in their sport. In the 1970s, that was raised to a 2.0 GPA (Blackman, 2008). These GPA benchmarks were put in place to re-center academics as a priority within collegiate athletics and used to determine whether a student-athlete had the potential to be successful academically at the collegiate level. Due to these requirements, athletic departments began creating athletics academic advisor positions to aid student-athletes in adhering to these eligibility requirements and ensuring they were eligible to participate in their sport and maintain academic success (Blackman, 2008). In the late 1980s and early 1990s, the NCAA implemented additional academic requirements known as Propositions 48 and 16. Proposition 48 identified initial academic requirements for entering first-year college students to be able to participate in college athletics, including standardized test scores, high school grade point average and successful completion of a set number of core academic classes as outlined by the NCAA. Proposition 16 quickly followed Proposition 48 and outlined tighter academic benchmarks for initial entering eligibility (Blackman, 2008). As these additional

reform efforts began impacting student-athletes, the NCAA mandated that institutions at the Division I level have academic support for their student-athletes in the form of athletics academic advisors (Mand & Fletcher, 1986; Meyer, 2005).

Athletics academic advisors are often supporting student-athletes in more ways than what has been defined above. Athletics academic advisors help student-athletes with managing and navigating their relationships with professors, coaches, athletic trainers, and peers within and outside of sport (Parham, 2003; Rubin, 2017). Their positions require them to maintain a high number of personal relationships, and it has been noted that job burnout is more likely to occur in positions whose job responsibilities center around maintaining a high degree of inter-personal relationships (Gurney, Robinson, & Fygetakis, 1983; Schutte, Toppinen, Kalimo, & Schaufeli, 2000). This, paired with working in an environment that has been noted to be predisposed to job burnout, has created the conditions for athletics academic advisors to be more highly susceptible to experiencing job burnout (Hjälm, Kenttä, Hassménan, & Gustafsson, 2007; Taylor et al., 2019).

Job Burnout

The scholarship on job burnout is divided into four parts. The first discusses the initial beginning of job burnout as an area of scholarly study. It then moves to the second section to understand Maslach's theory of job burnout. The third part examines three models that characterize antecedents of job burnout. Particular attention is paid to the Areas of Worklife model, due to its use in the current study. The final part provides a rationale for how and why Maslach's theory of job burnout and Areas of Worklife model are utilized in this study as the grounding framework.

Evolution of Job Burnout

Job burnout was initially introduced in the United States in the 1970s as a workplace phenomenon by Dr. Freudenberger (Angerer 2003). Freudenberger introduced the term burnout, and his literary contributions on job burnout included a description of the experience that was occurring, providing the term burnout, and discussing how common a response this was within a work setting. He looked primarily at the experiences of people working in professions that served others and found that these positions encompassed responsibilities that entailed emotional and interpersonal stressors (i.e., educators, health professionals, social workers, human service centered positions, etc.) (Angerer, 2003; Freudenberger, 1989; Maslach et al., 2001). Dr. Freudenberger provided the initial foundation of burnout to the literature, and this introduction of the phenomenon gave way for scholars to expand on this work.

Maslach and her colleagues built on the work of Freudenberger and are considered the trailblazers in job burnout research. Their contributions formed the foundational and conceptual standards for most, if not all, subsequent job burnout literature (Freudenberger, 1974; Leiter & Maslach, 2003, 2017). Job burnout is the result of chronic work stress occurring over an extended period. Situational workplace factors such as working conditions, resources and job demands as well as individual workplace factors such as community demographics and personalities have been found to contribute to chronic stress in the workplace (Maslach et al., 2001). Maslach defines burnout as “a syndrome of emotional exhaustion, depersonalization, and low personal accomplishment that can occur among individuals who do ‘people work’ of some kind” (p. 1). This definition and these three-dimensions - emotional exhaustion, depersonalization, and low personal accomplishment - were validated by a more recent study by

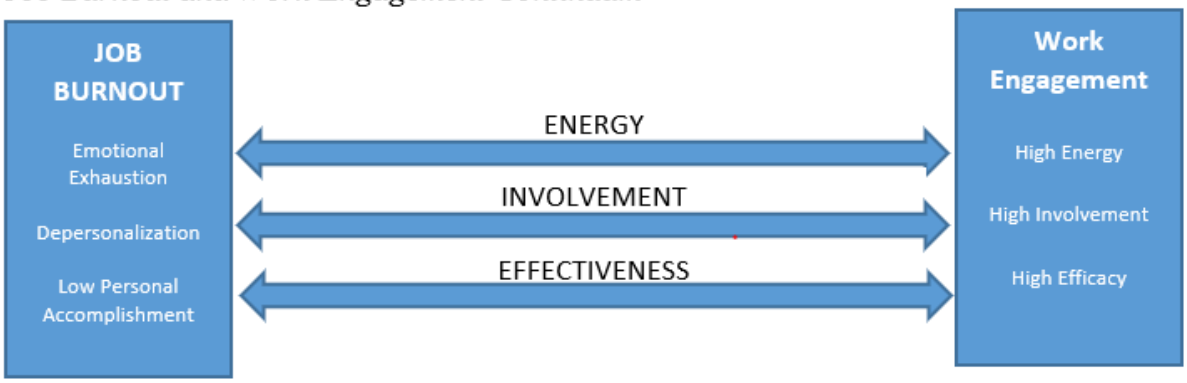
Leiter and Maslach that consisted of a longitudinal study spanning 30 years (Maslach et al., 2016).

Maslach's Theory of Job Burnout

Leiter and Maslach provided a continuum to better understand job burnout. Job burnout manifests itself when there is a misalignment with work engagement, where burnout is at one end of the continuum, and work engagement is at the other end (Cordes & Dougherty 1993). The continuum has three pillars in alignment with the three dimensions of job burnout noted above. Emotional exhaustion, depersonalization, and low personal accomplishment fall on the job burnout end of the continuum, whereas high energy, high involvement, and high efficacy fall on the work engagement end of the continuum. Figure 1 provides a visual representation of this continuum (Leiter, Gascón, & Martínez-Jarreta, 2010).

Figure 1

Job Burnout and Work Engagement Continuum



Note. Adapted model of the job burnout and work engagement continuum from Leiter et al. (2010).

The first pillar noted on the continuum, energy, is headed by emotional exhaustion on the job burnout side. It is understood to be a feeling of physical and emotional depletion. This lack of energy is often associated with a feeling of dread in returning to one's work responsibilities. High energy heads the opposite end of the energy pillar and is understood as high motivation for

work responsibilities and positive feelings about going to work (Leiter et al., 2010). The second pillar of involvement on the burnout side, depersonalization, has also been referenced as dehumanization, which refers to an individual's emotional or relational detachment to the recipient of their efforts or service. Depersonalization most commonly presents itself as cynicism about one's place of employment, co-workers or individuals being served. On the opposite end, high involvement is an individual's desire to be invested in their work as well as to build positive relationships with their coworkers and recipients of service (Leiter et al., 2010). The final pillar, effectiveness, has low personal accomplishment on the job burnout side and can be described as how much a person feels they are professionally developing or accomplishing as it pertains to their capabilities and is associated with negative self-perception. On the other side of the effectiveness pillar is high efficacy which is defined as a feeling of accomplishment in work and positive outlook on the future of the job (Leiter et al., 2010).

Job Burnout Components, Strengths, and Critiques. Job burnout is understood within the context of a few different components, among them the definition of job burnout, process of job burnout, the antecedents of job burnout, the determinants of job burnout, and the quantitative inventories that measure job burnout (Cordes & Dougherty, 1993). Since Maslach's theory and three-dimension definition of job burnout is one that is widely understood and accepted as the definitive definition of job burnout, little literature exists critiquing the definition and understanding of job burnout (Freudenberger, 1974; Leiter & Maslach, 2003, 2017). One common critique that exists across the outlined components of job burnout is the generalizability to populations outside the helping professions (Cordes & Dougherty, 1993). As noted previously, the foundation of job burnout literature and consequent studies have focused primarily on those in the helping professions, and questions have been raised on how well these components of job

burnout are generalizable to other professions. Given that this study focuses on athletics academic advisors and arguments have been made considering them human service-centered positions, this critique of job burnout is not a concern for the current study (Parham, 2003; Pope & Miller, 1999). The group being studied aligns with the population that has been the focus of research to better understand job burnout.

The study sought to understand how athletics academic advisors are experiencing job burnout with further exploration of the antecedents that shape job burnout. Since this investigation did not take a focused look at the process of job burnout or the quantitative inventories that measure job burnout, an in-depth discussion of the issues in these areas were not included. However, because it did examine antecedents of job burnout, a discussion of this component of job burnout rounds out the next section.

Antecedents of Job Burnout

There have been a handful of models developed that identify predictors, known in the literature as antecedents of job burnout, but there is no one generally accepted model. The three most common models are the Conservation of Resources model, the Job Demands Resource model, and the Areas of Worklife model. What follows is an overview of these primary models of antecedents that cause job burnout as well as a rationale for why the Areas of Worklife model was the most applicable for this dissertation research.

The Conservation of Resources model understands the precursors to burnout by better understanding the job resources available. Resources in this model are defined as physical objects, individual characteristics, working conditions or energies that are valuable to the individual. This model has contributed to a wealth of job burnout research and highlighted the impact that limited resources have on job burnout (Hobfoll, 1989, 2001).

Demerouti and colleagues extend the work of Hobfoll with the Job Demands Resource model by looking not only at job resources noted above but also looking at job demands (Demerouti et al., 2001). This model understands job demands as aspects of the job that require added physical or psychological energy and has therefore become highly popularized in job burnout research due to it identifying any job demand and job resource as having an impact on burnout. One immediately noticeable limitation is that 'job demand' and 'job resources' are not further broken down or defined. This lack of further parameters delineation on how job resources and job demands are defined, leaves them subjective, meaning that each individual researcher understands and defines job resources and job demands differently in the context of their research, and there is minimal commonality in these concepts across the literature (Schaufeli & Taris, 2014).

The final model, Areas of Worklife model, was developed by Leiter and Maslach (1997) and continues to expand on the job resources demand model by reviewing job resources as well as job demands and further breaks down and defines in detail the areas that can lead to job burnout (1997). The Areas of Worklife model has identified six Areas of Worklife that shape job burnout, among them workload, control, reward, community, fairness, and values. Additionally, this model considers the employees' perceptions within these identified areas. The more an employee feels aligned/congruent within these six areas, the more likely they are to experience job satisfaction and be engaged with their work; the more an employee feels misaligned/incongruent within these six areas, the more likely they are to experience job burnout (Maslach, Leiter, & Schaufeli, 2008). For example, in the area of 'values,' an employee feels their personal core values match the values of their place of work and is, therefore, more likely to experience job satisfaction and to be engaged with their work. In contrast, an employee who

believes their personal core values differ from the values of their place of work makes them more likely to experience job burnout. This example and thought process can be expanded across each area within the model. These six areas and how they are defined in the literature is described as follows:

Workload. Workload has a direct relationship with energy, and proper rest and balance are needed to reduce job burnout. Manageable work with spaced-out tasks and proper time for rest maintains energy. Workload is defined as the amount of physical or emotional work, including work that is demanding (Leiter & Maslach, 1999; Leiter & Shaughnessy, 2006).

Control. Control is understood as having professional autonomy and inclusion in important decisions. Role conflict, which is when leadership or authority figures within a work setting have conflicting demands or values, impacts an individual's ability to have control over their job (Leiter & Maslach, 1999; Leiter & Shaughnessy, 2006).

Reward. Types of job reward can be financial, recognition in the workplace through positive praise or promotion, as well as being provided additional social or institutional benefits. Equity and perception of reward is an important piece in this area. Feeling as though a fellow colleague is rewarded for perceivably working less can cause strain, which leads to job burnout (Leiter & Maslach, 1999; Leiter & Shaughnessy, 2006).

Community. Community can be understood as the social support in the workplace as well as the relationships that exist in the workplace. These relationships include those between employers, colleagues, direct reports, and those providing services. The social setting and interpersonal relationships in the workplace have influence over job burnout (Leiter & Maslach, 1999; Leiter & Shaughnessy, 2006).

Fairness. This area encompasses the extent to which the distribution of workplace resources and decisions are perceived as equitable and fair. This area has some overlap with the community and reward area. A perceived unfair work setting has connections to cynicism and job burnout, and a perceived fair work setting is associated with a positive association to work (Leiter & Maslach, 1999; Leiter & Shaughnessy, 2006).

Values. The alignment of an individual's personal core values with those exhibited in the workplace is how this area is defined. Individuals who perceive their work setting to be working in alignment with their values have a positive relationship to work, and those who are more mismatched in their values experience job burnout (Leiter & Maslach, 1999; Leiter & Shaughnessy, 2006).

The Areas of Worklife model seeks to understand the antecedents that cause and shape job burnout. This model was developed by Leiter and Maslach, the same researchers who pioneered the foundational understanding of job burnout (1997). The Areas of Worklife model, when compared to others, has the most comprehensive review on the types of workplace factors that shape job burnout, considers employee perceptions, and aligns with Maslach's theory of job burnout. For ease of comparison, Table 2 lays out the three models of antecedents with their respective strengths and challenges.

Table 2

Antecedents of Job Burnout Models

Model	Strengths	Challenges
Conservation of Resources model	- Provided early foundation for literature on causes of job burnout, allowing others to expand on the work	- Only looks at resources as the sources of job burnout. Could not be encompassing to all factors that can lead to job burnout
Job Demands Resource model	- Expanded understanding, provides understanding of how job resources as well as job demands impact job burnout	- Vague description of resources and demands, leaving the concepts subjective to each researcher. Could not be encompassing to all factors that can lead to job burnout
Areas of Worklife model	- Most comprehensive review on the antecedents of job burnout - Aligns with Maslach's theory of job burnout - Considers employee perceptions	- Could not be encompassing to all factors that can lead to job burnout

The Influence of Corporatization

Corporatization in higher education refers to the trend of treating universities and colleges more like businesses, with an emphasis on efficiency, competition, and profit (Giroux, 2014). This approach is often associated with a focus on revenue generation, cost-cutting, and the adoption of management practices from the corporate world (Slaughter & Rhodes, 2004). The corporatization of higher education is an important area to understand as this organizational model has trickled down and has directly impacted the experience and work environment of university employees (Giroux, 2002),

Higher education institutions have faced increasing competition. When reviewing the trends over the last five decades there has been a steady incline in students pursuing higher education. While there was a slight drop in enrollment numbers over the last three years, the overwhelming trend, and contribution to the intensified competition between institutions, has been the rise in the number of students pursuing higher education (National Center for Education Statistics, 2022). This competition has been exacerbated by a decrease in state funding for higher

education, placing pressure on universities and colleges to explore alternative revenue sources and governance models (Mitchell, Leachman, & Saenz 2019). To maintain financial sustainability and competitiveness, many institutions have turned to corporate sponsorships and partnerships (Giroux, 2002). This trend towards corporatization in higher education has resulted in an alignment of governance models with corporate partners (Mitchell et al., 2019; Mills, 2012), emphasizing revenue generation, cost-cutting, and the adoption of corporate management practices (Giroux, 2014).

These same trends are seen across intercollegiate athletics which has become more commercialized, with these corporate partnerships prioritizing a focus on revenue generation and governing in the interest of those stakeholders (Wolverton, 2009). Funding is allocated to the athletics departments through these sponsorships, and much of that funding goes back to coaches and sports programs that are in the public eye and have the potential to win championships and generate revenue, such as football, and men's basketball (Smith, 1988). Funds are provided to athletics departments to help athletics teams win, which comes in the form of more coaches, better facilities, and higher salaries for coaches (Smith, 2011). Funds are not being distributed to areas such as student support services, like athletics academic advising, leaving these areas to have high workloads due to inadequate resources and staffing (Mills, 2012).

These developments in higher education and collegiate athletics have direct implications for an employee and their work environment. First, corporatization cost-cutting has led to reduced funding for support services for students, faculty, and staff, leaving university departments without proper funds for adequate staffing, leading to high workloads and student caseloads (Mills, 2012). This adversely impacts the experience of those employees as this additional work can lead to higher rates of job burnout. This negatively impacts the employee's

well-being and the support for students. Second, the governance model includes primarily the voices of corporate stakeholders, limiting the influence university staff can have in the decisions made in their work environment (Giroux, 2002). Without proper voice in the decision-making employees can become cynical with increased instances of job burnout (Maslach et al., 2008). Finally, the corporate values of profiting conflict with that of the educational priorities of staff at an institution (Gurney et al., 2017). This mismatch of values between an employee and their place of work has been seen to drive the experiences of job burnout (Maslach et al, 2008). These three areas as defined by the Areas of Worklife Model, of workload, control, and value are antecedents that shape an employee's experience with job burnout. All these areas have direct ties to shaping job burnout in the context of the growth of corporatization, which is a vital area of examination and discussion in order to deepen understanding of job burnout and its antecedents.

Job Burnout and Other Athletics Positions

Job burnout is not an issue with one individual, but a product of the entire workplace environment of a workplace setting (Angerer, 2003). Any environment that has chronic workplace stress leads to job burnout (Leiter & Maslach, 1999). Taylor et al. (2019) found that Division I athletics has high workplace stress and that chronic stress and burnout in the athletics profession is under-explored. Athletics academic advising positions were mandated by the NCAA at the Division I level in the 1990s, and today, athletics academic advising is a profession that exists at Division I institutions. Given that minimal research is done on job burnout in this profession, understanding the type of work environment and stress by reviewing comparable athletics positions better informs how athletics academic advisors may be experiencing job burnout and antecedents of job burnout. In reviewing the literature on job burnout within collegiate athletics, the study found that coaches, athletics trainers, and athletics staff members

have been the primary focus. As such, job burnout and its antecedents are discussed in relation to three of the most prominently researched positions, that of coaches, athletic trainers, and athletics staff members.

Coaches

Job burnout and stress have been researched and documented in the collegiate athletics coaching profession (Olusoga et al., 2019). As established, high-stress environments can lead to job burnout, and this has been supported in research that focuses on collegiate athletics coaches. Schutte and colleagues (2000) discuss in their work that burnout is more likely to occur in positions where job responsibilities center around inter-personal relationships. The coaching role comes with high stress and the maintenance of a significant number of personal relationships (Hjälm et al., 2007). Coaches manage relationships between the direct coaching staff, the athletics department support staff, each student-athlete, campus constituents, incoming students and parents, and professional contacts within their specific athletics program. Maintaining these relationships is a pivotal piece of the coaching profession (Vealey, Udry, Zimmerman, & Soliday, 1992). The job burnout dimension with the highest levels in coaching has been found to be emotional exhaustion (Kelley & Gill, 1993; Vealey et al., 1992; Kelley, 1994). Antecedents of job burnout have been examined within the coaching profession, and the worklife areas of reward (social recognition and promotion in the field), value (family conflicts), workload (long hours and high demands), and control (control in competition outcome) were found to be antecedents of job burnout in this profession (Olusoga et al., 2019; Vealey et al., 1992). An interesting outcome of research done on job burnout in coaching is the differing experiences between genders. Female coaches have experienced higher levels of burnout stemming from workload and reward. To further breakdown these two antecedents, workload is centered around

concerns about a balance between work commitments and family commitments. Reward is centered around being excluded from opportunities for promotion or advancement in their field. Both these areas of workload and reward were significantly higher in females compared to male counterparts (DeBoer, 2004; Fei, Kuan, Yang, Hing, & Yaw, 2017).

