

## ABSTRACT

Title of dissertation: WORK-FAMILY BALANCE: AN EXPLORATION OF CONFLICT AND ENRICHMENT FOR WOMEN IN A TRADITIONAL OCCUPATION

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This research project presented and tested an integrative conceptual model of work/family balance, including the predictors and consequences of work/family conflict and work/family enrichment. The predictors included work/family conflict self-efficacy and support, while the dependent variable was domain satisfaction. Work/family balance can be thought of as an individual's overall experiences related to the interface between work and family related roles, tasks, and responsibilities. In this study, work/family balance is represented by the relationship between work/family conflict and work/family enrichment. Participants for this study included 161 women who were employed either part- or full-time, were in a heterosexual marriage, and had a least one child under the age of 18 living at home. Path analysis was used to test the model of work/family balance. Two basic variations of the model of work/family balance were tested. First, a mediated model, which implied that the relations of support and self-efficacy to work and family satisfaction would be mediated by the conflict and enrichment variables, was tested. Second, a direct effects model was tested. In the direct effects model, paths were added from support and self-efficacy to the satisfaction criteria. Goodness of fit indices suggested support for the direct effects model. Implications for research, practice, and policy are also explored.

WORK-FAMILY BALANCE: AN EXPLORATION OF CONFLICT AND  
ENRICHMENT FOR WOMEN IN A TRADITIONAL OCCUPATION

by

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TABLE OF CONTENTS

List of Tables.....iii

List of Figures.....iv

Chapter I: Introduction.....1  
    Problem Statement.....5

Chapter II: Literature Review.....9  
    Work/Family Conflict Defined.....9  
    Work/Family Enrichment Defined.....12  
    Work/Family Conflict: Theoretical Underpinnings.....13  
    Work/Family Conflict Self-Efficacy.....14  
    Work and Family Support.....17  
    Work and Family Satisfaction.....19  
    Work/Family Enrichment: Theoretical Underpinnings.....21  
    Hypotheses.....24

Chapter III: Method.....27  
    Participants.....27  
    Measures.....28  
    Procedure.....41  
    Data Analysis.....43

Chapter IV: Results.....44  
    Preliminary Analysis.....44  
    Tests of Hypotheses 1-9.....47  
    Path Analysis.....48  
    Tests of Hypotheses 10-14.....50

Chapter V: Discussion.....62  
    Limitations.....69  
    Directions for Future Research.....71  
    Implications for Practice.....74

References.....96

Appendix A-P.....76

LIST OF TABLES

Table I: Skew and Kurtosis Statistics for Observed Variables.....53

Table II: Structure Matrix Including Family Satisfaction, Work Satisfaction, Family-Work Enrichment, and Work-Family Enrichment Items.....54

Table III: Structure Matrix Including Family Satisfaction, Work Satisfaction, Family-Work Enrichment, and Work-Family Enrichment Items, after Item Elimination.....55

Table IV: Correlations, Means, Standard Deviations, and Reliability Coefficients of the Observed Variables.....56

Table V: Correlations, Means, and Standard Deviations Of the Composite Variables.....57

Table VI: Covariance Matrix of the Composition Variables.....58

## LIST OF FIGURES

Figure I: Work/Family Balance.....	6
Figure II: Work/Family Balance: Hypothesized Paths.....	26
Figure III: Path Coefficients for the Mediated Model (n = 161).....	59
Figure IV: Path Coefficients for the Direct Effects Model (n = 161).....	60
Figure V: Path Coefficients for the Trimmed Direct Effects Model (n = 161).....	61

## Chapter 1

### Introduction

Research during the last twenty-five years has sought to explore and better understand the numerous ways in which family and work roles impact one another (Barling & Sorensen, 1997; Greenhaus & Parasuraman, 1999). Work and family roles can have a meaningful impact on psychological well-being and satisfaction (Kossek & Ozeki, 1998; Schultheiss, 2006; Schwartzberg & Dytell, 1996), as both roles are central components in people's lives and thus demand a great deal of time and energy. In the work-family literature there has been a disproportionate amount of attention paid to the negative impact of simultaneously managing work and family roles (Barnett, 1998; Greenhaus & Parasuraman, 1999; Haas, 1999).

Work/family conflict is defined as “a form of friction in which role pressures from work and family domains are mutually incompatible in some respects” (Greenhaus & Beutell 1985, p. 77). Work/family conflict is bidirectional, meaning that work roles can interfere with roles and responsibilities in the family domain, and family related roles can interfere with the work domain. Research supports the bidirectionality of work/family conflict as well as suggesting that work-to-family and family-to-work conflict may have different causes and effects (Frone, Russell, & Cooper, 1992; Kelloway, Gottlieb, & Barham, 1999; Mesmer-Magnus & Viswesvaran, 2005). Work/family conflict has been extensively studied and has been linked to outcomes such as lower satisfaction and increased stress in both work and family roles (Bedeian, Burke, & Moffett, 1988; Adams, King, & King, 1996; Netemeyer, Boles, & McMurrin, 1996; Perrewe, Hochwarter, & Kiewitz, 1999). Despite the substantial body of literature on the intersection of work and

family, little attention has been paid to the positive effects of combining work and family roles (Greenhaus & Powell, 2006).