Athletic Trainers

While job burnout literature on Athletic Trainers (ATs) is less robust compared to coaches, ATs are still another athletics position that has been the focus of some burnout research. A study done by Terranova and Henning (2011) found that ATs at the Division I level of athletics have low levels of job satisfaction and work engagement when compared to the other athletics divisions. Job burnout in athletic trainers has manifested itself in all three dimensions of job burnout: emotional exhaustion, depersonalization, and low-personal accomplishment (Defreese, & Mihalik, 2016). Kania and colleagues found that the worklife areas of control and workload were antecedents of job burnout in ATs (2009). The area of control centered on pressure from the coach to medically clear a particular student-athlete and not having autonomy in that process. The area of workload contributing to burnout centered on the AT's caseload, particularly the number of respective sport programs and student-athletes that fall under an AT's responsibility. A more recent study done in 2020 found that ATs are experiencing job burnout with the antecedents falling into the same areas seen in the previous section on coaching, among them reward, value, workload, and control (Oglesby et al., 2020). Reward for ATs centered on extremely low salaries for their profession. Values centered on the interference work had on ATs value of family and the conflict work created with family and life commitments. The area of workload centered on reportedly working extremely long hours and the current state of being understaffed. The final area of control was centered on the intensely hierarchical and political

nature of athletics and lack of autonomy concerning the decisions that impact their work responsibilities. ATs have self-reported their own concerns about a diminished quality of life and job burnout, primarily due to the high work volume (Pitney, 2006).

Athletics Staff Members

Research on job burnout among athletics staff members has tended to be more holistic when it comes to reviewing their experiences within a collegiate athletics department. Studies of athletics staff members vary in their scope, often including coaches and ATs in their research populations. The scholarship in this section continues to build on the review of coaches and ATs while also including additional staff members from the department. Studies suggest that those who work within collegiate athletics departments experience burnout stemming from the worklife area of reward or lack of advancement opportunity (Bruening & Dixon, 2007; Goodger et al., 2007). A recent study done in 2021 found that athletics staff members within intercollegiate athletic departments have experienced being overworked (workload), underpaid (reward), and undervalued (reward) (Weight et al., 2021). Studies on the collegiate athletics industry show there are significantly high levels of burnout, stress, and difficulty managing work and family responsibilities (Dixon & Bruening, 2005, 2007; Taylor et al., 2019; Walker & Melton, 2015). A more recent study done in the Spring of 2022 surveyed thousands of athletics staff members on job burnout and found that just 3.9% of the respondents were considered "low-risk" for overall job burnout (Scott, 2021). A consistent area of focus in the research on athletics staff members has been around the concept of work-family conflict. This concept is the pressure and need to be prioritizing work over family, and work-family conflict is found repeatedly in the literature on intercollegiate athletics. Work-family conflict contributes to the presence of job burnout in athletics staff (Taylor et al., 2019). This concept can be most closely tied to the value

and workload antecedents of job burnout in the Areas of Worklife model. Athletics staff members value their families and being able to spend time with them. Athletics departments require their athletics staff members to work extensive hours, and this impedes on an athletics staff member's familial values and obligations (Graham & Smith, 2021; Taylor et al., 2019).

The examination of job burnout and antecedents of job burnout in coaches, ATs and athletics staff member positions highlights a few important themes. Job burnout is prevalent across each of these athletics positions, and the antecedents of job burnout in the areas of workload, control, values, and reward are consistent in the literature across these three athletics positions. Finally, the conflict between work and family is consistently present in athletics positions and is a contributing factor to job burnout.

Job Burnout and Comparable Non-Athletics Academic Positions

The services that athletics academic advisors currently provide include the more traditional pieces of advising, such as major exploration, course selection, degree planning, and eligibility certification, but have also grown to include a variety of robust holistic student support programming (Gaston-Gayles, 2003; Rubin, 2017). Athletics academic advisors are often supporting student-athletes in more ways than what is presented above, including providing emotional support for the wide-ranging challenges a student-athlete faces (Parham, 2003; Pope & Miller, 1999). The work of athletics academic advisors is comparable to those of campus academic advisors and other student support services at a higher education institution. Reviewing non-athletics academic advising positions with similar work responsibilities better informs how athletics academic advisors may be experiencing job burnout and its antecedents.

There is a significant amount of literature dedicated to examining job burnout within student support services at higher education institutions (Brewer & Clippard, 2002; Guthrie,

Woods, Cusker, & Gregory, 2005). Academic advisors work in a demanding, always on-call work culture where job satisfaction can be threatened (Guthrie et al., 2005). Work-related stress leads to job burnout and has been found to contribute to the high attrition rate among student support administrators (Evans, 1988; Leiter & Maslach, 1999). Anderson and colleagues found evidence that student support administrators in higher education are less satisfied in their jobs than other positions in higher education (2000). A national survey was conducted in 2005 of the membership of the National Academic Advising Association (NACADA) that found that the least satisfying aspects of the profession are in the worklife area of reward, centering on low salary and lack of recognition (Donnelly, 2009). The academic advising profession is one that bears the burden of heavy student caseloads, low pay, and minimal status recognition (Murray, 1987).

The examination of non-athletic advising positions at a higher education institution highlights two important themes. The first is that job burnout is present in positions that hold similar work responsibilities to that of athletics academic advisors. The second is that antecedents of job burnout in the areas of workload and reward are the most consistently experienced by individuals in academic advising and student support service positions. These two antecedents of job burnout are consistent to what coaches, athletics trainers, and athletics staff members experience in their roles as well.

Job Burnout and Athletics Academic Advising

Athletics academic advisors are often supporting student-athletes in more ways than what has been defined above. Athletics academic advisors help student-athletes with navigating their relationships with professors, coaches, athletic trainers, and peers within and outside of sport (Parham, 2003; Rubin, 2017). Like coaches, athletics academic advising positions require them

to maintain a high number of personal relationships, and it has been noted that job burnout is more likely to occur in positions whose job responsibilities center around maintaining a significant degree of inter-personal relationships (Hjälm et al., 2007; Schutte et al., 2000). They work outside standard business hours to provide hands-on help for academically at-risk students who come in underprepared for college-level coursework. They assist in providing support in balancing the demands of athletics and academics, often traveling with teams when they compete. They work on identity development with student-athletes who are transitioning out of a sport, either due to injury or at the culmination of their career (Parham, 2003; Rubin, 2017). Athletics academic advisors are inherently human service workers, as they are consistently called upon to advocate for students, providing psychological and emotional support, as well as hands on guidance (Parham, 2003; Pope & Miller, 1999). Individuals who work in human-service centered positions hold responsibilities and characteristics associated with the antecedents of job burnout (Pines & Aronson, 1988).

Rubin studied the job responsibilities, experiences, and training of athletics academic advisors. This study surveyed the National Association of Athletics Academic Advisors and found that 91% of respondents reported symptoms of job burnout in themselves or colleagues. Additionally, 60% of respondents noted that they have considered leaving the profession. Athletics academic advisors expressed concerns and frustrations with the complex nature of their profession, and the study called for more research to be done in these areas (Rubin, 2017). As consistently noted, the only published studies on job burnout within athletics academic advising were conducted by researchers Rubin and Moreno-Pardo (2018) and Hardin et al., (2020). Rubin and Moreno-Pardo examined job burnout and turnover intention, referring to athletics' academic advisors as student-athlete support personnel. Their results indicate that antecedents of job

burnout among athletics academic advisors are within the areas of reward and workload (2018). In the area of reward, athletics academic advisors reported low pay, minimal opportunity for growth or promotion, and a lack of appropriate social or community recognition. In the area of workload, athletics academic advisors reported needing to be working twenty-four hours a day with exceedingly high student caseloads and job responsibilities. This workload contributed to diminished physical and mental health (Rubin & Moreno-Pardo, 2018). In an unpublished dissertation, Gellock supported the work of Rubin and Moreno-Pardo by examining more specifically the work environment of athletics academic advisors and the impact these work environment factors have on job burnout. It was found that the areas of control, workload, and reward were antecedents of job burnout and contributed to an athletics academic advisor's intent to leave the field (2019). Hardin and colleagues conducted a quantitative study on athletics academic counselors and found that participants had elevated levels of job burnout in the areas of emotional exhaustion and depersonalization (2020).

The minimal research that has been done on job burnout in the field of athletics academic advising is consistent with the job burnout literature reviewed thus far; high levels of job burnout exist within this field and, specifically, the job burnout antecedents of workload, control, and reward are present. Research concerning the reduction of job burnout and turnover intention should be at the forefront of the minds of athletics administrators (Rubin & Moreno-Pardo, 2018).

Athletics Academic Advising Models

One aspect of advising that has not been fully understood in athletics centers is on the type of athletics academic advising model within which an advisor is working. There has been no research done examining the operational structure or model of athletics academic advising

offices. Given that the work environment and workload contribute to job burnout, reviewing the advising environment and models an athletics academic advisor works within is a valuable area for further understanding the antecedents that shape job burnout. Through professional knowledge of the athletics academic advising field, academic advising units at the Division I level, in the autonomy conferences, exist with two academic advising models. In this dissertation, they are referenced as the single team advising model and the split team advising model.

The primary advising structure found was the single team advising model. In this model, one advisor is assigned to each athletics team (Advisor A has all the men's basketball team as their advisees, Advisor B has all the softball team as their advisees, etc.). In the single team advising model, advisors may oversee two to three total teams, equaling a specific student caseload number. Often the decisions on how advisors are assigned to teams are based on the experience of the advisor. A more experienced advisor is typically found in revenue generating sports, such as football or men's and women's basketball. These teams tend to encompass more at-risk students and require a greater time commitment on the part of the athletics academic advisor (Bowen & Levin, 2003; Comeaux, 2005; Pascarella, Hagedorn, Nora, & Terenzini, 1996). In contrast, a less experienced advisor may be assigned to advise non-revenue generating sports, such as soccer or rowing. These teams tend to encompass less at-risk students and require less time commitment on the part of the athletics academic advisor (Bowen & Levin, 2003; Comeaux, 2005; Pascarella et al.,1996). The advisor assigned to the given team is entirely responsible for all its members and the added responsibilities that come with supporting a sports program, such as traveling with the team, weekend recruiting commitments, and additional non-academic team meetings.

The split team advising model exists at only one institution within the autonomy conferences of Division I athletics. In the split team advising model, there are at least two advisors (potentially more) for each athletics team (Advisor A has half of the men's basketball team and half of the softball team as their advisees, and Advisor B has the other half of men's basketball and softball teams as their advisees). Figures 2 and 3 below depict the advising assignment breakdown for each model. In this model, an advisor may be responsible for several teams, together equaling a specific caseload number. Instead of basing the assignment on the advisor to a specific team, it is based on the student's demographics. Incoming students are reviewed according to GPA, test scores, strength of high school, as well as additional social determinates that might be important to know (i.e., international student with English as a second language). Students considered at-risk, with the potential for a greater time commitment, are distributed among advisors. Additionally, in this model, the responsibilities related to team travel, recruiting, and additional non-academic team meetings are shared between the advisors working with that specific team.

While there have been organizational models of advising utilized within higher education, these models have also not been assessed in relation to job burnout or job satisfaction. The organizational models utilized within higher education are as follows: Faculty Only, Supplementary, Split, Dual, Total Intake, Satellite, and Self-Contained (Habley, 1997, 1983).

Faculty Only. Students are assigned to a faculty member within the institution due to the absence of an academic advising office (Habley, 1997; 1983).

Supplementary. Students are assigned primarily to a faculty member, and a supplemental advising office on campus can help provide referrals, but all advisory related content is filtered through the faculty member (Habley, 1997; 1983).

Split. Advising offices exist for specific groups. All other students falling outside those groups are assigned either to a faculty member or a dedicated advisor in an academic unit.

Dual. A student has both a faculty advisor and a dedicated advisor in an academic unit (Habley, 1997; 1983).

Total Intake. Students are assigned to an academic advising staff member to support them up to a particular point, then reassigned to a faculty member (Habley, 1997; 1983).

Satellite. Each school or department has their own established advising structure (Habley, 1997; 1983).

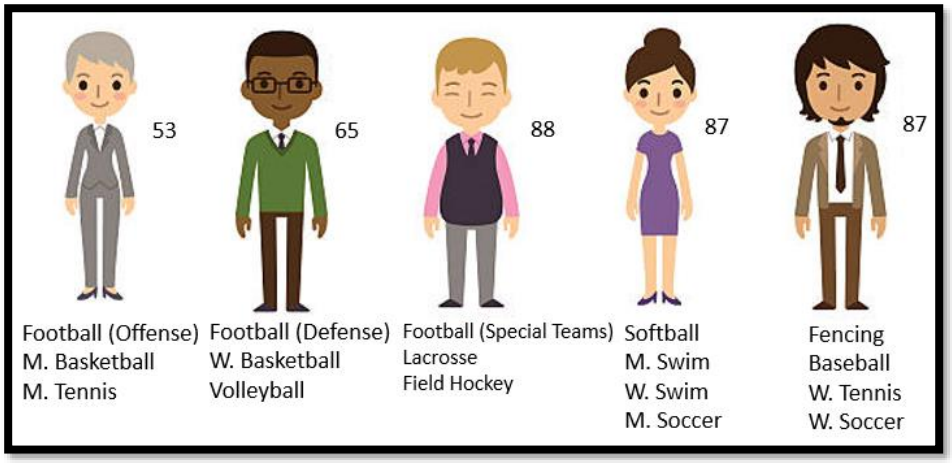
Self-Contained. Students are assigned to a professional advisor from point of entry to graduation through one centralized advising office (Habley, 1997; 1983).

While there are a variety of advising models utilized in higher education, they are not easily comparable to the models within athletics academic advising. The higher education advising models take a high-level organizational view, examining how students are assigned to different populations for advising. Take for example the Faculty Only model; it identifies students being assigned to faculty members, but it does not convey a deeper or more intimate understanding of how specific faculty or students are paired. The athletics academic advising models take a more intimate view of how advisors and students are assigned specifically to one another. The first model works to find experienced advisors who can manage the higher at-risk population and higher time-commitment sports, whereas the second model intentionally distributes these students and commitments across advisors. Given that the area of workload is a consistent antecedent of job burnout in athletics and athletics academic advising, further study of athletics academic advising models is an important area to review in understanding the

antecedents that shape job burnout and pose an avenue for possible ways to mitigate the presence of job burnout.

Figure 2

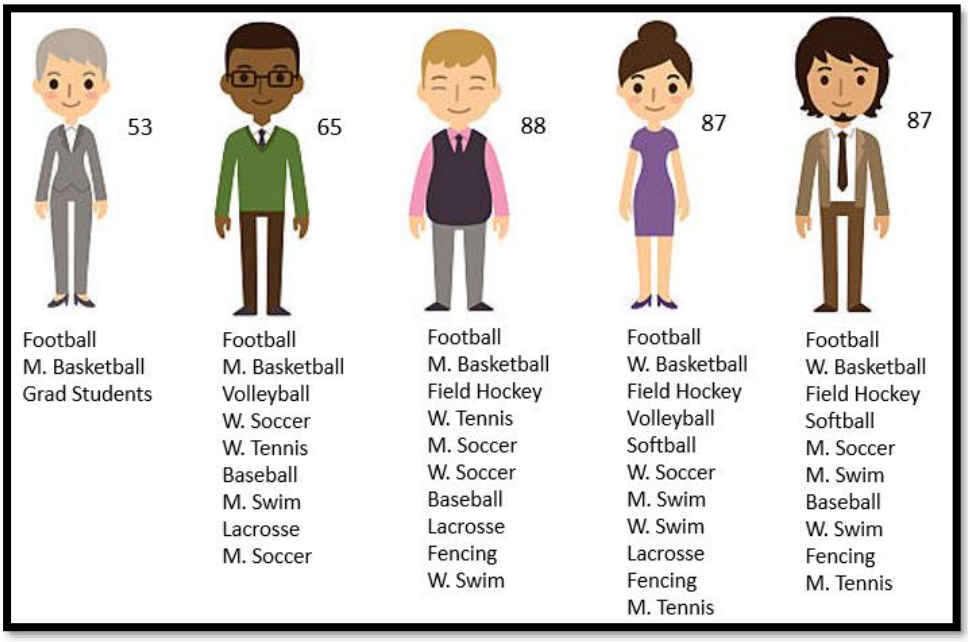
Single team advising model: Advising Assignment & Structure



Note. Example athletics academic advising office. Each advisor represented has their student caseload total number listed to the right, and the teams they advise below

Figure 3

Split team advising model: Advising Assignment & Structure



Note. Example athletics academic advising office. Each advisor represented has their student caseload total number listed to the right, and the teams they advise below

Theoretical Framework

While there are a variety of theoretical frameworks applicable to a qualitative study, two were utilized in this research study. Maslach's theory of job burnout and the Areas of Worklife model were utilized as the grounding framework for how job burnout and antecedents of job burnout are understood in the literature to structure the study design, in particular data collection and data analysis. Maslach's theory of job burnout is defined as a state of emotional exhaustion, low personal accomplishment, and depersonalization stemming from a work environment with high stress (Maslach et al., 2001). The Areas of Worklife model organizes antecedents of job burnout in six areas: workload, control, reward, community, fairness, and values. Reputable scholarship within these two frameworks was discussed throughout the literature review.

Rationale for Maslach's Theory of Job Burnout and the Areas of Worklife Model

This study worked to understand how Division I athletics academic advisors experience job burnout with a sub-question of how Division I athletics academic advisors working in two different advising models experience antecedents that shape job burnout. Maslach's theory of job burnout is widely accepted and utilized in the research done on job burnout. Job burnout research is built on a foundation of professions oriented around caregiving and service (Maslach et al., 2001). Athletics academic advisors have been considered and engaged as human service personnel (Parham, 2003; Pope & Miller, 1999). Due to the widely accepted use, the established validity of Maslach's theory of job burnout and its alignment to understanding the experiences of those in service-oriented professions, the present study utilized this theory for understanding athletics academic advisors' experience with job burnout (Leiter and Maslach, 2016).

The Areas of Worklife model attempts to understand the antecedents that shape job burnout. This model was developed by Leiter and Maslach, the same researchers who pioneered

the foundational understanding of job burnout (1997). This study used the Areas of Worklife model as the foundation for understanding antecedents of job burnout with athletics academic advising due to its alignment to Leiter and Maslach's work as well as the respective strengths outlined previously in table 2.

Data collection methods included two semi-structured interviews and participant-produced visual images as sources of data. Participants could produce their visuals through drawing, collaging, or any preferred medium of creation. The first interview focused on job burnout and drew on Maslach's theory of job burnout to shape the interview questions. Questions in the first interview centered on the three components of job burnout: emotional exhaustion, low personal accomplishment, and depersonalization. Interview questions were developed based on the definitions of each to evoke the participants' experiences within each of these components. Following the first interview, participants were asked to draw or visually represent their respective experiences with job burnout. The second interview included follow-up interview questions to analyze each participant's visual representation. The interview questions and follow-up prompts worked to extract each participant's understanding of their visual representation in relation to Maslach's theory of job burnout. Continuing through the second interview, the focus was on understanding the participants' experiences with the antecedents of job burnout. The Areas of Worklife model was utilized to organize the structure of the interview questions. Questions and follow-up prompts were generated based on the definitions of each of the six antecedents defined in the Areas of Worklife model—workload, control, reward, community, fairness, and values—to understand antecedents experienced by the participants.

Data analysis and interpretation of the data is analyzed and presented in alignment with the research question and sub-questions and informed by these two frameworks. Maslach's

theory of job burnout and the three components outlined in this theory—emotional exhaustion, low personal accomplishment, and depersonalization—informed how the data is understood and organized in the findings. Similarly, the Areas of Worklife model and its six areas (named above) informed the method of data collection and was interpreted and in the findings.

Summary

Athletics academic advisors work predominantly in Division I athletics, a field found to encompass high stress and high levels of job burnout. Job burnout is experienced in professions existing within Division I athletics, including coaches, athletics trainers, and additional athletics staff members. The primary antecedents of job burnout in these professions are in the areas of workload, control, reward, and values. The presence of job burnout also extends to non-athletic advising positions that have comparable work responsibilities to that of athletics academic advisors. Antecedents of job burnout in these positions are in the areas of workload and reward. When reviewing what little research has been done on job burnout in athletics academic advising, the research is consistent with job burnout presence and the antecedents of job burnout found amongst athletics positions and non-athletics academic positions, in the areas of workload, control and reward.