In the last five years, several researchers have called for a more balanced approach to the work/family literature (Barnett, 1998; Frone, 2003; Grzywacz, 2002). Recognizing the preoccupation with negative outcomes (e.g., work/family conflict, stress, lower satisfaction), researchers are beginning to shift the focus and are increasingly exploring positive outcomes of combining work and family roles. The emphasis on work/family conflict arose from early theories regarding human energy and time. The scarcity hypothesis maintains that because there is a fixed amount of time and human energy, those who participate in both work and family roles inevitably experience stress and conflict, which leads to a decrease in the overall quality of life (Greenhaus & Beutell, 1985; Merton, 1957). However, not all researchers agreed that managing multiple roles inevitably leads to negative consequences. In fact, expansion theories suggest that active participation in multiple roles can have advantages that outweigh the disadvantages (Barnett & Baruch, 1985; Barnett & Hyde, 2001). Existing research has unfortunately paid limited attention to testing these competing theories (scarcity and expansion).

One concept that allows for the exploration of the potential positive outcomes of managing work and family roles is work/family enrichment. Work/family enrichment is a construct that represents how work and family roles can benefit one another and is defined as “the extent to which experiences in one role improve the quality of life in the other roles” (Greenhaus & Powell, 2006, p. 73). Work/family enrichment is bidirectional in that work experiences can improve the quality of one’s family life (work to family enrichment) and family experiences can improve the quality of one’s work life (family to



work enrichment). In fact, “the fundamental thinking behind enrichment is that work and family each provide individuals with resources such as enhanced esteem, income, and other benefits that may help the individual better perform across other life domains” (Carlson, Kacmar, Wayne, Grzywacz, 2006). Relative to work/family conflict, work/family enrichment remains conceptually and empirically under-developed. Research that exists suggests that the positive aspects of balancing work and family roles are distinct from the incompatibilities that exist between work and family roles (Grzywacz & Marks, 2000a, 2000b; Wayne, Musisca, & Fleeson, 2004). Work/family conflict and work/family enrichment appear to be related yet distinct constructs, suggesting the need to explore and better understand how these constructs may co-exist.

Consistent with the literature on this topic, I will use the terms “work-family conflict” when referring to the conflict that results from work related responsibilities interfering with family life. Similarly, I will use the term “work-family enrichment” when referring to enrichment that occurs when work roles improve the quality of life in family roles. When describing the type of conflict that results from family responsibilities interfering with work I will use the term “family-work conflict.” When addressing enrichment that results from family roles improving work-related roles, I will use the term “family-work enrichment.” It is helpful to think of work-family conflict/enrichment and family-work conflict/enrichment as work-to-family conflict/enrichment and family-to-work conflict/enrichment, respectively. I will use the terms “work/family conflict” and “work/family enrichment” when referring to the broader constructs that include both types of conflict or enrichment.

With both professional and personal responsibilities, women in particular are faced with a significant challenge when balancing these demands. In the past 50 years, the role of work in women's lives has changed dramatically, with an increased emphasis on the importance of professional roles (Barnett & Hyde, 2001; Schultheiss, 2006). These changes are seen in higher education, where women are entering and graduating from professional schools at rates that are equal to or greater than men (National Center for Education Statistics, 2000). White and Rogers (2000) report that the average American family is a dual-earner family and women can expect to spend at least 30 years in the paid workforce. As noted previously, much of the research related to managing work and family roles has focused on negative aspects of this balance (work/family conflict), instead of allowing for a more comprehensive view of being involved in multiple roles.

Additionally, the vast majority of empirical studies addressing work and family role management explore either the relationship between negative impacts of balancing work and family roles (work/family conflict) or positive impacts of balancing work and family roles (work/family enrichment) but not both. Greenhaus and Powell (2006) reported that 18 studies had explored both positive and negative impacts of managing professional and personal roles. Results from those studies suggest that work/family conflict and work/family enrichment have a small, negative correlation. While this important information contributes to the overall understanding of multiple-role management, it does not provide a model in which to frame what is known about simultaneously managing work and family roles.

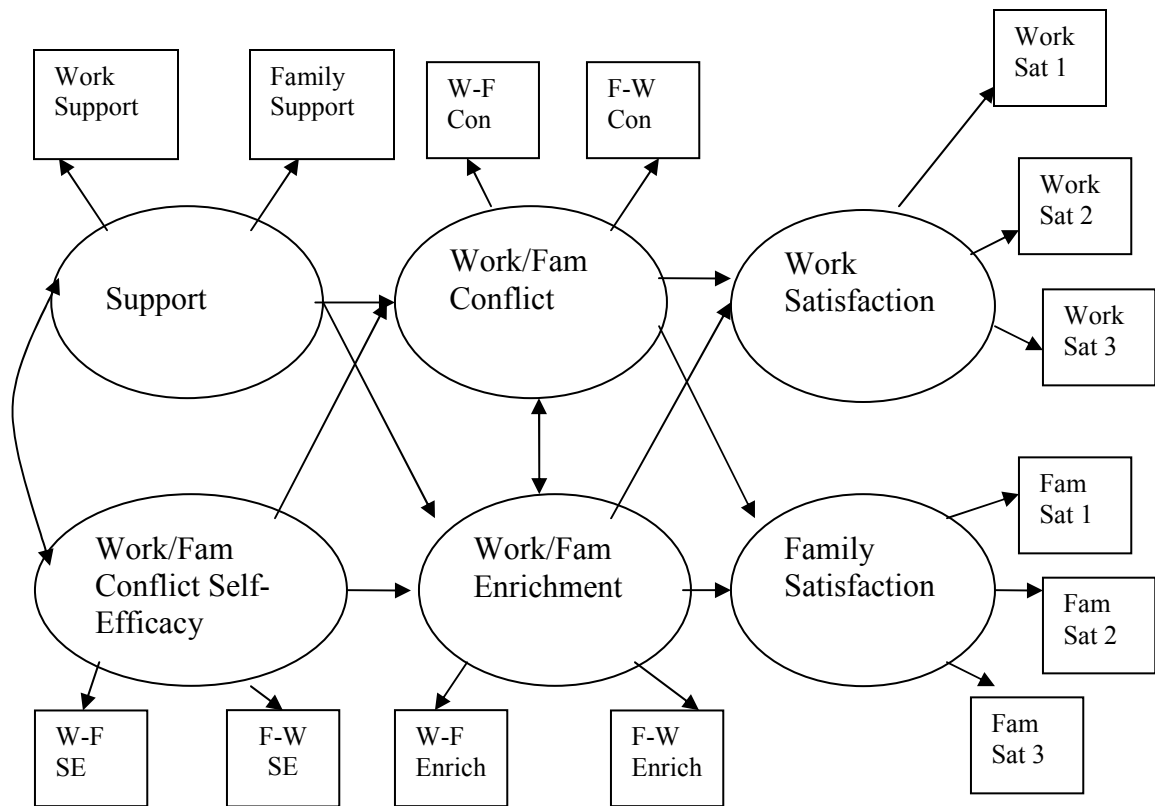
The goal of this research project was to present and test an integrative conceptual model of work/family balance, including the predictors and consequences of work/family

conflict and work/family enrichment. The predictors included work/family conflict self-efficacy and support, while the dependent variable was domain satisfaction. Work/family balance can be thought of as an individual's overall experiences related to the interface between work and family related roles, tasks, and responsibilities. In this study, work/family balance is represented by the relationship between work/family conflict and work/family enrichment.

### *Problem Statement*

There has been little attempt to model the relationships between work/family conflict, work/family enrichment, and relevant predictor and outcome variables. While the extant literature has explored models addressing work/family conflict and work/family enrichment separately, little is known about how these variables fit together as part of a more comprehensive model. By creating a model of work/family balance, relevant variables can be explored in greater detail. The following model of work/family balance (see Figure 1) was expected to be tested in the current study.

Figure 1: Work/Family Balance



In the current study, work/family conflict self-efficacy and support from work/family will be tested as predictors of work/family conflict and work/family enrichment. Bandura (1986) defined self-efficacy as a person's own judgment of their abilities to complete a given task or course of action. Self-efficacy lends itself to work/family conflict in that an individual's self-efficacy beliefs can influence the way in which conflict is perceived and managed. Work/family conflict self-efficacy is defined as an individual's belief in her or his ability to manage work-family conflict and family-work conflict (Cinamon, 2003, 2006). In the current study, a measure of work/family conflict self-efficacy taps into self-efficacy as defined by Bandura (1986) and operationalized in subsequent research (e.g. Lent, Brown, & Hackett, 1994; O'Brien,

Heppner, Flores, & Bikos, 1997; Pajares & Miller, 1995; Sadri & Robertson, 1993) by focusing on perceived confidence in accomplishing certain behavioral demands.

Social support from work and family domains will also be conceptualized as a predictor of work/family conflict and work/family enrichment in the current study.

Simultaneously balancing professional and personal roles and responsibilities can create healthy opportunities and satisfaction for many people. For example, active participation in work and family roles can provide increased opportunity for meaningful interpersonal interactions, and increased income (Barnett & Hyde, 2001). Existing research suggests there is a relationship between support and managing multiple roles (Byron, 2005).