Given the presence of job burnout and its antecedents in Division I athletics positions and in positions that hold comparable work responsibilities to athletics academic advisors, this study focused on the lived experiences of Division I athletics academic advisors with job burnout and its contributing antecedents. This study adds an understanding of the experiences of job burnout and antecedents of job burnout in the two different athletics academic advising models. As noted, these models intentionally work to redistribute workload and job responsibilities in different

ways, making it an important area to explore in understanding the antecedents that shape job burnout and possible solutions to job burnout.

Chapter III: Methodology

The aim of this study was to better understand how job burnout and antecedents of job burnout are experienced among Division I athletics academic advisors. Additionally, the purpose of this study was to introduce the two primary athletics academic advising models that exist in Division I athletics and understand how job burnout and its antecedents are experienced within these models. This study sought to answer the following central research question and sub-questions:

1) How do Division I athletics academic advisors experience job burnout?
    a. How do Division I athletics academic advisors experience the antecedents of job burnout?
    b. How do Division I athletics academic advisors' experience with job burnout and antecedents of job burnout present in the two athletics academic advising models?

The current section presents the study's methodological approaches. A detailed description of the research design, setting, and sample is discussed as well as the methods of data collection and analysis. Further, the study's methods and approach are explained for the purpose of establishing the validity of the study design. This section concludes with a discussion of the study limitations and delimitations.

Rationale for Research Design

This qualitative study drew on aspects of interpretive phenomenology and utilized a series of semi-structured interviews and artifacts in the form of participant produced visual representations as a means of data collection. The study aimed to better understand the lived experiences of job burnout and antecedents that shape job burnout in athletics academic advisors

as well as understand these experiences in the context of two different athletics academic advising models.

A qualitative study was chosen for this design because the focus of the study is on understanding the experiences of athletics academic advisors and centering the voices of these professionals (Bloomberg & Volpe, 2019; Merriam & Grenier, 2019). As noted, only one Division I institution utilizes the split team advising model. With so few individuals having experienced this model, a participant pool would not be large enough for a quantitative design to be significant or add the depth of value that comes with a qualitative approach. In addition to sample size considerations, qualitative research aligns with the current study for its orientation towards exploring social or human problems firsthand and presenting a holistic and detailed view of a participant's experience (Creswell & Poth, 2018; Merriam & Grenier, 2019; Starks & Trinidad, 2007). The voices of athletics academic advisors are not well represented in intercollegiate athletics research. Additionally, the research that does examine job burnout within the intercollegiate athletics field heavily utilizes quantitative design. This study adds to the noticeable gap in scholarship concerning the lived experiences of athletics academic advisors and provides needed job burnout research derived directly from those very subjects.

Given that the purpose of this study is to better understand the lived experiences of the participants, drawing on phenomenology as a methodological approach was the most applicable. Phenomenology works to understand lived experiences and uncover the essence of a particular phenomenon (Bloomberg & Volpe, 2019; Merriam & Grenier, 2019; Starks & Trinidad, 2007). In alignment with this methodology, this study worked to understand the participants' worlds and day-to-day lives with job burnout and its antecedents. Two approaches exist within phenomenological research - interpretive and descriptive. An interpretive design seeks to

"understand lived experiences and explore how individuals make sense of their personal and social worlds" (Noon, 2020, p. 75; Penner & McClement, 2008). This approach works to provide the opportunity for the participants to articulate their experience and for the researcher to draw meaning and interpret these experiences. A descriptive phenomenological research design aims to better understand a phenomenon that is not well understood, or where little is known. It does not work to make sense of or to draw conclusions from the participants' experiences, but rather to describe the phenomenon being experienced (Penner & McClement, 2008). Given that the phenomenon under investigation in this study is job burnout and extensive research and literature exists in understanding job burnout, an interpretive phenomenological study is most appropriate to the central research question. Additionally, the existing literature on job burnout among athletics academic advisors has not taken a phenomenology approach and this research study will add to the scholarship by examining this topic through this lens.

Research Setting & Context

The research setting in terms of outreach, communication, and data collection was done virtually. Participants of this study consisted of eight athletics academic advisors, four of whom were recruited from the institution utilizing the split team athletic advising model. There is only one institution that utilizes the split team advising model, and it is a small (defined in this study as less than ten thousand undergraduate students) Division I private research institution consistently ranked in the top twenty-five in the U.S. News Best College Rankings. Athletically, this institution is within the autonomy conferences, has an athletics department with roughly 520 student-athletes, with 19 varsity sports in total and six athletics academic advisors on staff. Given that this study aimed to understand job burnout and its antecedents, the task of understanding the institution and work environment factors experienced by the athletics academic advisors were

important considerations when recruiting the other four participants. The final four participants were selected from institutions utilizing the single team advising model and meet the same institutional criteria noted for the split team advising model institution: small Division I private research institutions that are consistently ranked in the top twenty-five of the U.S. News Best College Rankings. Additionally, these institutions are within the autonomy conferences, of similar size in terms of number of student-athletes (approximately 500-800), varsity sports (approximately 19-27), and staff (approximately 6-10). The effort to align the composition of the split team advising model institution to those working the single team advising model is to ensure participants' resources, work environment, and student caseload are comparable between the two athletics academic advising models.

Research Sample and Sources of Data

The study drew on an interpretive phenomenological qualitative research design and utilized a series of semi-structured interviews and participant-produced visuals accompanied by a written narrative description of the visual as sources of data collection. Criterion sampling was utilized in this study as participants must have met the specific set of criteria outlined to be eligible for the research study (Creswell & Poth, 2018). That criteria being institutions that are small Division I private research institutions that are consistently ranked in the top twenty-five of the U.S. News Best College Rankings. Additionally, these institutions are within the autonomy conferences, of similar size in terms of number of student-athletes (approximately 500-800), varsity sports (approximately 19-27), and staff (approximately 6-10).

In alignment with phenomenology that recommends a relatively small sample, this study included eight athletics academic advisors (Bloomberg & Volpe, 2019). As noted previously, four of these participants were advisors who currently work in a split team advising model, and

the other four were advisors who currently work in the single team advising model. All eight participants met the criteria defined in the previous section of working at a small (less than ten thousand undergraduate students), Division I, private, research institution, that is consistently ranked in the top twenty-five of the U.S. News Best College Rankings. Additional criteria included remaining within the autonomy conferences, a comparable number of student-athletes (approximately 500-800), varsity sports (approximately 19-27), and staff (approximately 6-10).

Identification of Division I athletics academic advisors in the two advising models was done through online research. Online research was done through reviewing the top twenty-five U.S. News Best College Rankings. Identifying which institutions within those are Division I athletics programs within the autonomy conferences via divisional and conference guidelines outlined by the National Collegiate Athletics Association (NCAA). These institutions were documented on the subject participation tracking document (Appendix A) and evaluated on their institutional pages for their undergraduate size, private status, student-athlete population size, varsity sport size, and athletics academic staff size and documented on the subject participation tracking document. Participants (athletics academic advisors) were selected from these institutions and contacted for participation via email listed on the public webpages of the institution.

Institutional Review Board approval was granted by DePaul University while I was still a doctoral candidate. Email communication was sent to potential participants to inform them of the study and recruit their participation (Appendix B). An informed consent document was provided at the time of recruitment for participants to read in advance (Appendix C). Those participants who did not respond to the initial recruitment email communication were sent a second email one week later (Appendix D).

Eight participants were responsive to the recruitment communication and met the criteria for participating in the study. Four participants were from the split team advising model and four were from the single team advising model. Pseudonyms were attached to each participant to protect their anonymity, facilitate comprehension of the findings section, and to better contextualize the research study (Table 3). A brief biography of each participant is noted below:

Caitlin. Caitlin identifies as female and works in the split team advising model institution. She had previously worked at two other institutions prior to her current position. She has been in her current position for six years. Her immediate family, friends, and romantic partner live very far from her current residence.

Connor. Connor identifies as male and works in the split team advising model institution. He had previously worked at one other institution prior to his current position. He has been at his current position for about a year and a half. He is married and has two young children.

Elle. Elle identifies as female and works in the split team advising model institution. She had worked at two other institutions prior to her current position. In addition to working as an athletics academic advisor, she holds supervisory responsibilities. She has been at her current institution for six years. She is married and has one young child.

Pearl. Pearl identifies as female and works in the split team advising model institution. She had previously worked at two other institutions prior to her current position where she has been for just over a year. Her immediate family and friends reside far from her current residence.

Allie. Allie identifies as female and works in the single team advising model institution. She has previously worked at five other institutions and has been at her current position for a year. She has a partner, and her immediate family is far from her current residence.

Chase. Chase identifies as male and works in the single team advising model institution. He had worked at one other institution prior to his current position where he has been for sixteen years, holding supervisory responsibilities in addition to athletics academic advising. He is married and has two young children.

Tanya. Tanya identifies as female and works in the single team advising model institution. She has previously worked at two other institutions and has been at her current position for approximately three and a half years. In addition to athletics academic advising, she also holds responsibilities as a learning strategist. She has a partner and her immediate family lives far from her current residence.

Tasha. Tasha identifies as female and works in the single team advising model institution. She has been in her current position for twelve years, with no previous athletic advisory experience at any other institution. She is married and has one young child.

Table 3

Participant Demographic Information

*Name	Gender	Pronouns	Advising Model	Number of Previous Institutions Worked
Caitlin	Female	She / Her / Hers	Split Team Advising	2
Connor	Male	He / Him/ His	Split Team Advising	1
Elle	Female	She / Her / Hers	Split Team Advising	3
Pearl	Female	She / Her / Hers	Split Team Advising	2
Allie	Female	She / Her / Hers	Single Team Advising	5
Chase	Male	He / Him/ His	Single Team Advising	1
Tanya	Female	She / Her / Hers	Single Team Advising	2
Tasha	Female	She / Her / Hers	Single Team Advising	0

*Notes. *Participants were provided a pseudonym*

The above demographic information included name, gender, pronouns, advising model, and previous institutions worked, as these details are relevant in understanding the findings.

Demographic information, such as race and sexual orientation, were intentionally excluded to protect the identity of the participants.

Data Collection Methods

One-on-one semi-structured interviews and participant-produced visuals were identified as appropriate means for data collection (Billups, 202; Harper, 2022) to answer the following central research question and sub-questions:

1) How do Division I athletics academic advisors experience job burnout?
    a. How do Division I athletics academic advisors experience the antecedents of job burnout?
    b. How do Division I athletics academic advisors' experience with job burnout and antecedents of job burnout present in the two athletics academic advising models?

The data collection involved participation in two 60–90 minute virtual interviews and the creation of a visual depicting experience with job burnout. This study required approximately three hours of each participant's time over the course of a month. The first interview was 60-90 minutes in length, the creation of each visual took 15-30 minutes, and the final interview took 60-90 minutes.

Semi-structured interviews and participant-produced visuals were the main sources of data, creating space for participants to give voice to their experiences and emotions concerning job burnout and its antecedents. One-on-one semi-structured interviews allowed participants and the researcher an opportunity to build rapport and trust. They also permitted the researcher to ask intentional follow-up questions to better understand and represent the lived experiences of the participants (Billups, 2021). A semi-structured interview includes predetermined questions

organized by the topics or themes that the researcher aims to understand, along with probing questions to aid in further participant elaboration on those topics or themes (Qu & Dumay, 2011). The study centered on Maslach's Theory of Job Burnout, specifically on the areas of emotional exhaustion, depersonalization, and low-personal accomplishment, as well as the Areas of Worklife model, specifically workload, control, reward, community, fairness, and values. In alignment with semi-structured interviews, the interview questions for the current study were organized around these key domains (Qu & Dumay, 2011).

Additionally, asking the participants to depict their experience with job burnout by way of a drawing or other visual representation will add additional depth to the data. The process of drawing is a mode of communication through which a person can access their internal emotions, dig deeper into their own consciousness and access previously untapped experiences (Harper, 2002). Utilizing participant-produced visuals was relevant to the proposed study as it aimed to deeply explore and understand the participants' experiences with job burnout, providing an avenue to access inner emotions and experiences reflective of this state (Kearney & Hyle, 2004). Additionally, a combination of visual and verbal research methods provides insight into the complexity of human experience (Guillemin, 2004).

Once the Institutional Review Board approval was granted and participants were selected, mutually approved times were selected for the interviews and an outlook calendar invite was sent out blocking off each 90-minute session, with a personalized password protected Zoom link included in the invite. Zoom video interviewing has been identified as a safe, accurate and generally familiar means for conducting and recording interviews (Oliffe, Kelly, Montaner, & Fu Ko, 2021). Due to the COVID-19 pandemic and the fact that some participants of the study were not local, this was a more favorable way to collect data. Each participant was in a space of their

own choosing for the virtual interview, which was recorded and transcribed using Zoom. Following each interview, the transcription was downloaded to a personal computer. Transcriptions of each interview were cleaned, formatted, and edited to reflect the content shared by each participant (Seidman, 2019). Grammar was adjusted whenever the transcription incorrectly recorded a statement, while maintaining the integrity of the participants' actual words. Any unidentifiable words or phrases in the transcription were rewatched on the Zoom recording and then adjusted in the transcription for accuracy. Once transcriptions were read and cleaned, the recording of the interview was permanently deleted. Transcripts were maintained on a password protected computer and destroyed after completion of the dissertation (Spring 2023).

Participants were asked to sign and electronically return the informed consent document before the first interview. If not completed, then time was allotted in the first interview to review, sign, and send. Documentation of informed consent was maintained in electronic files (See Appendix C). Participants had the opportunity to discuss informed consent any time after they received the form, and time was allotted at the beginning of the initial interview for any further discussion or questions. Participation was voluntary, and therefore one could decline to answer a given question, stop at any time, or voluntarily withdraw from the study at any time. Participants were provided a resource sheet with wellness resources and details concerning where to direct follow-up questions at the completion of each interview (Appendix E).

Two one-on-one semi-structured interviews were conducted with each of the eight participants for a total of sixteen interviews (Qu & Dumay, 2011). Phenomenological research seeks to understand the experienced phenomenon deeply, and as a best practice includes multiple interviews for collecting data (Bloomberg & Volpe, 2019). Each interview was 60-90 minutes to ensure enough time and intentionality with each participant. Interview questions and protocol

were developed and informed by Maslach's theory of job burnout as well as the Areas of Worklife model. The first interviews were conducted during the months of October, November, and December, and focused on questions surrounding the participants' experience with the three dimensions of job burnout: emotional exhaustion, depersonalization, and low personal accomplishment as defined by Maslach's Theory of Job Burnout (Appendix F). The first set of questions in the first interview directly addressed the participants' experiences with emotional exhaustion, which is defined as the feeling of physical and emotional depletion, as well as feelings of dread associated with one's work responsibilities. The next set of questions in the first interview directly addressed the participants' experiences with depersonalization, also referenced as dehumanization, and can be described as detachment from the emotional tie or connection an individual has to the recipient of the service they are providing. Depersonalization most commonly presents itself in the form of cynicism towards the place of employment, co-workers, and individuals being served. The final set of questions directly addressed experiences with low personal accomplishment, which is understood as how much a person feels they are professionally developing or accomplishing as it pertains to their capabilities and is associated with negative self-perception.

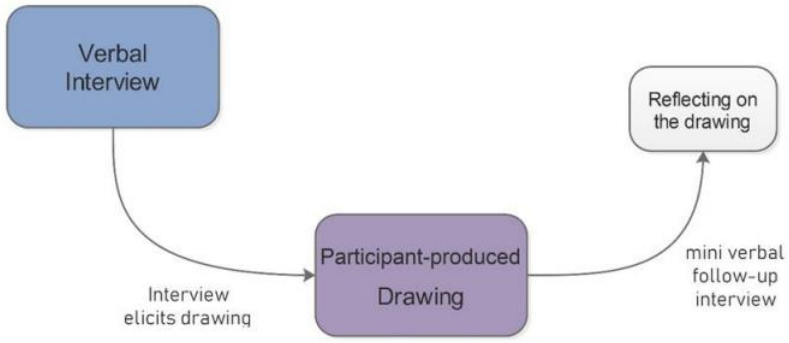
At the conclusion of the first interview, participants were asked to represent their experience with job burnout by producing a visual, be it a drawing, collage, or any other preferred medium, and to bring this and a brief description to the second interview for further discussion. Participant-produced images were submitted electronically through text or email and have been maintained on a password-protected personal computer in a secure folder until the completion of the research, Spring 2023, when they will be permanently deleted.

A post-interview approach was taken in this study to discuss and analyze the visual, as outlined in figure 4. This approach was chosen due to the consciousness around workload and job burnout. Incorporating the participants' verbal reflections on the visual image into the second interview, as opposed to asking them to participate in another form of data collection, such as an additional focus group session or consistent outside journaling, was meant to confine the participants' work and time commitment to the two interviews. Additionally, visuals have been found to necessitate additional narrative interpretation by the participant to ensure accuracy in the data being collected (Kearney & Hyle, 2004). Discussion of the visual in the interview works to turn the interview into a multimodal research technique with the opportunity to extract more robust data through questioning (Brailas, 2020).

The second interview occurred approximately one month after the initial interview to allow time for the first interview data to be appropriately analyzed. This time between interviews allowed for any necessary adjustments to be made in preparation for the second interview protocol. The second interview included interview questions to analyze the participant's visual, evoking the participants' understanding of their experiences with burnout. Rose (2016) has identified four areas for questioning to analyze visual data: question about the image itself (what was drawn and what the components might mean), the production of the image (how and where it was created), the circulation of the image (what scenarios or feelings motivated the visual), and the intended audience. Questions were developed in alignment with these key content areas as well as Maslach's Theory of Job Burnout. The remainder of the interview moved into questions surrounding the Areas of Worklife model on antecedents of job burnout: workload, control, reward, community, fairness, and values (Appendix G). Follow-up questions were developed based on how each of these antecedents were defined.

Figure 4

Post-Interview Approach



Note. Brailas, A., (2020). Using drawings in qualitative interviews: An introduction to the practice. The Qualitative Report, 25(12), 4447-4460.

An important aspect in phenomenological research is consistently engaging critically with the data prior to and during the data collection process by practicing epoche, or bracketing of my own personal experiences (Moustakas, 1994). As a qualitative researcher, it is essential to understand how my own experiences about the research topics may influence or affect the data analysis process in order to reduce bias. As such, I engaged in reflective journaling and memoing following each interview and throughout the data collection process (Bloomberg & Volpe, 2019; Creswell & Poth, 2018). A reflective research journal was kept where I wrote my personal reflections on the process, and I worked to bracket my experiences by addressing surfacing biases. Memos were generated throughout the interview process as well, as they can create valuable contributions to the narrative and the participant's experiences. Memos were included whenever the participant shared surprising information that required further unpacking, and where the content related to or contradicted the grounding theoretical framework, or else constituted an area where deeper meaning could be drawn. The reflective research journal and memos are important pieces of data collection in phenomenological research as understanding

runs parallel to the data collection and analysis process, rather than simply a lateral process that occurs following data collection (Chapman & Francis, 2008).

Data Analysis Methods

During the data analysis process, I worked to identify themes that emerged from the data by using analysis methods aligned with phenomenological research. An important aspect of phenomenological research is the ability to understand the personal experiences and biases I may have brought to bear on the study and to work to limit their influence. In phenomenology, this is referred to as bracketing. As a researcher, it was important at the start and throughout the data analysis process for me to discuss my own experience and to set aside my preconceived notions, holding true to the words of the participants. Journaling and bracketing of experiences continued throughout the data analysis process to maintain the authenticity of the participants' experiences (Creswell & Poth, 2018).