Research has linked work/family conflict to lowered work and family satisfaction (Byron, 2005; Kossek & Ozeki, 1998; Mesmer-Magnus & Viswesvaran, 2005; Netemeyer et al., 1996). Conflict occurring between one's work and family responsibilities has been shown to be bidirectional, indicating that one could experience work-to-family conflict, while at the same time experiencing family-to-work conflict. Both work-family conflict and family-work conflict have been linked to decreased satisfaction in the particular domain in which the interference is experienced (Adams et al., 1996). For example, work-family conflict decreases marital satisfaction, while family-work conflict decreases work satisfaction. Similarly, work/family enrichment can be linked to increased satisfaction in the receiving domain (Greenhaus & Powell, 2006). For example, work-family enrichment suggests that one's involvement in work roles improves the quality of life in the family role, thereby increasing satisfaction in the family domain. In this example, the family domain is the receiving domain, thus family satisfaction is affected. In the current study work and family satisfaction were

conceptualized as outcome variables, predicted by work/family conflict and work/family enrichment.

In this study, participants included female full- or part-time workers who were employed by a school district in a rural town in Pennsylvania. All participants were involved in a heterosexual marriage and had a least one child under the age of 18 living at home. To more adequately test the model of work/family balance presented in this study, the participant pool included women currently working as teachers; hence, they were in the process of balancing multiple roles. Bond, Galinsky, and Swanberg (1998) reported that the number of household tasks completed and time spent caring for children continues to differ between men and women, with women spending more time managing family related tasks than men. Given the combination of the professional advances made in the past 50 years and the fact that women continue to be responsible for a disproportionate amount of work within the home, including childcare responsibilities, there has been an upsurge in the percentage of women who manage multiple roles. Because of the need to better understand how women fare in the process of balancing work and family roles, only women were included in the current study.

In sum, the objective of the current study was to present and test a conceptual model of work/family balance. The model extends the prior literature by (a) simultaneously including positive (work/family enrichment) and negative (work/family conflict) aspects of balancing multiple roles, (b) specifying key predictors of conflict and enrichment (work/family conflict self-efficacy and support), and (c) focusing on specific outcomes (work and family satisfaction).

## Chapter 2

### Literature Review

In this review, I will first define the terms conflict and enrichment as they relate to work and family roles, and present research examining the antecedents and consequences of these variables. I will focus on the predictors of work/family conflict and work/family enrichment that will be used in the model in this study. More specifically, I will explore self-efficacy and discuss the body of literature that addresses the role of self-efficacy in the framework of work and family roles. I will also explore role support as it relates to work and family responsibilities. Finally, role satisfaction will be explored as an outcome of work/family conflict and work/family enrichment.

The conceptual model presented in the current study was designed to shed light on the experience of simultaneously managing work and family roles. The research and background information surrounding multiple role management is meant to provide a context for the model construction in this study. The review will cover the theory surrounding work/family conflict and work/family enrichment, including a rationale for including self-efficacy and role support as predictors and role satisfaction as an outcome variable. Studies were selected for inclusion based on their relevance to this project's aim of examining a conceptual model of work/family balance.

#### *Work/family Conflict Defined*

In the last twenty years, multiple role research has established a clear connection between multiple roles and issues of role strain, role overload, and work/family conflict. The changing face of the workforce has increased the amount of research looking at how people manage the demands of both work and family. With both professional and

personal responsibilities, women in particular are faced with a significant challenge when reconciling these demands. Greenhaus and Beutell (1985) defined work/family conflict as “a form of friction in which role pressures from the work and family domains are mutually incompatible in some respects” (p. 77). Research suggests that people will spend more time engaged in roles that are most important to them, therefore leaving less time for other roles, which increases the opportunity for the person to experience role conflict (Greenhaus & Beutell, 1985).

Greenhaus and Beutell (1985) completed a comprehensive review of extant work/family conflict research. In the review they described three different types of work/family conflict: time-based conflict, strain-based conflict, and behavior-based conflict. Time-based conflict occurs because “time spent on activities within one role generally cannot be devoted to activities within another role” (Greenhaus & Beutell, 1985, p. 77). Time-based work/family conflict can take two forms. One form of time-based work/family conflict occurs when time obligations from one role make it physically impossible to fulfill expectations from another role. For example, a scheduled responsibility at work would make it physically impossible for an employee to stay home to care for a child who is home sick from school. By the simple fact that people cannot be in two places at once, fulfilling work responsibilities may not allow for the flexibility needed to meet family role expectations. Another form of time-based work/family conflict occurs when pressures from one role create a preoccupation with that role, making it more difficult to meet the demands of another role. In this form of conflict, a person may be physically able to complete responsibilities stemming from multiple roles, but an emotional or mental preoccupation makes this more challenging. This type of



time-based work/family conflict can take many forms, depending on the work and family variables involved. For example, an employee may be preoccupied during a work meeting because of a discipline problem a son or daughter is having at school. In this case, the time-based strain materializes because of a mental preoccupation from one role, making it more difficult to complete the responsibilities of another role.

A second form of work/family conflict is strain-based conflict. Strain-based work/family conflict is when “roles are incompatible in the sense that the strain created by one makes it difficult to comply with the demands of another” (Greenhaus & Beutell, 1985, p. 80). Work/family conflict that results from strain from a given role exists when this strain affects one’s performance in another role. For example, a stressful day at work may make it more difficult to sit patiently with a child struggling with homework, or increased family responsibilities may make it more difficult to complete a work obligation on time. In this way, strain from one role, which can include stress, tension, anxiety, irritability, and fatigue, makes it more challenging to fulfill obligations from another, competing role.

The final type of work/family conflict defined by Greenhaus and Beutell (1985) is behavior-based conflict, in which “specific patterns of in-role behaviors may be incompatible with expectations regarding behavior in another role” (p. 81). For example, a male managerial business executive might be expected to be aggressive and objective on the job, but his family members may have different expectations of him. While at work certain behaviors are expected; while at home, interacting with his family, other behaviors are expected.

### *Work/Family Enrichment Defined*

While much of the extant research exploring the interface between work and family roles has focused on negative outcomes such as conflict, lowered satisfaction, and stress, more recent research has examined the positive side of managing work and family roles. The current study aims to include negative and positive outcomes related to managing multiple roles. In the current study the positive side of the interface between work and family roles will be operationalized using work/family enrichment.

Work/family enrichment is defined as “the extent to which experiences in one role improve the quality of life in the other roles” (Greenhaus & Powell, 2006, p. 73).

Work/family enrichment is bidirectional, in that work experiences can improve the quality of one’s family life (work to family enrichment) and family experiences can improve the quality of one’s work life (family to work enrichment).

Work-family enrichment and family-work enrichment each include three dimensions. Each dimension represents a unique component of work-family or family-work enrichment. Work-family enrichment can be thought of as including work-family capital, work-family affect, and work-family development. Work-family capital includes gains related to self-efficacy and fulfillment and is defined as “when involvement in work promotes levels of psychosocial resources such as security, confidence, accomplishment, or self-fulfillment that helps the individual to be a better family member” (Carlson et al., 2006, p. 141). The work-family affect factor includes gains related to moods and attitudes and is defined as “when involvement in work results in a positive emotional state or attitude which helps the individual to be a better family member” (Carlson et al., 2006, p. 141). Finally, work-family development includes gains of skills, knowledge,

perspectives, and behaviors, and is defined as “when involvement in work leads to the acquisition or refinement of skills, knowledge, behaviors, or ways of viewing things that help the individual to be a better family member” (Carlson et al., 2006, p. 141).

In terms of family-work enrichment, the first two dimensions are parallel to two of the work-family enrichment dimensions (family-work affect and family-work development). The third dimension of family-work enrichment includes gains of time and efficiency. Family-work efficiency is defined as “when involvement with family provides a sense of focus and urgency which helps the individual to be a better worker” (Carlson et al., 2006, p.142).

#### *Work/family Conflict: Theoretical Underpinnings*

In this portion of the literature review, I will provide empirical evidence that supports the inclusion and positioning of work/family conflict in the model of work/family balance proposed in the current study. I will first explore work/family conflict as it relates to the predictors in the model (self-efficacy and support). I will then present literature addressing the relationship between work/family conflict and work and family satisfaction. Studies were selected for inclusion based on their utility for establishing a conceptual model of work/family balance.

Research has identified several variables that are related to the level of work/family conflict. Variables such as the size of family, the age of children, the number of hours worked outside the home, the level of control one has over one’s work hours, and how flexible or inflexible work hours are affect the experience of work/family conflict (Bohen & Viveros-Long, 1981; Keith & Schafer, 1980; Pleck, Staines, & Lang, 1980). While the relationship between these variables and work/family conflict has been

explored, they typically do not explain a substantial amount of variance in the dependent variable, and therefore will not be included in the theoretical model proposed in this study. For the purposes of this study, literature addressing the relationship between work/family conflict self-efficacy, support, satisfaction, and work/family conflict will be reviewed.

### *Work/family Conflict Self-Efficacy*

Work/family conflict self-efficacy is defined as “an individual’s beliefs in her or his ability to manage work-family and family-work conflict” (Cinamon, 2003). To date, only a few studies have looked at the relationship between self-efficacy and work/family conflict (e.g. Hennessy & Lent, 2007; Kahn & Long, 1988; Matsui & Onglatco, 1992; Triestman, 2004). Erdwins, Buffardi, Casper, and O’Brien (2001) noted that “it seems logical that a relationship may exist between these two constructs” (p. 231). Erdwins et al. (2001) examined the relationship of social support, role satisfaction, and self-efficacy to measures of work/family conflict and role overload. Participants included 129 married women, all of whom had at least one preschool-aged child. The researchers hypothesized that self-efficacy in work and family roles would be associated with work/family conflict, role overload, and maternal satisfaction. Role overload was measured by a single item asking, “How often do the things you do add up to being just too much?” Of most interest to the current study, results indicated that self-efficacy in work and family is a significant predictor of women’s work/family conflict. Results indicated a negative relationship between work/family conflict and self-efficacy in work and family, suggesting that a woman’s level of work/family conflict decreases as self-efficacy in her work and family roles increases. However, Erdwins et al. (2001) used separate scales to measure parental

self-efficacy and job self-efficacy. To study the relationship between self-efficacy and work/family conflict more carefully, it would seem important to employ a measure of work/family conflict self-efficacy (reflecting perceived capability to negotiate work/family conflict), instead of separate role-specific measures of work self-efficacy and parental self-efficacy.