In alignment with phenomenological analysis methods, the analysis of data occurs at the start of data collection (Moustakas 1994). Once an interview was completed and transcripts were appropriately cleaned, an initial read-through of the transcription and sources of data was conducted to become more familiar with the data (Seidman, 2019). From there, the transcription and data sources were read a second time with an eye for coding, specifically, a combination of a holistic reading approach (considering the data widely and bridging connections across) and a select reading approach (identifying specific instances in the data) was taken. Open coding was done to pull out the essence of an experience and significant statements were identified and noted on the sources of data pertinent to the research question and sub-questions (Bloomberg & Volpe, 2019).

Significant statements identified were kept on a data summary table for each participant (Appendix H). Maintaining significant statements in this way is referred to as horizonalization of the data, and it allowed each significant statement to be viewed with equal value and importance (Creswell & Poth, 2018). Utilizing a table helped to ensure participant data was maintained and organized throughout the data collection and analysis process (Appendix H) (Bloomberg & Volpe, 2019). Finally, a peer review of the initial round of coding was done to aid in inter-coder reliability (Seidman, 2019).

As data collection continued during the subsequent interviews and new significant statements arose, a review of previous transcripts for any overlooked but significant statements occurred throughout the data analysis process and were maintained in the data summary table (Bloomberg & Volpe, 2019). Analysis of the participant-produced visual was done at the start of the second interview. Questions and discussion of the visual were conducted to evoke the participant's experiences with job burnout. The data collected here were analyzed through the interview transcription following the method outlined above.

After the completion of the final interview and review of the transcripts, the identified significant statements were grouped into larger units of information, referred to as "meaning units" in the literature and often understood commonly as themes (Creswell & Poth, 2018). These themes are presented with a structural, textural, and composite description (Moustakas, 1994). For each, a structural description of the data is presented which provides an understanding of how the phenomenon is experienced. Additionally, rich, descriptive data is presented as a textual description, which provides insights into what exactly is being communicated by the participants in relation to the themes.

Finally, a composite description of the data, which works to combine the textual and structural descriptions, is presented. The composite description works to articulate the essence of lived experiences in relationship to the research question and sub-questions (Creswell & Poth, 2018; Moustakas, 1994).

Issues of Trustworthiness

It is important as a researcher to take intentional measures to ensure the validity of the research study. In qualitative research, this is done through ensuring credibility, transferability, dependability, and confirmability. Credibility establishes confidence in the data and accuracy in the findings and presentation of the data (Bloomberg & Volpe, 2019; Creswell & Poth, 2018). To ensure credibility of the research, this study worked to provide thick data descriptions, utilize reflective journaling, and triangulate data. Having robust descriptions of the participants' experiences, incorporating reflective journaling, and using multiple data sources that include researcher journaling, memoing, participant interviews, and participant-produced visuals increased the internal validity and credibility of the study.

In contrast, transferability relates to the external validity and ensures the study is transferable or applicable to other situations and contexts (Bloomberg & Volpe, 2019; Creswell & Poth, 2018). This study worked to use criterion sampling for participants and aligned the work settings of both the split and single teams advising model participants (small, Division I, private, a research institution, consistently ranked in the top twenty-five of the U.S. News Best College Rankings, autonomy conferences and comparable in athletics size) to ensure the data and findings are understood and applicable.

Dependability refers to working to ensure structured and well-organized research practices. This study embedded the theoretical framework, Maslach's Theory of Job Burnout,

and the Areas of Worklife antecedents of job burnout throughout, as well as maintained best practices in terms of research study structural organization. Confirmability ensured a clarifying and acknowledging of the researcher's bias. As previously noted, due to my experiences with the profession of athletics academic advising and job burnout, I acknowledged my insider-researcher status and made full use of bracketing and reflective journaling to examine my own assumptions throughout the research process. By addressing my association, I was able to account for potential biases related to this study and enhance confirmability (Bloomberg & Volpe, 2019; Creswell & Poth, 2018).

Limitations and Delimitations

Certain limitations existed within this study, the first being the possible bias I may have brought to the overall design and execution of the study, given my previous work in the field of athletics academic advising and my own experiences with job burnout. Phenomenological research designs intentionally work to set aside these biases; even with intentional measures, however, eliminating all biases is impossible. Another limitation of the study is that not all participants were equally perceptive, articulate, or open to sharing, and a consistent limitation of one-on-one interviewing is that the depth and breadth of experiences varies from person to person. A final limitation was that only one institution utilizes the split team advising model. Therefore, the experiences of job burnout and antecedents of job burnout in this model are only representative of one institution. This limitation is addressed through intentional delimitations within this study.

Delimitations within this study consist of the parameters around the selected participants. It is intentional to ensure participants from the single team advising model were at institutions comparable to that of the split team advising model. The effort to align the composition of the

split team advising model institution to those working the single team advising model was done to ensure participants' resources, work environment, and student caseload are comparable between the two athletics academic advising models as well as to ensure participant experiences can be understood and not discredited by the intended population this study seeks to reach.

Summary

Job burnout has severe psychological and physical health implications, making research and subsequent solutions an urgent area for scholarship. While there is a significant amount of job burnout scholarship published each year, there is a noticeable gap in research focused on athletics academic advisors and an even greater gap in the presence of athletics academic advisors' voices within the scholarship. This population bears heavy responsibility within an environment that is predisposed to experiencing job burnout (Taylor et al., 2019).

The objective of this research was to gain deeper insights into the experience of job burnout and its underlying causes among academic advisors in Division I athletics. Moreover, the study aimed to explore two major academic advising models prevalent in Division I athletics and analyze how job burnout and its antecedents manifest in these models, with the ultimate goal of identifying potential solutions for mitigating job burnout.

The current study provides three primary contributions to the field of athletics academic advising. First, it adds to the limited research done on job burnout in athletics academic advising. Second, it provides an understanding of the presence and experience of job burnout and the antecedents that shape burnout within this profession through a phenomenological lens. Third, it introduces two types of athletics academic advising models and provides an understanding for how job burnout and its antecedents present within these two models. The information provided in this study holds the potential to help the field of athletics academic advising better understand

job burnout and raise awareness in the eyes of athletics and administrative leadership concerning the importance of developing and implementing measures to reduce job burnout.

Chapter IV: Findings

The present section introduces the data collected for this study. The aim of this study was to better understand how job burnout and antecedents of job burnout are experienced among Division I athletics academic advisors. Additionally, the purpose was to introduce the two athletics academic advising models that exist in Division I athletics and understand how job burnout and antecedents of job burnout are experienced within these. While there is a significant amount of job burnout scholarship published each year, there is a gap in the presence of research focused on athletics academic advisors and an even greater gap in the presence of athletics academic advisors' voices within the scholarship. The data works to fill this gap and elevate the voices of athletics academic advisors in the scholarship on job burnout and antecedents of job burnout. To reiterate, the central research question and sub-questions for this study were as follows:

1) How do Division I athletics academic advisors experience job burnout?
    a. How do Division I athletics academic advisors experience the antecedents of job burnout?
    b. How do Division I athletics academic advisors' experience with job burnout and antecedents of job burnout present in the two athletics academic advising models?

The data analysis identified four primary meaning units or themes: *impact of turnover, family conflict, constantly "on",* and *comparisons to other institutions.* Each theme and any corresponding sub-theme(s) are presented with a structural description of how and what was experienced, a textural description that includes segments of the participants' exact words, and a composite description, which works to combine the textual and structural descriptions and

articulate the essence of lived experiences in relationship to the research question and sub-questions. Each theme is presented with voices from both the split and single team advising model.

Impact of Turnover

Turnover refers to situations of employee transitions in which colleagues leave their position, where there is a vacancy for a given reason (i.e., parental leave, failed hiring search), and where an employee is new to a position. Participants discussed their experiences with the additional stress and work that is created when turnover occurs.

Caitlin discussed her experience with the onboarding of new staff and how this had led to feelings of burnout that came with learning the personalities of new co-workers and the additional work that came with onboarding new staff members, as follows:

> The transition of staff has been very difficult. Um, I was definitely in a fairytale with the old staff and the way we work together, and the transition has been different. So learning personalities have been different, and it was definitely to a point where, like I did not want to come to work, and being here was very awkward, and it was a lot of tension, and it had nothing to do with the student-athletes, but, like they are not blind, and they can see it. And so um the burnout actually happened like that, and then, like on top of that like, it'd be new staff and the additional workload on me as somebody who's been here, and like helping with the transition and helping explain things in a little bit more detail. And then, like realizing that somebody did something incorrectly and like going back in and trying to fix it without stepping on anyone’s toes. It was just like a very difficult balance.

When discussing the image she created, she referenced a tornado in her picture and went on to discuss the personal impacts of onboarding new staff and her supervisor going on leave:

> Now I just feel like it's like a whirlwind, like everything is coming at me so fast it, so many meetings we are having, like onboarding a new person while losing our leader, and like, it's just like a whirlwind of just like so much stuff happening right now, it's overwhelming and that's more so like the tornado of it all.

After conveying her experiences with onboarding and educating new staff while her supervisor was about to go on leave, she later reported feeling overwhelmed, exhausted, and frustrated. Drawing upon his experience as a newly onboarded employee, Connor spoke about his experience concerning the challenges of transitioning into the position, stating:

> Um, you know one of my initial challenges, was like, you know, you go from a position of knowing all the answers to everything, and be in a place for seven, eight, nine years straight. You know everybody around campus, you know all the coaches, you have such a strong kind of infrastructure that you could lean on. Uh, you know you can make a lot of things happen really easily and feel in control. It makes every aspect of what's happening less stressful. It makes your ability to be a good teammate to coaches really easy. It makes, you know, recruiting conversations go really smoothly, because literally any question they have, you know the answer to. So I think, for me the challenge was like coming to a new place. There was just enough tweaks and shifts in what I had to know that I no longer felt I knew. I realized that a lot of my identity was like being able to do and know all the answers to things. Uh, and you kind of lose that, it's like, Okay? Well, I got to relearn a lot of this.

In addition to the extra work of re-learning information for a new position, similarly to Caitlin, he spoke about the extra work it took to offset a vacancy in his office while being relatively new to the position himself:

> So at the start of winter, I took on all the tutoring requests, which was fine. At the same time, I also took on the travel exam process, which was also great, and those two things independently are fine. But I think when you stack them on top of each other, and uh, also, I have a full advising load, and I'm still learning quite a lot in this system. Uh it led to you know I had a very frank conversation with my partner of like, you know, for the next quarter I'm going to be fielding and working a lot more.

Elle is one of two participants who holds supervisory responsibilities, and she discussed the impacts of her staff turnover and the additional work that comes along with hiring and onboarding, noting:

> I think Covid kind of showed everybody the cards a little bit more, and it was just like, what are your priorities, and like yes, I love what I do. But how much? What's the balance? Right? Or like what's the risk reward, I guess, so to speak. And if college athletics can't keep up with the times, and if you're not willing to provide different flexibilities like, I know I can't work remote all the time, or you know, or you're not willing to pony up the salaries that are needed, you know you're just losing. We're losing people, like hemorrhaging people, and now, as somebody that's a manager, and has had to hire 5 out of our 8 positions in the last year and a half, which is a lot of work, and not fun, like we need to do something. And so I guess that's my last piece. I don't know if it's going to be the driving force for me to get out of the field. But I'm also in a position where I have a little bit more autonomy, and, you know, a better salary, and all those things that are maybe helping kind of take the edge off a little bit for me for right now, but I could see how it could be for others.

Tanya brought up needing to hire a new staff in her office as well, and verbalized the additional work that is coming from a failed hiring process:

> A challenge this year was that we are currently down in academic counselors and so we had interviewed for some people in May, and it wasn't great, we didn't have a great turnout, so we just kinda knew that we're gonna take this year to really hunker down, and some people are gonna have to take on some more work and other teams when they don't necessarily want to.

Pearl also discusses the additional workload created by turnover and shared her experience with job turnover in the industry of college athletics:

> The things that are challenging, I think the only thing I can think of right now because it's kind of top of mind, is that um being down an advisor is just challenging at times, just because, like there's just a lot of work to be done, and like a lot of student meetings to have, and so sometimes I feel like it's just, the days are like pretty tough, but like equally rewarding. Like, I love it, but just like really tiring. But I kind of come to the realization that I think that's kind of a normal part of athletics, or will be a normal part of athletics. While I was at [former institution] like from day one when I started, we were never at full staff, and, like we were always like looking ahead to like, Oh, when we get to full staff it's gonna change and be better. But it just never happens, like someone always leaves, you know. I don't know, um. I think turnover in athletics is something that's like becoming like more and more common, so it's almost as if, like, it's kind of the normal that we just have to kind of adjust and adapt to it.

Chase discussed turnover in a similar vein but highlighted his office as an example of the benefits of employee longevity. Chase has been working at his current position for 16 years and

mentioned there were three other employees who had been here longer than him, and another who had been there eleven years. He talked about the positive impacts made by the employee longevity in his unit and attributed that to a lesser feeling of job burnout.

The participants' accounts exposed a common thread, mainly that turnover can impact many stakeholders in a unit. New employees, current employees, and supervisors are experiencing challenges with turnover and acknowledge that the problem permeates the larger field of athletics academic advising. In connection to the central research question and sub-questions, participants spoke about feeling burnt out from turnover and named feelings of exhaustion and fatigue. Similarly, one participant acknowledged the tenure in his unit and attributed minimized feelings of job burnout due to minimal turnover. This was the exception, however, not the rule, as the other participants in each advising model experienced an elevated workload due to high turnover. Participants in each advising model conveyed similar experiences with turnover.

Family Conflict

Family conflict was another theme that emerged amongst the participants. Participants spoke about instances in which their work obligations intersected and impeded their ability to be present with their family. Interestingly, all participants believed that while their institutions profess a desire for their employees to have a balance between work and family, realistically the workload says otherwise; alleviating the conflict with family and achieving work-life balance is simply not feasible.

Caitlin's geographical distance from family and her partner requires flying. Her account describes the pressures against using vacation days to visit them during a holiday:

> It's more of like how far away I live, and so like for me, on breaks traveling home and needing the timing it would take for me to get there and come back. I wouldn't have enough time to spend with my family, so I'm gonna choose to just stay and work those days instead of going home. Um! I also feel like um there isn't any real pressure but there is like an expectation, because I have been the one that's given all the information to our supervisor and expects like I'm present to receive that information, and to be more hands on. And so me missing days for either Christmas or winter or fall break, is like it makes it tough for me to be like, yeah, I can take an extra two days or so to get back.

She also expressed what her future might look like and her concerns for balancing a family and work:

> I think uh, typically it's been at times where I'm most burned out that I will start to think if this is what I want, you know, when I start thinking about like work-life balance, and like what I want for myself in terms of starting a family and things like that, I think like that could change things to move outside of athletics. I don't know if I would want or could do that and also do this job.

Connor talked about managing two young children and his desire to be present for work-related events. In this profession, the participants are athletics academic advisors who support student-athletes and develop close relationships with them. Student-athletes will compete in their sports on evenings and weekends, and Connor expressed a desire to want to show up to support them and advance their relationship, which he felt was a near impossibility. He also talked about what his work commitment looks like after the structured workday and how it mixes in with his family commitment.

> Um, so you know, like the girls eat dinner at six, and their developmental place right now is such that it's very challenging to do by yourself, and so like it's important to help her [his partner] with that, or take over entirely, depending on what her day was like. Um bath times at seven, so I'm uh usually the person who does bath time. So after bath time we get ready for bed. And all of these things are, you know, we found that the more both of us are engaged because there's two kids, the more they are getting the attention they need and preparing for bedtime, so that process is as smooth as possible, because, you'll find out like you want that to be as smooth as possible. It is really frustrating when it takes a long time, or it's really structured and unstructured, and they don't do well with that. So uh, I have these kind of natural barriers in place that are kind of in the evening. Um! And then, after that, you know my one opportunity to talk to my wife. Uh, so during the week I might work for that hour after bedtime, and responding to students falls into this, like fifteen minutes here or ten minutes there. I will, you know, do work outside of that kind of going into the nine-to-ten range if I need to.

He acknowledged that it was tough on him to not be able to show up for his students fully or show up for his family fully the way he wished he could. He acknowledged that it was not the workplace putting pressure on him to attend the competitions and respond to students, but his observation of other staff attending and desire to do the same for the benefit of his relationship with his students.

Chase also talked about the feeling of not having the ability to show up for his family and his work fully as well as missing his children's birthday parties because of needing to travel with one of the teams during championship season:

> So I work with hockey, unfortunately, and we didn't plan this out very well. But our twins were born right when the frozen four happens every year. So unfortunately, I've missed a couple of birthday parties, because they have had a successful season, and it's right around the time that they're doing midterm exams or something like that. It's amazing to think you have to be present, and you, I think you have to be aware of how much you're going to allow yourself to miss. I think it just comes into the culture of athletics when you're in season. That is the most important thing.

When asked what feelings he experienced during the times that he felt burnt out and his family conflicted with work, he responded:

> I think, the feelings that I would say would be, I mean probably anxiety. I would say irritation. I would say jealousy, for, for you know, thinking like what my life was like before the children, trepidation in terms of, like, will I ever get back to a balance where I feel like I am able to give 100% to my job, but also 100% to my family? I guarantee you I was not giving enough to either, you know, for the first months to a year.

Similarly, Tasha recounted a time when she was called away to work on the weekend during her child's birthday party:

> It was my son's first birthday. Actually, technology issue at work that I needed to deal with. Because I was still the point person in our office for a particular technology process. We had to deal with the technology issues. And working through this extended through his actual birthday party.

Tasha later went on to discuss that she did not feel that the issue was urgent enough to be immediately called away, especially since she had worked ahead of time to preempt this kind of problem. Tasha's is an interesting case for job burnout as it relates to family conflict as well as

the first theme of job turnover. She was working as a full-time athletics academic advisor, she had her first baby during the COVID-19 pandemic, and her office was transitioning back to in-person. She has a partner whose day-to-day job does not allow for flexibility during the workday to aid in the care of their child. As she was making the transition back to in-person, she was experiencing such job burnout because of her work and conflicts with her commitment to a new baby that she gave her supervisor notice of her resignation. Her supervisor listened to her concerns, which centered on workload and the flexibility she needed concerning her family. As a result, the two came to a mutually satisfying compromise. Tasha stated that her new 30-hour-per-week schedule and working from roughly nine in the morning to three in the afternoon has "massively reduced [her] feelings of burnout." It is noteworthy that her first and only thought was that, since she couldn't navigate both family and job, she must resign. As it turned out, her workplace was able to help her alleviate her job burnout, attaining a healthy work-family balance without having to leave her position.

When considering the central research question on how athletics academic advisors experience job burnout, participants spoke openly about the intersection of work and family. They noted experiences of job burnout and feelings of frustration, irritability, and anxiety. The essence of their experience with family conflict was that the culture of athletics academic advising did not allow for alleviation of this conflict, both in workload and control over shifting this culture. Participants in both athletics academic advising models shared similar experiences with family conflict. Tasha's observations are noteworthy. Her experience, much like the other participants, shows us that family conflict can impact job burnout and could even possibly lead to a high rate of job turnover, evidenced by her willingness to leave her position due to its inability to strike the necessary balance she needed. It also shows us the importance of working

in an environment that is willing to examine an employee's workload to find an arrangement that minimizes family conflict and reduces job burnout. In Tasha's experience, she was able to adjust her workload and gain enough control to shift the culture of athletics academic advising so that it worked in her favor.

Constantly "On"

The theme of constantly "on" refers to the feelings of needing to be always working (or on call). This theme is broken into three sub-themes: *registration periods, non-traditional hours, and cell accessibility.* Participants spoke about how this theme and its sub-themes manifest in their daily work.