In a study examining the psychometric properties of the Work/Family Conflict Self-Efficacy Scale (Cinamon, 2003), a significant negative relationship was found between work/family conflict self-efficacy and work/family conflict (Hennessy & Lent, 2007). In a sample of 159 working women, the relationship between work/family conflict self-efficacy and work/family conflict was examined by looking at both full-scale and subscale measures of work/family conflict self-efficacy. Data were collected at child care centers, so as to access a population of women who were working either full- or part-time and had at least one child under the age of 18 living at home. Results indicated that the relationship between overall work/family conflict self-efficacy (which includes work-family conflict self-efficacy and family-work conflict self-efficacy) and the two different forms of work/family conflict (work-family conflict and family-work conflict) were statistically significant ( $r = -.52$  and  $r = -.44$ , respectively) (Hennessy & Lent, 2007). These results support the relationship between work/family conflict self-efficacy and work/family conflict.

More recently, Cinamon (2006) explored the relationship between work-family conflict, self-efficacy, gender, and family background. Of most interest to this study, the researcher posited a negative relationships between work/family conflict and work/family conflict self-efficacy. Additionally, she hypothesized that women would experience

lower levels of work/family conflict self-efficacy. Participants were 358 unmarried students, ranging in age from 19 to 29 ( $M = 26.5$ ,  $SD = 2.30$  years). The sample was composed of 145 men and 213 women. Sixty-percent of participants worked in on-campus student jobs or work-study positions ( $M = 19.14$  hours per week,  $SD = 7.40$ ). Results supported the hypothesized relationship between work/family conflict and work/family conflict self-efficacy. Negative correlations emerged between work-family conflict and work/family conflict self-efficacy ( $r = -.38$ ,  $p = .001$ ), as well as between family-work conflict and work/family conflict self-efficacy ( $r = -.33$ ,  $p = .001$ ). As was hypothesized, there were significant gender differences with regard to levels of work/family conflict self-efficacy. More specifically, male participants reported significantly higher levels of family-work conflict self-efficacy than did women ( $M = 6.5$ ,  $SD = 1.58$  and  $M = 6.0$ ,  $SD = 1.52$ , respectively).

Self-efficacy in a particular domain has been indirectly and directly linked to outcomes in that domain. For example, Lent, Brown, and Hackett (1994) suggested that self-efficacy promotes academic and vocational outcomes, such as interest, choice, and performance. Related research has found relationships between self-efficacy beliefs and such relevant outcomes as performance tasks (Pajares & Miller, 1995), work-related behaviors (Sadri & Robertson, 1993), and the career counseling behavior of counseling trainees (O'Brien, Heppner, Flores, & Bikos, 1997). Given such evidence, it seems reasonable to continue to explore the relationship of self-efficacy to cognitive, affective, and behavioral outcomes in other domains, such as the work/family interface. To gain a better understanding of how individuals perceive and manage work/family conflict, it seems important to explore the links between work/family conflict and self-efficacy.

Research suggests that an individual's self-efficacy in a specific domain can provide information about how that individual will perceive and cope with challenges in that domain. In the case of managing the conflict that inevitably arises between personal and professional responsibilities, assessing work/family conflict self-efficacy can provide a unique perspective on what might ultimately help to reduce the negative outcomes (e.g. decrease in life and job satisfaction) that are associated with work/family conflict. By providing information regarding an individual's self-efficacy in managing work/family conflict, it may be possible to lessen work/family conflict and the negative outcomes with which it has been associated. Understanding how self-efficacy functions in the relationship between work/family conflict and outcomes could have meaningful therapeutic implications for women experiencing work/family conflict.

#### *Work and Family Support*

As a way to better understand work/family conflict, it is also important to explore the role of support. Extant research suggests that there is a relationship between forms of social support, such as spousal support, family support, and manager support and work/family conflict (Byron, 2005; Cinamon & Rich, 2005; Hammer, Saksvik, Nytrø, Torvatn, & Bayazit, 2004; Pleck et al., 1980). Hammer et al. (2004) explored the relationship between work/family conflict and support. In a sample of 1,346 employees drawn from 56 firms in the food and beverage industry in Norway, the researchers sought to better understand the relationship between workplace characteristics and individual experiences. Participants included mostly men (57%), and the average age of the participants was 38.12 years (SD = 11.85 years). Information regarding participants' marital or parental status was not reported. Several variables were used to assess a range

of workplace characteristics such as coworker support, leader support, work performance norms, and social relations norms. Individual experiences such as job stress, subjective health symptoms, work-family conflict, and family-work conflict were also assessed.