Registration Periods

Registration periods refers to the weeks in a term where student-athletes are selecting courses and registering for them for the next term. Registration periods was a common theme for the participants, leading them to feeling constantly "on" and therefore contributing the most to burn out. One of an athletics academic advisor's primary responsibilities is to ensure student-athletes are in degree-applicable courses that will neither interfere with their practice and competition schedules nor interfere with their graduation timelines. Due to athletics academic advisors needing to ensure that student schedules are working in alignment with their athletic commitments, they are in contact with their entire caseload of student-athletes in a very short window of time prior to registration. Student-athletes at these institutions have what is known as priority registration, meaning they enroll in courses before the rest of the general population so that they can get into courses that work with their athletic commitments. The longer a student-athlete waits past that priority registration period to enroll in their courses, the more likely the general student registrations will eliminate course availability for student-athletes. The

registration period is a time of high touch point with student-athletes, whereas other times in the term they would not be communicating and meeting with every student-athlete on their caseload.

Allie described how periods of registration affect her behaviors and attitude toward her student-athletes and her personal relationships outside of work:

> I am not a super nice person like to family to, um, my significant other, to anyone, like I'm just not a pleasant human, um, because I'm just like, I have no energy to like, be empathetic or helpful, and that's who I usually am. So I think people (student-athletes) come to me looking for that empathy and like help, and, you know, pieces of how to do this. And I'm like, right now, I'm annoyed that you can't do this on your own when normally I would be like, yes, I will help you, like whatever you need. But in those moments, I'm like, I have given all of this energy to other people. Like, I need you to be an adult and do this on your own. Like even with my mom. My mom's moving right now, and last week she was like sending me eight hundred and fifty-two bar stools, and I was like, I don't fucking care, make a decision, whatever makes you happy. She was like, but do you think it looks nice? I'm like, I don't care – but normally I would care!

She went on to discuss her low energy during these time periods, and identified feeling the need to be "on" all day and not feeling like there is ever enough time in her day to get her work done:

> Like during registration, during those like first two weeks of school, when you're trying to get everything set up, and you feel like there's just not enough time in the day. Like those kinds of situations where, by the end of the day, you know, I just come home and don't like—I hardly want to interact with my dogs, let alone other humans, you know. And you just feel really depleted energy wise, because those are things you have to be,

> like on all day, and being positive, and you know, by the time you get home, you have no more energy to give.

Allie explained that the primary reason for her burnout during these times is due to her large caseload. She has roughly 162 student-athletes that she needs to meet with prior to the registration period. At her institution, she has seven business days from the time courses are viewable for next term, to the time her student-athletes begin enrolling in courses. She talked about not having time for her basic needs during these periods:

> We don't get our basic needs during that time. We don't really feel like we have time for a coffee. Things are more inaccessible for us to get, like our basic needs, because of all the meetings, because, like everyone needs something, I mean, and registering people, you can't get up, get lunch, or go get coffee. I mean, I was taking my computer home every night!

Caitlin's account mirrored Allie's when it came to registration periods, highlighting the compounding impact of job turnover on one of her most recent registration periods:

> Not gonna to lie. Registration advising is always the hardest, but then with registration, advising with being, like, an advisor down and a completely new set of advisors, like, I felt burnout from registration. Advising before, like this past one for last winter, I would say, was probably the most difficult registration advising I've ever been through, like completely new staff and working through. Also, our students are unforgiving at some point, and if you don't give them the correct answer, they are going to go and find it elsewhere [from] someone they know better. And for our students, I was that person. There's two of us that were consistent. Outside that, everyone else was new. So they were

> coming to one of the two of us, and so like that just added on extra meetings and extra time and extra everything. That was a time where I was just like—I need a break.

When I spoke with Caitlin, it was the week prior to the onset of registration, and she talked about taking a day off before the ensuing pressures, and yet still working during that off day:

> Yeah, I mean. So I'm gonna take tomorrow off. And I just to have like a day to myself before registration starts, and I wasn't gonna do that because I felt like, Oh, my gosh! I can't leave my students, and I have so much stuff to do, and I have to send all these emails, and I have to get all this stuff out. And I was just saying no, like I need a day. I'm exhausted already, and like there's still so much left to do. So, it's like I'm gonna just take a day for myself and do minimal work, only the things I need to do and, like, you know, like not have to be in the office.

Even on a day Caitlin designates as her off day and a day to herself, she identifies some necessary work that she will need to complete. When asked about her feelings around taking time off during a time where she has so much to do, she talked about it making her anxious:

> A little bit of anxiety. But that's why I said minimal work. I'm gonna do some work so like I'm gonna try to keep it like, if I have to, do anything to prep for registration. Like, keep it to an hour, hour and a half, and after that, I'm done, and like, maybe I hope that'll make me feel a little bit better about taking some time off.

Caitlin's account echoes those of the other participants, namely that taking time off from work can create more work and anxiety involving the work needing to be done when they return. Tasha mentioned an example of a Sunday during the registration period, noting, "I can quickly reply to that right now, because if I wait until Monday morning, then that is just more I have to do Monday morning."

According to the participants' accounts, registration is a time when athletics academic advisors feel burned out and emotionally exhausted. They also showed a level of depersonalization, or detachment from the emotional tie to the individual they are serving (student-athletes). They identified a high workload during this time and described situations that weren't within their control to alleviate. Athletics academic advisors from both advising models described a similar experience with their feelings of job burnout and the antecedents that shape job burnout during these registration periods.

Non-traditional Hours

Athletics is an area within higher education that functions outside the traditional business hours of nine to five, Monday through Friday. Student-athletes compete on weekends and weeknights, and they travel in the evenings or over weekends and break periods. They also attend classes during the day and often practice during the traditional business hours. It is common for student-athletes to be doing schoolwork in the evenings due to their daytime commitments. It is also common for student-athletes, coaches, and administrators to need assistance navigating pressing situations that interfere with their academic commitments outside the standard business hours. Additionally, prospective student-athlete recruits will often visit over the weekends, so they do not miss their own high-school commitments.

The second sub-theme of the constantly "on" theme is termed "non-traditional hours" and encompasses the times outside the standard nine-to-five, Monday through Friday, business day schedule of athletics academic advisors. Having felt compelled to work outside traditional business hours, the participants described experiences with job burnout and its antecedents.

Elle described a time when she felt compelled to work on the weekend. For her, this weekend commitment was not within her control to change:

> You know it just happened this past weekend. The conference made a decision to reschedule a game. And um, we were just notified of that. They also didn't talk to us about it, so like, they only talked to the other institution about it, which, um, you know, is an entirely different problem. But like I had to get on my computer on Saturday, and I had to email the professors of the guys and be like, I am sorry this is happening, but now the guys won't be in class Monday. I mean this is already a bad look on us, so this isn't something I can wait till Monday to tell the professor about. Letting them know day of? That would just be, I guess, like more of a dumpster fire than it already is.

Elle went on to describe the impact of being "on" on the weekends and in the evenings:

> My email is the first thing I look at in the morning and the last thing I look at before I go to bed. You know, like, that can't be good for my mental health, but um, I also am in a position where that is a necessity of my job. The feeling of having to be on, it is hard for me to check out, and then, you know, now that we have a child. I'm hoping that I can be much better at adjusting my behavior. But yeah, you're just not... I'm not fully present, right, for my partner. You know, constantly looking at my phone or my email. And there are times when there's something at work that's stressing me out, or I'm feeling stressed. I'm projecting that back onto my partner, and maybe being a little short or agitated, or just not fully present, and that doesn't feel good.

Tasha also referenced intrusive communications over the weekend that made her feel the effects of job burnout. Emergent situations compelling her to work on her own time left her feeling as if she had little control:

> So it's finals week here, and this past weekend I did have outreach made to me because a student-athlete got a concussion, and you know, they can't take their finals, and they

> needed me to intervene to help make arrangements with their professors. And they need like a writer, and other support staff, so that's a concussion.

Tanya spoke about the effects of having to work on weekday evenings after having worked a full day, as well as working on weekends. Like Elle and Tasha, however, she acknowledged that certain situations necessitating the need to work extra hours come with the position:

> We do run study hall; we have, like, specific set hours for study hall. So there's 30 student-athletes in the evenings Mondays, Wednesdays, and Thursdays for the Olympic sport side, and then Sunday, Monday, Wednesday for football, and so it works out well that we only have to work one night a week. But, still, that is one night a week when, I'm like, I got home, and I got really comfortable, and I had to get up off the couch and head-back-to-work kind of thing. So that gets kind of taxing. That is just one thing that does get kind of tiring is just having to come back in the evening. So, and then sometimes it gets tricky. I have been asked to come in on like Saturdays, like football Saturdays, for recruiting. But, again, that's just kinda, that comes with the job.

Participants discussed the commitment of recruiting on the weekends. As noted previously, many student-athlete recruits will be brought in by coaches over the weekend so they can visit the school and help determine if the institution is a good fit. Athletics academic advisors are typically part of these recruiting visits in that they are asked to meet with the recruits to talk to them about the academic side of their student-athlete experience. The weekend recruiting commitment is the one notable difference that was found between the experience of the advisors in the split team advising model, on the one hand, and the single team advising model on the other. Participants in the single team advising model are responsible for the recruiting commitments of their specific team. Single team advising model participants discussed their

experience of when their team is in their championship season and needing to work on the weekends more frequently. Additionally, participants who work with teams that have a higher number of student-athletes on them, have more weekend commitments than those teams with a lower number of student-athletes on them. An example was the commitment of football advisors versus the commitment of tennis advisors. Allie, who is from the single team advising model institution, cited certain stressful times of year, such as when she must meet with recruits every weekend: "It's a lot to have to be with recruits on every weekend." Chase—also in the single team model—talked about what his recruiting commitments look like when men's hockey is in season: "You know, it's probably two-to-three weekends each month of that competitive season." (Men's hockey runs from November to March. If a team makes it to the post-season playoffs, that season can extend into April). He went on to say that it can be "a lot" and—similar to the other participants—that this was part of the culture of athletics.

Participants in the split team advising model described their recruiting responsibilities. They have an "on call" system where one advisor each weekend is on call to take any recruiting requests from coaches that come through, regardless of the sport. Participants in this model discussed the alleviation of stress this has on advisors. Connor said, "You know it's only like six-to-eight weekends the entire year? Maybe? So, it's really not bad at all." Additionally, Elle talked about her experience with recruiting when compared to previously working at a single team model institution: "I do think sharing recruiting is so helpful. Like just in better balance, or like alleviating strain on advisors." She went on to say, "You know I was here um, every, basically every weekend August until December because, right, I was the men's soccer advisor." She went on to say that this didn't have much of an impact on her at the time because she was young and didn't have other priorities, but that she would "never" want such conditions now that

she is older with a family and other commitments she would rather engage with over the weekends. Pearl, in the split team, also conveyed similar feelings around weekend recruiting commitments: “It is pretty minimal, like recruiting, which I think, as advisors, we’re each assigned probably per term, two-to-three weekends that we’re on call to do recruiting visits. Um, but that's like pretty minimal!”

As it relates to the central research question, participants expressed feelings associated with job burnout in reference to non-traditional hour commitments. Specifically, the antecedents that shape job burnout are in the areas of workload and control. Participants’ workloads necessitate working non-traditional hours, and there is minimal control they have over this.

Concerning the second sub-question b (i.e., How do Division I athletics academic advisors’ experiences with job burnout and its antecedents present in the two athletics academic advising models?), there was a notable difference between how the single team advising model participants and the split team advising model participants experience weekend recruiting commitments. Those in the single team model identified a higher workload, with more weekend recruiting commitments, and conveyed more feelings of job burnout related to these commitments. By contrast, those in the split team advising model had a lower workload, identified less weekend recruiting commitments due to their shared responsibilities, and did not tie their weekend recruiting commitments to feelings of job burnout.

Cell Accessibility

The final sub-theme within the major theme of constantly “on” is referred to as cell accessibility. Participants talked about how they are constantly getting text messages and phone calls from student-athletes, coaches, and administrators. In athletics academic advising, it is a

normalized practice for student-athletes, co-workers, and administrators to exchange cell numbers with one another for the purposes of work-related matters.

While every participant discussed the negative impacts of cell accessibility, unlike other participants, Chase and Tasha included cell phones in their visuals further highlighting for them and their experience, how significant the cell accessibility impacts them (Figures 5 & 6). Chase and I had a conversation at the beginning of January, 2023, just after his winter break. He mentioned having received many cell communications over this period, leading to feelings of job burnout: “The on-call basis annoyed me more over the course of this break, and then it helped me kind of start to think about [how] those are some of the things that cause job burnout.” He went on to discuss his experience with job burnout and its relationship to cell accessibility:

> Coaches, sometimes administrators on campus, I don't know when it started, but 20 years ago, when you left to the office, you left the office. I think you were done with your day. Now, and we do it ourselves, [I] check my phone, check my email, having your little ping alerts. And then, you know, you get those. I think it only adds to the total stress and the anxiety of never feeling like you truly are off; and even when you take vacation, or whatever, it's rare . . . to not get contacted, you know. I suppose we could just shut it down. That guilt associated with it, the knowing what you're going to get on the back end of it. If you don't answer, it is a problem. So, I would say, that's my big thing, technology, the cell phone, the 24-7. If there's anything that I would change, that would be what it would be.

Figure 5

Chase's Participant-Produced Visual Image

Note. Chase includes a cell phone in his depiction of job burnout.

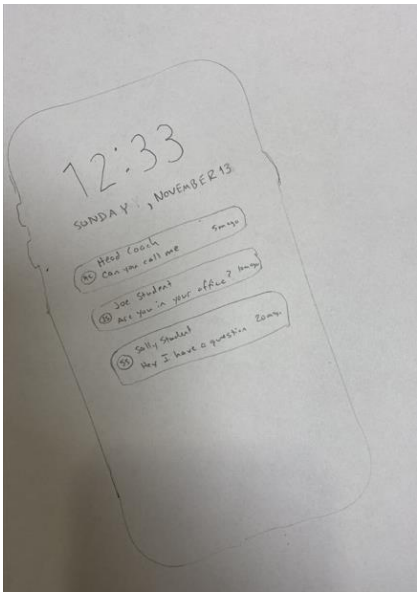
As noted, Tasha was experiencing job burnout due to her workload and family commitments. When she reached a breaking point and was ready to leave her position, her supervisor worked with her to establish an arrangement that alleviated her excessive stress. Even after this arrangement, however, Tasha still revealed feelings of job burnout related to cell accessibility:

> I think from the topic of burnout, one of the things that sometimes makes me feel the most burned out is the inability to never really get away from work because of the frequency of evening and weekend text messages. So, in my picture. It's a Sunday. Sunday, early afternoon, and there's a bunch of messages, but whether it be, whether it be a weekend or ten o'clock at night on a weekday, anytime, it's just kind of, you're never truly away.

Tasha continued, stating that many student-athletes forget that their advisors are "humans living normal lives" and think that she lives in the office: "Like I got a text message at ten thirty at night asking if I was in my office. Like, no, I don't sleep under my desk."

Figure 6

Tasha's Participant-Produced Visual



Note. Tasha's visual depicts a cell phone with text messages sent over the weekend.

Pearl also discussed this endless cycle and the frequency and timing with which she receives text messages from students-athletes:

> I feel like when I think of the times I've been burnt out, I feel like I'm kind of on a cycle, where, like, I just never get rest. So, the top of the picture is like what the day feels like, so it just feels like it's a sprint, and you're just like going-going-going, and then, um like, immediately after the day's over. I feel like it's, then, like I go home. I eat, like get my basic needs, you know, and then talk to my family. But like still, maybe not like a full rest, because I'm still like engaged, like I'm checking in on work and replying to my students' texts and then, like I go to sleep. And then I, like, just repeat the next day, so I

> feel like the times where I felt burnt out. It just feels like the cycle kind of just is continuous, and there's not necessarily a moment just to do nothing and rest.

She went on to describe the times when she received text messages from her students and her desire to set boundaries:

> I don't know if I have specific boundaries for myself with student communication. I would say it's probably an area to grow-in. When I receive a text on a weekend, and if it's something that I can respond to like pretty quickly, I will. But, um, if it's something that's like a pretty detailed response, and it's not urgent, that might be something that I leave until the start of the week. . . . I got a 10:30 P.M. text last night about dropping a class, and like, I was sleeping. But even had I been awake, I hope to think that I would have waited to reply, because I think that's like, um, kind of sets an unrealistic expectation that I will be available at that time normally, which I don't want to, like, for the sake of the student, and myself I don't want to set, because if they have something urgent, and expect me then to always be free at ten thirty at night, that's not realistic."

Elle's discussion of her image and feelings of burnout included cell accessibility as part of the culture of athletics. Her account further confirms a common feeling among the participants of needing to keep up with work, day and night, so it does not accumulate:

> Even if that means extending out your hours getting it done over the weekend, responding to texts or calls after you leave the office, like, you just do it because it will just keep piling up if you don't take care of it, and that, like, immediacy in athletics of like it needs to be done. It should have been done ten minutes ago when you know it doesn't really need to be. Sometimes it does. But 99 percent of the time it doesn't.

Similarly, Allie noted how normalized it has become - “I know we all get those texts at night and all that,” noting how normal it is in this industry and how engrained into the culture it is to receive consistent cell communication at odd hours.

Participants discussed feelings of job burnout coming from frequent communications to their cell phones outside of traditional business hours. The antecedents that shape job burnout showed up in relation to workload, in keeping up with work, as well as in a lack of control, in shifting the culture of athletics. Participants discussed the normalization of cell accessibility, and in both advising models, discussed similar experiences with job burnout as it relates to cell accessibility.

When thinking about the central research question concerning the way in which athletics academic advisors experience job burnout, participants spoke openly about the feeling of being constantly “on” or needing to be working twenty-four-hours a day, seven days a week. They noted experiencing job burnout and feelings of exhaustion related to being constantly “on” and its sub-themes: *registration periods, non-traditional hours, and cell accessibility.* The antecedents that shape job burnout were in the areas of workload and control. Overwhelmingly, the participants in each advising model conveyed similar experiences of job burnout and its antecedents within this theme, with the exception of weekend recruiting commitments. Participants in the split team advising model cited a lower workload associated with weekend recruiting and did not tie their experiences to feelings of job burnout, whereas participants in the single team advising model expressed a higher workload in relationship to this work responsibility and did, by contrast, connect it to feelings of job burnout.

Comparisons to Other Institutions

Comparisons to Other Institutions was the final theme that emerged. When participants spoke about instances of feeling job burnout, they frequently compared their experience to other institutions. They noted that either former institutions they worked at, or other institutions they know of, have a worse environment than what they are experiencing at their current institution. There were two sub-themes that emerged from this larger theme - *value alignment* and *family & worklife balance.*

Value Alignment

Participants recalled instances of job burnout at previous institutions, specifically around what this study has termed *value alignment*. This subtheme refers to a value that a participant holds, such as the importance of integrity or a commitment to diversity. For the participants, value alignment reduced feelings of job burnout at their current position but was a primary reason for job burnout at a former institution.

Allie has more experience at other institutions than any other participant in this study. She spoke about her value of inclusion as a primary reason for feelings of job burnout at those former institutions. This value of inclusion being defined by working in an environment that understands, celebrates, and promotes diversity in social identity. She mentions an instance when a new coach was hired for a specific program, and the director for academics responsible for that coaches' program was a woman. Allie discussed how it was clear that this coach and that program wanted a male in her position:

> With them obviously wanting only a male in this position like, they did not get somebody fired, but you can push somebody to the limits where they left. And then it happened, she left. Then the person they hired in their place was a male and also, like the coaches, hired

> them, because they would know he would play on their side, and not necessarily, like, play on our side. So it was just, it created like a very toxic environment, and I saw a lot of people leave after me because of that, like I left for other reasons as well. But you know, just kind of watching that kind of [thing] play out until that director left, I mean, that's not, to me, a good feeling, needing to like walk on eggshells where you work, you know. Like that person has so much power over you, and you just feel very unwelcome in your space when something like that happens.

She mentioned that more than one of her previous institutions had "too many old white men in charge," and that having diverse leadership aids in her enjoyment of work: "Like my current AD is an African-American woman. Like, how badass is that?" She continued to convey the ease of working in such an inclusive and welcoming environment:

> So relationship building is very important to me, and just like kind of having that community. Like, I don't need everybody to be my bestie. I want to feel comfortable being who I am and working where I am. And they do a lot of, like, women in athletics events, like they are happy hours for us, and little parties for us and things like that. So it just has been a very welcoming environment, and I was really concerned coming here because I thought . . . are these people gonna be like real stuck up? And then they weren't, and I was like, Oh, this is lovely, and it was just a very pleasant surprise, and just like how open everyone is. We have diversity on our staff when it comes to like gender, ethnicity, sexual orientation, like just on our little academic staff. So, and then throughout the department as well, and I just think it makes it easier to work here. There are people everywhere that look like our student-athletes. If that makes sense. So you know, I think

> they feel more comfortable there, and this institution feels more comfortable for everyone, because there's such a diverse population everywhere.

Tanya also raised an instance of value alignment, this time related to education and educational ethics. Specifically working in an environment where education and student learning is the priority above athletics. Additionally, ensuring educational pursuits such as completing course work is done independently by each student. She noted a circumstance at a previous institution where the students were not academically motivated, and the program coaches did not care nearly as much about their students' grades as they did their performance in the sport. She arranged to work with a particular student one evening on a paper, which was due the next day. The student failed to show up that evening to get help from her, even after outreach and attempts to get his coach and athletic program involved. She recalled what it was like waking up that next morning:

> I was just like playing it back, thinking like, oh, my God! Like, if we could have gotten like a good chunk of stuff done last night, today would have been so much easier. But I knew that walking into work that day was just going to be, like, my entire day was going to be dedicated toward that paper. And I think the most frustrating part, and where most frustration comes in, in general, in this role is just that you can't make the student care. And that's the thing, I got to a point where, like, after the paper was done and turned in, and everything, I just like kind of sat and reflected. It was like. It's a problem that I cared more about this paper than he did. And it's just a lot of, like, I can lead you. I can lead you to water, but I can't force you to drink.

Concerning her previous position, Tanya further expressed how burnt out she felt caring more about the paper than did the student. But in reflecting on her current position, she discussed how

academically motivated the students are and described the ease of getting support from coaches to hold students accountable. She also noted that "I do not touch student papers here, I don't give edits, or write rephrases, or help them organize it. And that's how it should be." Elle and Connor both discussed how much they enjoy their current work environment due to the academically motivated students, and the demonstrated values of their respective institutions, that education ought to come before sports. Speaking of his prior position, Connor noted, "I don't think you can ever go back after being at a place like this."

When thinking about the central research question of how athletics academic advisors experience job burnout, many of the participants mentioned feeling burnt out when their values conflicted with their previous institutions, and compared those instances to how much better their values harmonize with their current institutions. In this study, the antecedent of job burnout, value, and alignment (versus misalignment) is seen as a reason participants are having reduced feelings of job burnout. Similar experiences of value alignment in the workplace and previous examples of job burnout at former institutions are discussed across both advising models.

Family Conflict & Constantly "On"

The sub-themes of Family Conflict & Constantly "On" are complex to dissect, as all participants in this study discussed how the theme of family conflict and constantly "on" are contributing to their current feelings of job burnout and the antecedents that shape it, while also minimizing those feelings by acknowledging that conditions are worse at other or former institutions. As the interviews progressed, it became clear that the participants did not believe they had grounds to complain about the job burnout they were experiencing in their current position, as they were cognizant of worse conditions at other places.

Chase expressed feelings of job burnout related to feeling constantly "on" and subsequently discussed his experience receiving work-related texts over a holiday break: "Those are some of the things that annoyed me. I can't complain too much because we have it much better here than we do at a lot of other places." Elle also minimized her experience of being constantly "on." After explaining how she was pulled into weekend work, she compared this experience to her previous position and the need to work every winter break, as she oversaw eligibility and needed to certify all the student-athletes prior to the next academic term: "I mean, I will still take this over working over that holiday break like I had to before."

Connor raised the problem of family conflict and ensuing feelings of burnout when describing how he worked intermittently, replying to emails, etc., while caring for his two young children, both directly after work until past their bedtime. Subsequently, he spoke about the small size of his previous institution, that it was "all hands-on deck for every event," both during and after regular work hours. He spoke about the conflicts those conditions would have created for him today, as a father of young children. Even Tasha, who had never worked at another institution, acknowledged feelings of job burnout in managing her new family: "I know it's much worse at other places."

Many participants made similar brief statements disclaiming and minimizing their job burnout complaints. When thinking about the central research question of how athletics academic advisors are experiencing job burnout, the participants in this study acknowledged their experiences and feelings of job burnout at their current institutions yet went on to dismiss these very feelings and experiences by comparing them to worse conditions at their former institutions.

Summary

The objective of this research was to gain deeper insights into the experiences of Division I athletics academic advisors concerning job burnout and its underlying factors. Moreover, this study aimed to introduce and explore the two major athletics academic advising models in Division I athletics and examine how job burnout and its antecedents manifest within these models. Through data analysis, four primary meaning units or themes were identified: *Impact of turnover, family conflict, constantly "on",* and *comparisons to other institutions.* The findings of this study suggest that athletics academic advisors across both athletic advising models have similar experiences with job burnout, and the primary factors shaping their experience is high workloads, their inability to have autonomy in shifting their work environment, and how their personal values align with their place of work.

Data from this study shows that efforts made to redistribute workload and provide the athletics academic advisor autonomy in shaping their work responsibilities can aid in reduced feelings of job burnout and potentially prevent job turnover. The split team advising model provides an avenue for redistributing work responsibilities aiding in reduced feelings of job burnout. The single team advising model would benefit from adopting this work redistribution structure. The next chapter situates the data within the context of the two theoretical frameworks grounding this study, the existing literature, and provides a synthesis of the data presented in relationship to the central research question and sub-questions.

Chapter V: Discussion

In this chapter, research findings will be analyzed through the lens of the two theoretical frameworks utilized in this study: Maslach's Theory of Job Burnout and the Areas of Worklife model. Additionally, the data as it is related to current literature will be analyzed considering the central research question and sub-questions. This research aimed to gain a deeper understanding of the experiences of Division I athletics academic advisors in relation to job burnout and its antecedents. Additionally, the study sought to introduce and understand the two primary athletics academic advising models in Division I athletics, and how job burnout and its antecedents are experienced within these models. The goal was to identify potential solutions to reduce job burnout.

Interviews with eight current Division I athletics academic advisors generated four themes: *Impact of turnover, family conflict, constantly "on",* and *comparisons to other institutions.* The findings of this study suggest that athletics academic advisors across both athletic advising models have similar experiences of job burnout, and the primary factors shaping their experience is high workloads, their inability to have autonomy in shifting their work environment, and how their personal values align with their place of work. Data from this study show that efforts made to redistribute workload and provide the athletics academic advisor autonomy in shaping their work responsibilities can aid in reduced feelings of job burnout and potentially prevent job turnover. The split team advising model provides an avenue for how to redistribute one aspect of work responsibilities aiding in reduced feelings of job burnout. The single team advising model would benefit from adopting this work redistribution structure.

The findings of the study connect to the existing literature on job burnout and highlight a larger issue of the growing corporatization of higher education and its direct impacts on the

psychological, emotional, and relational health of higher education employees. This study provides evidence of the need for a culture shift within collegiate athletics, provides insights to inform possible solutions to address job burnout, and discusses resistance to those solutions.

Corporatization of Higher Education

Higher education professionals are experiencing high levels of job burnout due to elevated workloads (Evans, 1988; Guthrie et al., 2005; Leiter & Maslach, 1999). The academic advising profession is one that bears the burden of a demanding always on-call culture, with heavy student caseloads (Murray, 1987). The workload antecedent in addition to the antecedents of control and value, as defined by the Areas of Worklife model, also present themselves in the current scholarship on athletics' employees (Graham & Smith, 2021; Taylor et al., 2019). This study supports this existing literature and highlights that athletics academic advisors, regardless of the advising model, are experiencing emotional exhaustion and depersonalization due to high workloads (workload), an inability to have voice in their work responsibilities (control), and personal values mismatch (value).

Existing scholarship and the current study's findings on the presence of job burnout and its antecedents in higher education, force a deeper analysis as to why such experiences are so prevalent. The enrollment trends over the last five decades show a sharp increase in students pursuing higher education and contribute to the intensified competition between higher education institutions (National Center for Education Statistics, 2022). This competition in conjunction with less state funding for higher education, has put pressure on universities and colleges to adopt different sources of income and organizational structures. (Mitchell et al., 2019). In order to maintain financial stability and competitiveness, numerous higher education institutions have pursued collaborations and sponsorships with corporations. Consequently, they have

implemented a governance framework that corresponds to their corporate associates. (Giroux, 2002). The prevalent corporatization of higher education, and treating universities more like businesses, comes with an emphasis on revenue generation, cost-cutting, and the adoption of management practices from the corporate world (Giroux, 2014). These areas have direct impacts on the experiences of job burnout and its antecedent of employees at an institution.

The increased emphasis on profitability has led to cost-cutting measures that reduce funding for support services for students, faculty, and staff. University departments lack proper funds for adequate staffing, leading to high workloads and student caseloads (Mills, 2012). Coaches, ATs, and athletics staff members discuss their experience working all the time and attribute feelings of burnout to high caseloads (Oglesby et al., 2020). Their sentiments mirrored those expressed by athletics academic advisors in Rubin and Moreno-Pardo's study, in which they too felt the need to be working 24 hours a day, identifying their exceedingly high caseloads of students and job responsibilities as the cause (Rubin & Moreno-Pardo, 2018). A study conducted by Hardin et al. (2020) also shows that athletics academic advisors experience job burnout in the areas of emotional exhaustion and depersonalization and noted the need to address the high caseload numbers of athletics academic advisors. This high caseload is supported in the current study's findings. These high caseloads and accompanying workloads are shaping athletics academic advisors' experience with job burnout, and the large influence can be attributed to the corporatization of higher education.

The adoption of management practices from the corporate world is reflected in a more hierarchical approach to decision making within a university. These corporate partnerships have influence over the governance of the university and compromise the ability for other university stakeholders to have a voice in decisions. This leads to a diminished culture of shared

governance, and university stakeholders have little to no voice in shaping the institutions' organizational operations and functions (Sugin, 2007). The scholarship shows that athletics employees feel a lack of control or autonomy in their work responsibilities and in their ability to shift the culture (Donnelly, 2009; Murray, 1987). Athletics employees have attributed this lack of control to their feelings of job burnout (Brewer & Clippard, 2002; Guthrie et al., 2005; Oglesby et al., 2020; Pitney, 2006). The current study supports this literature as participants spoke about the normalization of a culture where they lack control and feel as though the work environment cannot be adjusted. A corporatized model of governance removes the ability for higher education employees to have autonomy in the organizational structure of their institution.

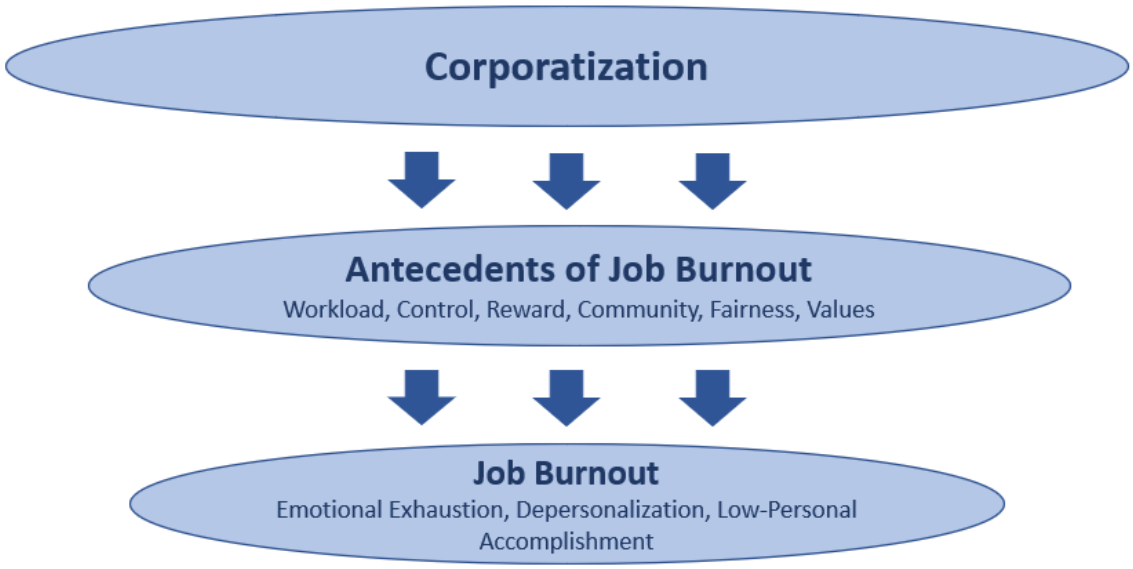
With institutions taking on a more corporate model, this can lead to a mismatch in values between the university and its employees. The corporatization of higher education has led to a prioritized value of profit over educational quality and well-being (Giroux, 2002). Athletics staff members talk about their experience with value alignments or misalignment in the workplace and its contribution to their feelings of job burnout (Graham & Smith, 2021; Taylor et al., 2019; Weight et al., 2021). The current study supports value as an antecedent of job burnout as participants discussed instances of value misalignment and attributed this to their experiences of job burnout. They also discussed experiences of value alignment, and conveyed diminished feelings of job burnout due to instances where workplace values matched their personal values. A case can be made that the values of a corporate model of higher education are mismatched with the employees of the institution, and this value misalignment is contributing to experiences of job burnout.

It is arguable that the corporatization of higher education has contributed to increasing job burnout, as the corporate model is one that prioritizes profit, cutting costs, and leadership that

excludes the voices of university employees (Giroux, 2014). This can lead to the job burnout antecedents of higher workloads, a lack of control over one's work environment, and a mismatch of values among employees. The current study supports this as findings suggest athletics academic advisors are experiencing job burnout by way of the antecedents workload, control, and value. Corporatization operates to magnify these antecedents. pushing employees to experience significantly adverse ramifications to their well-being as a consequence of job burnout. Figure 7 visually depicts this inter-relationship and its implications.

Figure 7

Corporatization's influence on job burnout and its antecedents.



Note: Figure depicts the impact corporatization has on the antecedents of job burnout, and those antecedents influence on job burnout as defined by the Areas of Worklife model and Maslach's Theory of job Burnout.

Job Burnout & Well-being

It is important to understand the significant impact that consistent job burnout can have on an individual's overall well-being. Job burnout influences a person's emotional health, and their relational connections. Job burnout has been found to have a significant association with

depression and anxiety. Additionally, job burnout has manifested itself in various ways, such as decreased motivation, difficulty concentrating, insomnia, and physical symptoms like headaches and stomach issues (Koutsiman, Montgomery, & Georganta, 2019). Similar experiences of health-related concerns and insomnia have been found within athletics academic advising (Rubin & Moreno-Pardo, 2018)

Within the context of higher education, athletics departments are also encountering these elevated levels and experiences with job burnout. A recent study done in 2021 found that athletics staff members within intercollegiate athletic departments have experienced being overworked (workload), underpaid (reward), and undervalued (reward) (Weight et al., 2021) and that 96.1% of athletics staff members who responded to a recent survey were considered at-risk for job burnout (Scott, 2021). Rubin and Moreno-Pardo (2018) noted in their study that the workload of athletics academic advisors is an area contributing to experiences of job burnout, specifically diminished mental health. The current study supports this literature as athletics academic advisors are also experiencing elevated workloads and conveyed experiences with job burnout specifically in the areas of emotional exhaustion, naming feelings of anxiety, irritability, frustration, and exhaustion.

Participants in the current study also discussed their concerns as to how job burnout has impacted their relationships with loved ones and family members. They noted their experience with job burnout and named feelings associated with emotional exhaustion such as frustration, irritability, and anxiety. Studies on the collegiate athletics industry show there are significantly high levels of stress and difficulty managing work and family responsibilities (Dixon & Bruening, 2005, 2007; Taylor et al., 2019; Walker & Melton, 2015). A consistent area of focus in the research on athletics staff members has centered upon the concept of work-family conflict.

Work-family conflict is defined as “a form of interpole conflict in which the role pressure from the work and family domains are mutually incompatible in some respect” (Greenhaus & Beutell, 1985, p. 77). Work-family conflict is found repeatedly in the literature on intercollegiate athletics. It has been found among athletics staff members that work-family conflict contributes to the presence of job burnout in athletics staff (Taylor et al., 2019). A study of Division I coaches found they experienced concerns navigating their parental responsibilities and conveyed the guilt associated with their commitment to their job responsibilities (Bruening & Dixon, 2007). The participants in the present study conveyed similar sentiments with respect to their inability to be fully present for their family relationship. Their high workloads were named as the antecedent influencing their inability to maintain these relationships.

The psychological, emotional, and relational ramifications of daily experiences with job burnout cannot be ignored. Athletics department employees are experiencing a diminished quality of life due to job burnout. The findings of this study support this claim as participants actively named their job burnout feelings of exhaustion and anxiety and discussed their inability to hold their familial relationships as desired. These findings, along with the current scholarship, suggest the need for a culture shift or athletics departments will continue to promote work conditions that compromise the well-being of their employees.

The Need for a Culture Shift

The work culture of higher education is often plagued with various issues that can negatively impact the well-being and satisfaction of employees. One of the most significant problems is the prevalence of job burnout (Koutsimani et al., 2019; Rubin & Moreno-Pardo, 2018). Administrators and athletics staff are expected to work long hours, juggle multiple responsibilities, and produce high-quality work while dealing with limited resources and

increasing demands (Maslach et al., 2021; Rubin, 2017). Burnout in higher education is often exacerbated by the culture of academic achievement, which places a high value on individual success and productivity (Giannakakis, 2019). This can lead to a sense of guilt and shame for taking time off or prioritizing self-care, further exacerbating the problem. Additionally, with such limited resources to accomplish quality work, there is immense stress and strain placed on employees of higher education institutions (Schubert-Irastorza & Fabry, 2014; Slaughter, Johnson, Kavanagh, & Mattson, 2003).

College athletics has a similar culture, often having high expectations and intense pressure to perform, which can create a stressful work environment (Huml & Taylor, 2022). College athletics has a culture that values winning above all else, leading to toxic work environments, antecedents, and instances of job burnout (Gurney et al., 2017). These issues can negatively impact the well-being of those working in college athletics and can make it difficult for them to perform their jobs effectively (Taylor et al., 2019). In addition, the long hours and irregular schedules that are common in college athletics can be demanding and difficult to manage, especially, as noted, for those with family responsibilities. The current study supports this literature as participants discussed their experiences of working long non-traditional hours, their inability to be fully present for their family, and the impact this has on their experience with job burnout and its antecedents.

Some stakeholders have raised concerns about a culture of employees being pushed to increase their commitment to their departments (Dixon & Bruening, 2005; Graham & Dixon, 2014). Participants in the current study said there is no oral or written communication from their institutions expressing the expectation that advisors ought to work around the clock; however, the amount of work that they must handle as well as the timing that work requests come through

necessitate the need to be constantly "on." A more recent study examined and identified three sources within an organization or a department that impact an employee's working presence: inadequate staffing, work demands, and long hours (Graham & Smith, 2021). These factors are creating conditions that require an employee to be working constantly, even if the requirement is not overtly communicated by an individual within an organization. This is seen in the current study when participants described their high workload, necessitating having to work in ways that are outside of their control.