Of most interest to the current project, results suggested a negative relationship between work/family conflict and support. More specifically, the correlation between work-family conflict and coworker support was  $r = -.43$ , indicating that work-family conflict and coworker support are negatively related. Results also suggest that work-family conflict and leader support are negatively related ( $r = -.20$ ), suggesting that as support from one's leader at work increases, an individual's level of work-family conflict decreases. The researchers also explored the relationship between support and family-work conflict. The correlation between family-work conflict and coworker support was  $r = -.26$  and the relationship between family-work conflict and leader support was  $r = -.11$ . Results suggest that as levels of support from coworkers and workplace leaders increase, the experience of family-work conflict decreases. Such findings shed light on the need to continue to explore support from work and family domains as a central aspect of the overall experience of simultaneously negotiating work and family roles.

Byron (2005) completed a meta-analytic review of work/family conflict and its antecedents, in which she explored several variables related to work/family conflict. After reviewing 61 studies, Byron examined specific relationships between work/family conflict and support variables. Of the 61 studies included in the meta-analysis, 17 explored the relationship between work/family conflict and work support, resulting in a total of 4,165 subjects. Meta-analytic results suggest a significant relationship between work-family conflict and work support ( $r = -.19$ ) as well as between family-work conflict



and work support ( $r = -.12$ ). Several studies included in Bryon's meta-analysis also explored the relationship between work/family conflict and family support. Aggregate results, including 14 studies, for a total sample size of 2,886, reveal a significant relationship between work-family conflict and family support ( $r = -.11$ ), as well as between family-work conflict and family support ( $r = -.17$ ). These results suggest that an individual's level of work/family conflict decreases as support from the work and family domains increase.

### *Work and Family Satisfaction*

Researchers have shown that work/family conflict is related to a decrease in satisfaction, including life satisfaction, marital satisfaction, and job satisfaction (Bedeian et al., 1988; Netemeyer et al., 1996; Perrone, Ægisdottir, Webb, & Blalock, 2006). Work-family conflict and family-work conflict are a result of strain created by incompatible roles and have been linked to stressful situations and negative outcomes. Specifically, work-family conflict has been shown to relate negatively to family satisfaction, while family-work conflict has been linked to lower job satisfaction.

Bedeian et al. (1988) evaluated the relationship between work/family conflict and satisfaction. Specifically, they were interested in looking at the process by which work stress and family demands interact and subsequently relate to work satisfaction, marital satisfaction, and overall life satisfaction. In a sample of 432 male and 335 female accounting professionals, Bedeian et al. (1988) predicted that conflict within each role would be directly related to satisfaction within that role. That is to say that work-related role stress would be directly related to work satisfaction, while family-related role stress would be related to marital satisfaction. The researchers also predicted an indirect

relationship between work-related role stress and parental demands and satisfaction (work, marital, and life), through work-family conflict. Participants, all of whom were married and employed full-time, completed measures of work-related role stress, parental demands, work/family conflict, job satisfaction, marital satisfaction, and life satisfaction. Results suggested that work/family conflict was related to domain specific satisfaction as well as overall life satisfaction. A relationship between work-related role stress and work/family conflict was also supported. Bedeian et al. (1988) also found that as work-related role stress increases, life satisfaction decreased because of subsequent increases in work/family conflict. These results provide evidence of a relationship between work/family conflict and satisfaction.

During the construction and initial validation of the Work/Family Conflict scale, Netemeyer et al. (1996) established convergent validity for the measure by exploring the relationship between their measure of work/family conflict and life and job satisfaction. Netemeyer et al. made predictions regarding the relationship of work-family conflict and family-work conflict to various on-job and off-job constructs. The researchers explored the relationships of work-family conflict and family-work conflict to 16 constructs such as life satisfaction, job satisfaction, role conflict, and role ambiguity. Life satisfaction and job satisfaction were negatively related to work-family conflict and family-work conflict.

Perrewe, Hochwarter, and Kiewitz (1999) investigated the relationship between work/family conflict and job and work satisfaction. It was hypothesized that work/family conflict would be negatively related to job and life satisfaction. Participants included 267 hotel managers, all of whom completed a series of questionnaires assessing work/family

conflict, value attainment, job satisfaction, and life satisfaction. Results suggested that work/family conflict is negatively related to job and life satisfaction.