This culture of being overworked and lacking control is causing significant turnover in the field (Rubin, 2017; Taylor et al., 2019). When reviewing turnover rates and employee trends across corporate and high-level professional sports, it was found that the annual turnover rate was around fifteen percent and when reviewing trends over a two-year period it was close to twenty-eight percent. The numbers for the turnover rate within higher education mirrored these as it was just over fourteen percent annually, and roughly twenty-eight percent over a two-year period. A recent study showed that Division I athletics departments had a turnover rate of forty-eight percent over a two-year period, almost double that of the two-year turnover rate found in corporate, professional sports, and higher education (Huml, Taylor, & Dixon, 2021; Taylor et al., 2019 Weight et al., 2021). Athletics academic advisors have reported high levels of job burnout, and consequently, in 2017 this population had close to sixty percent that were considering leaving the profession (Rubin, 2017). This population has yet to be studied exclusively on turnover since then, and it is likely this number has risen since 2017. Participants in the present study discussed their thoughts on the normalization of job turnover, a lack of control in shifting the status quo, and being reconciled to existing worklife conditions, leading to the antecedent of elevated workloads and greater feelings of emotional exhaustion within the context of job

burnout. Athletics scholarship shows elevated workloads lead to job turnover, and the current study suggests that turnover leads to enhanced workloads highlighting a looped cycle of high turnover and high workloads.

Upon further investigation, upper-level administration employees had significantly lower turnover rates compared to employees lower on the organization chart. Evidence suggests these lower-rung employees have higher levels of job burnout than their upper-level administration. It is noted that these upper-level administrators have the autonomy to delegate less favorable responsibilities elsewhere, receive higher wages, and have learned to accept job burnout (Weight et al., 2021). These findings are paralleled in the current study highlighting the importance of the antecedent's control and workload. Autonomy over work responsibilities and workload can aid in reduced feelings of job burnout and consequently turnover.

The present study and recent research contribute to an on-going concern about the overworked culture of higher education and consequently, athletics departments. The elevated workloads and lack of control in shifting their environment have been attributed to high rates of job burnout and an increased rate of job turnover in the field. Athletics academic advisors play a vital role in the support of student-athletes. Student-athletes face a range of challenges and obstacles that can make it difficult to succeed academically and personally, including discrimination, bias, and a system in athletics that promotes a culture of winning regardless of cost. Athletics academic advisors are supporting and advocating for student-athletes through these wide-ranging challenges (Parham, 2003; Pope & Miller, 1999). Addressing the culture of job burnout and, consequently, turnover is vital not only for the well-being of the athletics academic advisor themselves, but also for the student-athletes that they serve.

Addressing Job Burnout

The current study further supports the need to address job burnout and provides tangible measures that can be implemented to aid in mitigating job burnout. Findings of the study support current scholarship on job burnout reduction efforts but call for a more in-depth analysis of the resistance to these measures being implemented and will be further discussed in the corresponding section.

The second research sub-question examined the experience of job burnout and its antecedents of athletics academic advisors in the split team advising model and the single team advising model. Overwhelmingly, athletics academic advisors in both models have similar experiences of job burnout and its antecedent. However, there was one aspect of work redistribution occurring in the split team advising model that aided in a reduction of job burnout. The split team advising model shares the work of recruiting prospective student-athletes amongst all advisors. Typically, as seen in the single team model, the recruiting responsibility is exclusive to that athletics team's advisor. As an example, a football advisor who has a higher roster of student-athletes will have significantly more recruiting responsibilities when compared to a tennis advisor, who has a significantly lower roster of student-athletes. Research suggests that lowering workload can aid in reduced feelings of job burnout (Maslach & Leiter, 2017; Pines, 1988). This is seen in scholarship within the larger context of higher education as well as within the context of college athletics (Taylor et al., 2019).

The findings show that the split team advising model's approach to redistributing work responsibilities with recruiting aids in reduced feelings of job burnout. Findings also show that there are diminished experiences with job burnout when an athletics academic advisor's workload is reduced and they have greater autonomy or control in shaping their work

environment, as seen in Tasha's case. While these findings and the literature on job burnout solutions outline effective ways to mitigate job burnout, there is still a persistent culture of job burnout in higher education, college athletics, and among athletics academic advisors.

Many of the job burnout solutions in higher education require funds and resources, which conflicts with the corporatization model that has seen widespread adoption by higher education institutions (Giroux, 2002). Suggestions to hire more staff, create more wellness programming and monetarily incentivize accomplishments starkly contrast with the profit driven mentality of institutions of higher education (Wang & Li, 2010). There is literature that examines alternative funding models for higher education, and these often require government involvement and accountability that are not easily feasible (Layzell, 2007). Within the context of collegiate athletics, recently the NCAA said that in 2019, it would distribute funds to higher education institutions whose student-athletes meet and surpass the academic eligibility requirements and benchmarks (Hosick, 2016). Many hoped these funds would be distributed to athletics academic advising offices, which could aid in job burnout reduction efforts such as hiring additional staff to reduce workload (Lopresti, 2022). However, this has not been occurring, and an important note is that the allocation of funds by institutions has little to no measure of accountability tied to it, and that money can be budgeted and allocated out how the institution sees fit (Lopresti, 2022; Musselin, 2018).

While this research study outlines a tangible solution to redistributing work among athletics academic advisors and can help to reduce feelings of job burnout, it is important to understand that this is still a band-aid measure and does not solve the larger concerns of corporatization and funding accountability that are pervasive in higher education, preventing mitigation efforts for job burnout.

Summary

The current study uncovered four themes: *Impact of job turnover, family conflict, constantly "on," and comparisons to other institutions.* These themes indicate that job burnout is experienced primarily in the areas of emotional exhaustion and depersonalization. The antecedents that emerged as shaping participants' experience with job burnout were in the areas of workload, control, and value, all of which need to be considered within the context of the corporatization of higher education. Moreover, this analysis highlights the psychological, emotional, and relational ramifications that job burnout has, and discusses the need for a shift in culture within higher education and collegiate athletics. Finally, the analysis worked to identify solutions to address job burnout, provide insights into why job burnout persists and why these measures are not easily implemented.

The current study has sought to better understand job burnout as it has adversely impacted athletics academic advisors within the context of shifting dynamics in higher education. This is a connection that has not yet been made in the scholarship on job burnout in athletics academic advising. The current study also adds to the scholarship through its focus on the voices of athletics academic advisors, whose experiences inform tangible solutions to redistributing work and reducing job burnout. The concluding chapter will summarize the findings of the study, provide insights on the implications of this study, and suggest future research.

Chapter VI: Conclusion

This chapter synthesizes the study's findings and discusses its implications. It reviews future research considerations, and the culminating summary identifies the study's contributions to the field of athletic academic advising. The purpose of this study was to gain a deeper understanding of how job burnout and its antecedents are experienced by Division I athletics academic advisors. Moreover, the study aimed to explore the two primary athletics academic advising models prevalent in Division I athletics, and how job burnout and its antecedents are experienced within these models.

This study highlighted the pervasiveness of job burnout and its antecedents among athletics academic advisors, situating it within broader dynamics in higher education, such as corporatization, which have negatively impacted the work lives of academic athletic advisors. This analysis brings to the forefront the psychological, emotional, and familial consequences of job burnout and emphasizes the imperative of a culture shift within higher education and college athletics. Ultimately, the investigation aimed to identify potential solutions for tackling job burnout and shed light on the persistent nature of this problem and the difficulties associated with implementing effective remedies. It is essential that higher education institutions prioritize job burnout reduction efforts to ensure the positive well-being of its employees and, in turn, ensure the care of their students can remain uninterrupted by turnover.

Summary of Findings

This study sought to answer the following central research question and sub-questions:

1) How do Division I athletics academic advisors experience job burnout?
    a. How do Division I athletics academic advisors experience the antecedents of job burnout?

b. How do Division I athletics academic advisors' experiences with job burnout and antecedents of job burnout present in the two athletics academic advising models?

Through data analysis, four primary meaning units or themes were identified: *Impact of turnover, family conflict, constantly "on",* and *comparisons to other institutions.*

Participants' accounts reveal that turnover can impact many stakeholders in a unit. New employees, current employees, and supervisors are experiencing turnover challenges and acknowledge that issues with turnover permeate the larger field of athletics academic advising. In connection to the central research question and sub-questions, participants spoke about feeling burnt out from turnover and named feelings of exhaustion and fatigue. One participant acknowledged the tenure in his unit and attributed reduced feelings of job burnout due to the lack of job turnover. Most often, however, participants experienced an elevated workload due to turnover. Participants in each advising model conveyed similar experiences with turnover, job burnout and its antecedents.

Data revealed issues with the intersection of work and family. Participants noted experiences of job burnout and feelings of frustration, irritability, and anxiety. The essence of their experience with family conflict was that the culture of athletics academic advising did not allow for alleviation of this conflict both in workload and control over the shifting of this culture. Participants in both athletics' academic advising models shared similar experiences with family conflict and its impact on their experience with job burnout.

Findings of the present study convey a consistent theme found in Division I athletics literature, namely the feeling of being constantly "on" or the need to work around the clock seven days a week. Participants spoke of their experiences of job burnout, highlighting feelings

of exhaustion related to this theme and how it plays out in their descriptions of *registration periods, non-traditional hours, and cell accessibility* that illustrate how they are experiencing being "constantly on" and the ways in which it is showing up in their work. The antecedents that shape job burnout that came up for participants were in the areas of workload and control. Participants in each advising model conveyed similar experiences of job burnout and its antecedents within the constantly "on" theme, except in relationship to mention of *non-traditional hours* when discussing weekend recruiting commitments. Discussions with participants in the split team advising model revealed a lower workload when it came to recruiting responsibilities and did not tie their experiences to feelings of job burnout. Participants in the single team advising model, however, expressed a higher workload in relationship to this work responsibility and connected it to feelings of job burnout. The antecedent of workload is a consistent area that is shaping athletics academic advisors' experiences with job burnout. This finding of weekend recruiting commitments is a viable solution to reducing workload among athletics academic advisors in the single team model.

In speaking about their experiences with job burnout in response to the central research question, participants conveyed a common sentiment that their current experience is not as stressful as it was in previous advisory positions at other higher education institutions. Although the participants acknowledged their experiences and feelings of job burnout at their current institutions, they went on to either disclaim or minimize these feelings and experiences by comparing them to a worse situation at a former institution.

The culmination of this study's findings suggests that athletics academic advisors across both athletic advising models have similar experiences with job burnout, and the primary factors shaping their experience are high workloads, their inability to have autonomy in shifting their

work environment, and how their personal values align with their place of work. Data from this study show that efforts made to redistribute workload and provide the athletics academic advisor autonomy in shaping their work responsibilities can aid in reducing feelings of job burnout and potentially prevent job turnover. The split team advising model provides an avenue for redistributing work responsibilities aiding in reduced feelings of job burnout. The single team advising model would benefit from adopting this structure of redistributing work.

Implications

Important conclusions can be drawn from the current study. Findings of this study suggest that redistributing the workload of weekend recruiting commitments can help to reduce feelings of job burnout. An area for possible implementation would be for single team advising institutions to review how they structure their weekend recruiting commitments. It is worth exploring the possibilities of sharing recruitment responsibilities, where all advisors meet with student-athletes regardless of team assignment. This can help shift extra workload burdens away from those teams that have higher weekend recruiting commitments.

Concerning workload, the findings also suggest that athletics academic advising departments would benefit from additional staff members to help distribute the workload and specifically lower the caseload of athletics academic advisors. Workload is a consistent antecedent that shapes job burnout in every theme presented in this study and across all Division I Athletics literature. There has been a lack of implementation of the methods and approaches that reduce the workload of athletics academic advisors arguably due to the corporatization of higher education. Institutional priorities within this corporate model favor cost-cutting measures and revenue generation. Job burnout solutions require additional funding that an institution is not willing to prioritize.

Participants in this study stated consistently that their experiences with job burnout were worse at previous institutions. All are from small, Division I, private research institutions that consistently rank in the top twenty-five of the U.S. News Best College Rankings. Additionally, these institutions are within the autonomy conferences, of similar size in terms of number of student-athletes (approximately 500-800), varsity sports (approximately 19-27), and staff (approximately 6-10). It's anticipated that the findings of this study could be disregarded due to participants sharing that their experience is better at their current institution than their previous. Their current institution has a prestige of ranking, funding resources from being private research institutions, and are within the most financially supported athletics conferences. An argument could be made that time and resources are better spent addressing the athletics academic advisors who work at institutions that have greater experiences of job burnout, such as the institutions that participants spoke about previously working at. While their current work conditions are better than those in their previous institution, this does not preclude the need for improvements. Nor does it mean their workload should be considered fair.

This research study enhances athletics academic advisors' awareness of the depth and breadth that job burnout has within the field of athletics academic advising. It equips athletics academic advisors with organizational knowledge needed to better advocate to their supervisors what they may need in their work environment to reduce job burnout. Athletics academic advisors' understanding job burnout, its antecedents, and the influence of corporatization can help them in determining what they want their future career trajectories within higher education to be. Concerning corporatization of higher education and collegiate athletics, athletics academic advisors could potentially influence change in this area by banding together as a community, possibly through the National Association of Academic and Student-Athlete Development

Professionals organization. Athletics academic advisors would benefit from having community within their entry level positions and potential influence corporatization through a "grass roots" or ground up movement. Finally, it would benefit athletics academic advisors in the single team advising model to understand the structure of distributing recruiting responsibilities adopted in the split team model. Having this knowledge can help them see what could be implemented at their place of work and prepare them for discussions with their supervisors.

Athletics department leadership, such as athletics directors and senior administrators, gain a greater understanding of the day-to-day job burnout experiences of their employees and the influence corporatization has on these experiences. Additionally, this study provides an understanding that turnover is creating high workloads, and these high workloads are influencing employees' decision to leave. Having this knowledge helps athletics department leadership, specifically those who oversee athletics academic advisors, better articulate the expectations and unfortunate realities of athletics academic advisors' work responsibilities. Sharing upfront expectations on these positions can aid in how an athletics academic advisor approaches their work. This study helps athletics department leadership see that the turnover can have detrimental impacts, not only on athletics academic advisors themselves, but also on the support and services they hope to provide their student-athletes. This knowledge can help athletics leadership to better advocate for needed additional staff. Another key takeaway for athletics department leadership, specifically those that oversee academics, is the benefits of sharing recruiting responsibilities among all athletics academic advisors and examining how to implement this at their respective institutions. It would also benefit this group to evaluate their organizational structure, and when possible, find ways to give autonomy and control to

employees on the governance of the organization. Finally, spending time developing a set of shared values with their athletics academic advisors can aid in reducing feelings of job burnout.

This study highlights to leaders in higher education, presidents, provosts and senior administrators, the importance of exploring alternative governance models, outside the corporate model. Exploring alternative governance models that center employees' voices, values, and address workload concerns are worth exploring to reduce the experience of job burnout. Additionally, this study empowers these leaders to interrupt decision making at a higher education institution that is prioritizing profits over well-being. As previously mentioned, the implication for athletics academic advisors, of creating collective action from the ground up, paired with higher education leaders utilizing their power in decision making can lead to effective remediation of job burnout. Given that corporatization is a dominant influence, higher education leaders should work to find creative solutions to addressing job burnout within the context of this governance structure. Finding areas where employee voices can be included in institutional actions, as well as providing departments more autonomy in allowing flexibility in their employees work environment, can aid in reduced feelings of job burnout. Both higher education and athletics department leadership would benefit by creating outlined goals for reducing job burnout, developing measures to implement and achieve the outlined goals, and assessing the effectiveness of those measures. Having a clearly outlined assessment plan for job burnout can aid in reducing feelings of job burnout and help employees feel their well-being is being centered.

Future Research

The current study presents several areas where future research is needed. Participants in the current study often asked at the end of the interviews if I was interviewing individuals who

had left the field of athletics academic advising. This would be an important consideration, as it was identified in the existing research as well as in the data, that job turnover is an issue permeating Division I athletics and contributing to job burnout (Huml & Taylor, 2022). An area of future research would be to examine the motivations as to why former athletics academic advisors left their positions and whether these motivations are associated with experiences of job burnout.

Data analysis highlighted the loop of turnover creating more work and more work leading to turnover. When discussing job turnover, Chase mentioned his staff's longevity in the office and attributed this to minimized feelings of job burnout due to the persistence of staff. Given that he was the only participant to make this connection, it could be a worthy contribution to scholarship to further examine the work environment of his institution and department, its connection to job burnout, and its antecedents to help interrupt the turnover workload loop.

This study sought to understand the antecedents of job burnout within larger dynamics, bringing the corporate model of higher education to bear in analysis of this data. There has been little research examining how this has shaped job burnout in athletics academic advising. Studies that focus on the challenges as barriers to corporatization, as it pertains to employee well-being, is an important area for continued investigation to ensure employees are leading healthy lives and to ensure the students are being adequately supported.

The final possible area of investigation concerns the antecedent of workload, which added to the participants' experience of job burnout. It is also an antecedent that is consistently present in comparable positions within the field of athletics and within higher education in general. Given the broad presence of this antecedent, centering research specifically in this area could facilitate a better understanding of the causes and possible solutions to heavy workloads.

Specifically, it would be important to take into consideration what would be plausible solutions within the context of the corporatized model of higher education.

Summary

While roughly one thousand articles are being published each year on job burnout (Leiter et al., 2014), there are very few published research articles that examine job burnout and workplace stress among Division I athletics academic advisors. Yet, Division I athletics academic advising is "one of the most challenging jobs in higher education," according to Meyer (2005, p. 15). Drawing on aspects of an interpretive phenomenological approach, this qualitative research study aimed to better understand how job burnout and antecedents of job burnout are experienced among Division I athletics academic advisors. Additionally, this study introduced the two primary athletics academic advising models that exist in Division I athletics and provided an understanding of how job burnout and antecedents of job burnout are experienced within these models.

In this study, interviews with eight athletics academic advisors uncovered four themes: *impact of job turnover, family conflict, constantly "on"* and *comparisons to other institutions*. These themes indicate that job burnout is experienced primarily in the areas of emotional exhaustion and depersonalization. The Areas of Worklife that emerged that shaped their experience with job burnout were workload, control, and value. The findings of this study suggest that athletics academic advisors across both athletic advising models have similar experiences of job burnout, and the primary factors shaping their experience include high workloads, their inability to have autonomy in shifting their work environment, and how their personal values align with their place of work. Data from this study show that efforts made to redistribute workload and provide the athletics academic advisor autonomy in shaping their work

responsibilities can aid in reduced feelings of job burnout and potentially prevent job turnover. The split team advising model provides an avenue for how to redistribute one aspect of work responsibilities aiding in reduced feelings of job burnout. The single team advising model would benefit from adopting this work redistribution structure.

The findings of the study connect to the existing literature on job burnout and highlight the prevalence of job burnout and its antecedents among athletics academic advisors. Further analysis points to the corporatization of higher education fostering a work environment that fuels the antecedents that shape job burnout. The corporate model of higher education is prioritizing revenue and cost cutting and favoring corporate stakeholders in the decision-making power over university stakeholders. These cost cutting measures lead to higher education employees, and athletics academic advisors, needing to do more with less. These same employees are experiencing less control in shaping their work environment due to their voices not being present. There is a value misalignment with the priorities that a corporate university has, versus the values that an employee may have. All these areas - elevated workload, lack of control, and value misalignment - are defined as antecedents that shape job burnout, and corporatization is amplifying these antecedents among athletics academic advisors.

Job burnout has severe psychological, emotional, and relational impacts. Job burnout has direct ties to depression and anxiety and, as we have seen further emphasized in this study, a negative impact on one's relationship with their loved ones. Additionally, this pervasive job burnout is leading to a culture of turnover. Elevated workloads and a lack of control in one's place of work are impacting job burnout, job burnout is forcing employees out of their profession, and this turnover is creating elevated workloads for the remainder of the staff. This

job burnout and turnover loop highlights the need for a culture shift in higher education and in athletics academic advising specifically.

Measures for reducing job burnout are often in direct conflict with the corporatization model of higher education. Reducing job burnout often requires additional resources and funds that the university will not prioritize within its current corporate model that prioritizes revenue generation and cost-cutting measures. It is essential that higher education institutions prioritize job burnout reduction efforts to ensure the positive well-being of its employees, and in-turn, ensure the care of their students can remain uninterrupted by job turnover.

This study helps athletics academic advisors, athletics department leadership and higher education leaders better understand the breadth and depth of job burnout and raises awareness of the importance of mitigation efforts. As stated by one participant “We're losing people, like hemorrhaging people, and now, as somebody that's a manager, and has had to hire 5 out of our 8 positions in the last year and a half, which is a lot of work, and not fun, like we need to do something.” There is a need for a culture shift within collegiate athletics, and if measures are not taken to reduce job burnout, employees will continue to experience negative psychological, emotional, and relational impacts and exit their positions at alarming rates. This turnover will create more work for athletics departments and ultimately interrupt critical support on which student-athletes depend for their continued academic success.

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Appendices

Appendix A: Subject Participation Tracking

Institution Code	Division I (Y/N)	Ranking in Top 25	Autonomy Conference	Private (Y/N)	Research Institution (Y/N)	Undergraduate Student Size	Student-Athlete Population Size	Number of Varsity Sports	Athletics Academic Advising Staff Size

Participant Name	Email	Pseudonyms	Institution	Advising Model (single or split)	Date of Outreach Made	Date of Follow-Up (if applicable)	Agree to Participate (Y/N)	Informed Consent Received (Y/N)	Interview 1 Date	Interview 2 Date	Resource Sheet Sent (Y/N)

Appendix B: Participant Recruitment Email Communication

Hello NAME,

I hope your semester is off to a smooth start! My name is Felicia O'Rourke former professional in the field of athletics academic advising. I worked at DePaul University and Northwestern University for a combination of 10 years prior to shifting out of athletics due to my own experiences with job burnout in the field. I am a current PhD student studying job burnout in athletics academic advising and working to recruit 8 current athletics academic advisors and wanted to inquire if you would be willing to be a participant in my research study?

Attached is an informed consent document that outlines the study's purpose, participant commitment, and how the information collected will be used. The study will include two virtual interviews as well as a task to draw / visually create your experience with job burnout. I am happy to discuss this further over the phone or via email.

I hope you will consider participating in this study as the information gained will help the field of athletics academic advising better understand job burnout and possible solutions as well as raise awareness to athletic administrative leadership of the importance of addressing and implementing measures to reduce job burnout.

Thank you
Felicia O'Rourke
P: 5[redacted]36,

Appendix C: Informed Consent

Principal Investigator: Felicia O'Rourke, Graduate Student
Institution: DePaul University, College of Education, Educational Leadership, Chicago, Illinois, USA
Faculty Advisor: Leodis Scott, Ed.D. DePaul University, College of Education, Department of Leadership, Language and Curriculum

Key Information:

What is the purpose of this research?

We are asking you to be in a research study because we are working to recruit eight participants and trying to learn more about how athletics academic advisors who currently work in the field of athletics academic advising experience job burnout and the work environmental areas (antecedents) that shape job burnout. This study is being conducted by Felicia O'Rourke, graduate student at DePaul University as a requirement to obtain her doctoral degree. This research is being supervised by her faculty advisor Dr. Leodis Scott.

Why are you being asked to be in the research?

You are invited to participate in this study because you are a current athletics academic advisor working at a Division I level institution within the Autonomy Conferences that utilizes either the single team advising model or split team advising model.

What is involved in being in the research study?

If you agree to be in this study, being in the research involves participation in two audio recorded 60–90-minute virtual interviews and creating a drawing or visual image of your experience with job burnout for a total of 3.5 hours of commitment overall to this study.

- In the first interview you will be asked questions related to your experience with job burnout. Specifically, questions will address your experience with feelings of emotional exhaustion, low personal accomplishment, and depersonalization
- At the conclusion of the first interview, you will be asked to create a drawing or visual image of your experience with job burnout and to come prepared to the second interview with a brief description of your artifact
- In the second interview you will be asked to discuss your visual image and then more detailed questions on your experience with the antecedents that shape job burnout will be asked
- Following each interview, you will be emailed a resource sheet with information on where to direct follow-up questions as well as support services should your participation in this interview provoke you to seek additional outside support.
- The interview will be audio recorded and transcribed into written notes later in order to get an accurate record of what you said

Are there any risks involved in participating in this study?

- There are two primary risks associated with this study. Feelings of discomfort or being upset may be evoked throughout the data collection process, particularly if questions are sensitive or the topic is one that provokes strong feelings or emotions. You do not have to

answer any question you do not want to, and supportive resources will be provided to you. Additionally, there is the possibility that others may find out what you have said in the data collection process, but we have put protections in place to prevent this from happening. To protect each participant, pseudonyms will be assigned to each participant and identifying demographic information will not be disclosed. The interviews will be audio recorded and transcribed into written notes later to get an accurate record of what you said. After the completion of the dissertation the recordings and transcriptions will be permanently deleted. Visual images will be maintained and included as an appendix in the dissertation.

Are there any benefits to participating in this study?
We hope that the knowledge gained in this study will aid collegiate athletics in better understanding the impact job burnout is having on athletics academic advisors and aid in identifying solutions. You may also experience indirect benefits of feeling heard and seen in your experience and gain a level of hope that your experience with job burnout is being better understood and forward progress is being made.

How much time will this take?
This study will take about 3.5 hours of your time over the course of a month. The first interview will be approximately 60-90 minutes in length. The participant drawing / visual image will take approximately 15-30 minutes and the final interview will take approximately 60-90 minutes in length.

Other Important Information about Research Participation

Can you decide not to participate?
Your participation is voluntary, which means you can choose not to participate. There will be no negative consequences, penalties, or loss of benefits if you decide not to participate or change your mind later and withdraw from the research after you begin participating.

Who will see my study information and how will the confidentiality of the information collected for the research be protected?
The research records will be kept and stored securely. Your information will be combined with information from other people taking part in the study. When we write about the study or publish a paper to share the research with other researchers, we will write about the combined information we have gathered. We will not include your name or any information that will directly identify you. Some people might review or copy our records that may identify you to make sure we are following the required rules, laws, and regulations. For example, the DePaul University Institutional Review Board, may review your information. If they look at our records, they will keep your information confidential.

To prevent others from accessing our records or identifying you should they gain access to our records, we have put protections in place. These protections include using a code (pseudonym, code name for institutions mentioned etc.) for you and other people in the study and keeping the records in a safe and secure place using a password protected computer.

We will remove the direct identifiers from your information and replace it with a random code that cannot be linked back to you. This means we have de-identified your information. We will not use the information collected for this study for any future research of our own or share your information with other researchers."

The audio recordings will be kept until accurate written notes have been made, then they will be destroyed at the completion of the dissertation defense in June of 2023. The visual image will be maintained in the appendices of the dissertation with any identifying information redacted.

You should know that there are some circumstances in which we may have to show your information to other people. For example, the law may require us to show your information to a court or to tell authorities if you report information about a child being abused or neglected or if you pose a danger to yourself or someone else.

Who should be contacted for more information about the research?

Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions, suggestions, concerns, or complaints about the study or you want to get additional information or provide input about this research, you can contact the researcher, Felicia O'Rourke, 5[redacted]36, fg[redacted].com.

This research has been reviewed and approved by the DePaul Institutional Review Board (IRB). If you have questions about your rights as a research subject, you may contact Jessica Bloom in the Office of Research Services at 312-362-6168 or by email at jbloom8@depaul.edu.

You may also contact DePaul's Office of Research Services if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.

You will be given a copy of this information to keep for your records.

Statement of Consent from the Subject:

I have read the above information. I have had all my questions and concerns answered. By signing below, I indicate my consent to be in the research.

Signature:_____

Printed name: _____

Date: _____

Appendix D: Participant Reminder Recruitment Email Communication

Hello NAME,

I know how hectic the fall semester can be, I hope you are managing well! I wanted to follow-up on the below inquiry for participation in my research study?

Please let me know if you have questions and I hope to hear from you soon!

Thank you again!
Felicia

Appendix E: Participant Resource Sheet

Thank you for your participation in this research study! We understand feelings of discomfort or being upset may be evoked throughout the data collection process, particularly if questions are sensitive or related to a topic that provokes strong feelings or emotions. To ensure your well-being is the priority please see below for local and national resources. Additionally, you will find information on where to direct any follow-up questions.

DePaul University Resources:

- University Counseling & Psychological Services
- Employee Assistance Program
- My Student Support Program
- Office of Health Promotion and Wellness

National Resources:

- National Suicide Prevention Lifeline - 800-273-8255
- CARES Line - 800-345-9049
- Crisis Text Line

Individual Employment Resources:

- Many higher education institutions provide their employees with well-being resources, and we encourage you to explore this within your institutional setting.

Questions:

If you have questions, suggestions, concerns, or complaints about the study or you want to get additional information or provide input about this research, you can contact the researcher, Felicia O'Rourke, 5[redacted]36, fg[redacted]com.

This research has been reviewed and approved by the DePaul Institutional Review Board (IRB). If you have questions about your rights as a research subject, you may contact Jessica Bloom in the Office of Research Services at 312-362-6168 or by email at jbloom8@depaul.edu.

You may also contact DePaul's Office of Research Services if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.

Thank you again,
Felicia O'Rourke

Appendix F: Interview 1 Questions & Protocol

Date: **Time & Place:**
Interviewee: **Interviewer:**
Athletics Model:

Interview Type: Semi-Structured

Research Questions:

1. How do Division I athletics academic advisors experience job burnout?
    a. How do Division I athletics academic advisors experience the antecedents of job burnout?
    b. How do Division I athletics academic advisors' experiences with job burnout and antecedents of job burnout present in the two athletics academic advising models?

Interview Protocol:

Introductions:

As you know, my name is Felicia. In this session, we will spend the next 60 to 90 minutes together having a conversational interview, to learn more about your experiences. I want you to feel comfortable talking to me as if I am someone else, maybe your spouse, sibling or close friend, someone with whom you can speak freely. If at any point you no longer want to participate, we can stop, and if at any point you have questions about the research process you are more than welcome to ask them.

Study Purpose & Applications:

The purpose of this study is to better understand how athletics academic advisors who currently work in the field of athletics academic advising experience job burnout and work environmental areas that shape job burnout. I will analyze the information you share and write it up in a formal dissertation required as part of my doctoral degree program.

Treatment of Data:

This session will be recorded and transcribed so that I am able to analyze and pull-out common themes across interviews. Repetition might feel normal. Once the session is transcribed, the recording will be permanently deleted. All files will be kept in my personal password protected computer in a secure folder. You will be assigned a pseudonym, example athletics academic advisor A who works at Institution 1. Outside of basic social identity demographics (sex, gender, race etc.), your name or any other identification markers will not be articulated in anyway. At the conclusion of the dissertation, the transcript will also be permanently deleted. Visual images will also be maintained on my personal password protected computer in a secure folder and will be deleted at the conclusion of the research. Images will be maintained in the appendix of the dissertation with all identifying information redacted.

Consent Forms / Approvals:

Before we get started, please take a few minutes to re-read this consent form that was emailed to you. Once you have read the entire form, please sign it digitally and send it back to me (if not already done so) and then we will begin!

Other Questions or Concerns:
Before we begin, do you have any additional questions?

Opening Script:
The purpose of this interview is to understand your lived experience with job burnout and how you describe that experience by sharing your personal stories, insights, reactions, and interpretation of those experiences. FELICIA REMEMBER TO RECORD!!!!

Introductory Questions: Understanding the Participant
1 - Name, pronouns, where you are from originally?
Follow-up Prompts:
Where have you previously lived and where do you live now?
2 - Tell me more about your family, partner, parents' children, animals?
Follow-up Prompts:
Any other significant people in your life?
3 - How did you get into the field of athletics academic advising?
Follow-up Prompts:
Where do you currently work?
What drew you to this field initially?
How long have you been in your current position?
How would you describe how you feel about being in your current position? What do you like about your current position? What do you dislike about your current position?

Job Burnout Content Questions: Emotional Exhaustion
4 - Can you describe a time you didn't want to go to work (dreaded work) or found it difficult to carry on with your workday?
Follow-up Prompts:
Describe that situation?
What feelings were experienced?
How did those feelings show-up?
5 - Have you ever felt your behavior has been altered by your work (mentally or physically?) As advisors we often notice with our students' behavioral changes (i.e., a put together student didn't bring their books or planner to their meeting) Have you ever noticed these types of altered changes (psychological or physical) in you due to work?
Follow-up Prompts:
Exercise, eating habits etc.?

Job Burnout Content Questions: Depersonalization
6 – Have you ever noticed a lack of empathy (compassion / fulfillment) towards others (students, coaches, colleagues) or your work? Have you noticed any changes in this over time?
Follow-up Prompts:
How would you describe your relationships with the people you work with?
How often would you say you experience this in your current work environment?
Where is the cynicism coming from?
How is it showing up?

How connected do you feel to your co-workers or students?

Job Burnout Content Questions: Low Personal Accomplishment

7- How would you describe your confidence level at work and within your job responsibilities?

Follow-up Prompts:

What's your preferred means for recognition (title, money)?

Can you think of times when the service you were providing didn't feel important or like a priority?

How has not being recognized impacted your work life?

Job Burnout Content Questions:

8 - Describe a situation in which you remember feeling really burnt out at work, what was that situation?

Follow-up Prompts:

If you had to identify a feeling or feelings you experienced in that situation, what would they be?

What do you think contributed to your feelings of burn out?

How did those feelings show up and impact your life?

Closing Interview Question & Script:

We are ending with the questions I had prepared, but I wanted to ask if there is anything more you want to touch on that you haven't had the opportunity to say, maybe something else that has come up or just any final thoughts around what we discussed today?

Artifact Drawing / Visual Image Prompt:

To better understand your experience, I am asking each participant to draw their experience or create a visual image with job burnout between now and your next interview. There are no parameters to the drawing/visual image, it can be on any type of medium with any type of tool, and it can be as minimal or expansive as you like. There is no wrong way to do this, I just want you to think about your experience with job burnout and draw it. Please come prepared to the next interview with a brief description explaining your drawing. We will discuss the drawing in the next interview.

Thank You & Follow-Up:

Thank you so much for your time and invaluable perspective! You will be provided a follow-up resource sheet and should you have any questions, I am happy to reconnect!

Appendix G: Interview 2 Questions & Protocol

Date: **Time & Place:**
Interviewee: **Interviewer:**
Athletics Model:

Interview Type: Semi-Structured

Research Questions:

1. How do Division I athletics academic advisors experience job burnout?
    a. How do Division I athletics academic advisors experience the antecedents of job burnout?
    b. How do Division I athletics academic advisors' experiences with job burnout and antecedents of job burnout present in the two athletics academic advising models?

Interview Protocol:

Introductions:

As you know, my name is Felicia. In this session, we will spend the next 60 to 90 minutes together having a conversational interview, to learn more about your experiences. I want you to feel comfortable talking to me as if I am someone else, maybe your spouse, sibling or close friend, someone with whom you can speak freely. If at any point you no longer want to participate, we can stop, and if at any point you have questions about the research process you are more than welcome to ask them.

Study Purpose & Applications:

The purpose of this study is to better understand how athletics academic advisors who currently work in the field of athletics academic advising experience job burnout and work environmental areas that shape job burnout. I will analyze the information you share and write it up in a formal dissertation required as part of my doctoral degree program.

Treatment of Data:

This session will be recorded and transcribed so that I am able to analyze and pull-out common themes across interviews. Repetition might feel normal. Once the session is transcribed, the recording will be permanently deleted. All files will be kept in my personal password protected computer in a secure folder. You will be assigned a pseudonym, example athletics academic advisor A who works at Institution 1. Outside of basic social identity demographics (sex, gender, race etc.), your name or any other identification markers will not be articulated in anyway. At the conclusion of the dissertation, the transcript will also be permanently deleted. Visual images will also be maintained on my personal password protected computer in a secure folder and will be deleted at the conclusion of the research. Images will be maintained in the appendix of the dissertation with all identifying information redacted.

Consent Form:

Before we get started, please take a few minutes to re-read this consent form that was just emailed to you. Please let me know if you have additional questions or concerns.

Other Questions or Concerns:
Before we begin, do you have any additional questions?

Opening Script:
The purpose of this interview is to understand your lived experience with job burnout and how you describe that experience by sharing your personal stories, insights, reactions, and interpretation of those experiences. FELICIA REMEMBER TO RECORD!!!!

Introductory Questions: Experience Since Last Interview
1 - How have you been since the last time we talked?

Follow-up Prompts:
Are you currently working in the same place since the last time we talked?
Since having our conversation around job burnout, did anything of note come up for you since we lasted talked?
Any new experiences heightened or greater awareness of anything?

Drawing Mini-Verbal Follow-Up Questions:
2 - Talk me through your drawing

Follow-up Prompts:
What do the different components of the drawing mean?
What were you doing / where were you when you drew this?
Were you thinking of any intended audience when you drew this?
Anything surprising to you as you drew your experience with job burnout?

Antecedents of Job Burnout Content Questions:
3 - How many hours per day are you working? When are you typically working? (9-5pm, after hours, weekends?)

Follow-up Prompts:
What is the expectation on response time to student-athletes or coaches?
What personal boundaries do you have with communication / time etc.?
How often are you working weekends or traveling with your teams?
Any experiences with needing to work when you would rather be doing something that is of higher priority (holidays, birthdays, family events etc.)

4 – Can you describe how decisions are made in your workplace? What role do you feel you can play in any decision-making Do you feel like you have the power or control to make decisions at work (do you have input?)

Follow-up Prompts:
Do you feel as though you can self-manage or do you feel you are micro-managed at work?
Regarding control over your time or how you go about your work?
What areas do you feel like you have control?
Do you feel included or as though you have a say in larger departmental decisions?
Are there times where you disagree with what is being asked of you or don't see the point in it? If so, how do you respond?

5- How are you being recognized/shown value/rewarded at work? What's your preferred means for being recognized?

Follow-up Prompts:
By your supervisor?
By the teams you work with?

6 - How would you describe your work culture / community (supervisor, co-workers, colleagues?) Do you get along or feel comfortable with people you work with?

Follow-up Prompts:
Do you feel you have affinity within this community?
Do you feel supported by this community?

7 – How would you say people are treated within the athletics department?

Follow-up Prompts:
In terms of treatment? Distribution of department resources?
How are decisions in the department made?

8 – Would you say your values align with your work culture (Inclusion, fairness, time, respect etc.)?

Follow-up Prompts:
Do you ever feel any of the things you value are not valued at work?
Has there ever been a time where your values have conflicted with work values?

Closing Interview Question & Script:
We are ending with the questions I had prepared. Is there anything more you want to touch on that you haven't had the opportunity to say, maybe something else that has come up or just any final thoughts around what we discussed today?

Thank You & Follow-Up:
Thank you so much for your time and invaluable perspective! You will be provided a follow-up resource sheet and should you have any questions, I am happy to reconnect!

Appendix H: Data Summary Table

Interview 1

Participant	Significant Statements	Review of Additional Statements
Pseudonym 1		
Pseudonym 2		
Pseudonym 3		
Pseudonym 4		
Pseudonym 5		
Pseudonym 6		
Pseudonym 7		
Pseudonym 8		

Interview 2

Participant	Significant Statements	Review of Additional Statements
Pseudonym 1		
Pseudonym 2		
Pseudonym 3		
Pseudonym 4		
Pseudonym 5		
Pseudonym 6		
Pseudonym 7		
Pseudonym 8		

Meaning Units – Significant Statements Grouped into Themes

Meaning Units / Themes	Textual Description	Structural Description	Composite Description