More recently, Perrone et al. (2006) explored the relationship between work/family conflict, commitment, coping, and satisfaction. Participants included 40 male and 114 female college graduates. All of the participants were employed outside the home and were married. Twenty-three percent of the participants had no children, 16% had one child, 37% had two children, 17% had three children, and 7% had four or more children. Participants completed measures of work and family commitment, work/family conflict, coping, work satisfaction, and family satisfaction. Results suggested that work/family conflict and family satisfaction were significantly negatively correlated ( $r = -.24$ ). The researchers did not report the correlation coefficient for the relationship between work/family conflict and work satisfaction. Additionally, it was not clear whether work/family conflict was explored using both directions (work-family and family-work conflict).

#### *Work/family Enrichment: Theoretical Underpinnings*

In this portion of the literature review, I will provide empirical evidence that supports the inclusion and positioning of work/family enrichment in the model of work/family balance proposed in the current study. As compared to the body of literature exploring the negative side of balancing work and family roles, most commonly operationalized as work/family conflict, far less is known about the positive side of the interface between work and family roles. Greenhaus and Powell's (2006) theory of work/family enrichment aims to provide a more complete understanding of the positive outcomes associated with having work and family roles. While there have been other

concepts and theories (work-family positive spillover, work-family facilitation, resource enrichment, and role enhancement) that have addressed the positive outcomes of managing work and family roles, work/family enrichment allows for a consistent framework within which the intersection of work and family roles can be viewed. Given the relative newness and small amount of empirical evidence surrounding work/family enrichment, the theoretical underpinnings of the work/family enrichment piece of the model will be used to inform this section of the model.

Greenhaus and Powell (2006) hypothesized that psychological and physical resources generated in one role can improve the quality of life in another role. As it has been defined in past literature, self-efficacy is considered a psychological resource (Gist & Mitchell, 1992). In fact, self-efficacy is defined as “people’s judgments in their capabilities to organize and execute courses of action required to attain designated types of performance” (Bandura, 1986, p. 391). Self-efficacy is a construct that has been applied to a variety of domains, and has been used as a way to better understand an individual’s expectations in managing various tasks. Bandura (1977) described self-efficacy as a key determinant of psychological change, choice of settings and activities, quality of performance in a specific domain, and level of persistence when one meets adverse or negative experiences. These functions of self-efficacy are applicable to work/family enrichment.

The little research that exists that has explored the positive side of managing work and family roles suggests that self-esteem, self-efficacy, and self-confidence enhance performance in another role because they can stimulate motivation, goal-setting, effort, and persistence (DiPaula & Campbell, 2002; Erez & Judge, 2001; Judge & Bono, 2001).

More specifically, in a sample of 61 female managers and executives, Ruderman, Ohlott, Panzer, and King (2002) explored developmental issues facing managerial women. Participants were recruited at a leadership development program for women at a large management development organization. The researchers found that 23% of the participants reported that psychological benefits of their personal lives, such as self-efficacy and confidence, enhanced their ability to be an effective manager. Results suggest that self-efficacy in one domain of an individual's life can have an impact on how the individual experiences another domain. Given what is known about self-efficacy as it relates to managing multiple roles, it appears that work/family conflict self-efficacy could serve as an important predictor in a model of work/family balance. In the current study, work/family conflict self-efficacy is conceptualized as a predictor of both work/family conflict and work/family enrichment.

Greenhaus and Powell (2006) also suggest that support is related to work/family enrichment. They suggest that support, also called social capital resources, generated in one role can improve the quality of life in another role. For example, if a female worker receives a great deal of support from family and community members, she may experience an improved quality of life in her work role. To be more specific, let us suppose that a given female worker has experienced a significant loss in her personal life and subsequently receives a great deal of support from her family, friends, and community. When this woman returns to work, she encounters an irritable coworker who is upset about a significant change in workplace policy and is being disruptive. Given the support she experienced in the personal domain of her life, this woman is able to be more patient with her coworker, which fosters a strengthened relationship with this particular

coworker. Through this example, support generated in the personal domain can improve the quality of life in the work domain.

Finally, the relationship between work/family enrichment and satisfaction will be examined. Greenhaus and Powell (2006) hypothesized that performance and positive affect could be potential outcomes of work/family enrichment. The relationship between work/family enrichment and satisfaction has not been examined in extant literature. However, if one's work role is enriching one's family role, it seems logical to posit that this may be related to an increase in satisfaction in one's family role. Similarly, if one's family role is enriching one's work role, an increase in work satisfaction may be likely.

### *Hypotheses*

To summarize, the current study is aimed at testing the following hypotheses, which are shown visually as paths in Figure 2, below.

Hypothesis 1: Support will be negatively related to work/family conflict (Path a).

Hypothesis 2: Support will be positively related to work-family enrichment (Path b).

Hypothesis 3: Work/family conflict self-efficacy will be negatively related to work/family conflict (Path c).

Hypothesis 4: Work/family conflict self-efficacy will be positively related to work/family enrichment (Path d).

Hypothesis 5: Work/family conflict will be negatively related to work/family enrichment (Path e).

Hypothesis 6: Work/family conflict will be negatively related to work satisfaction (Path f).

Hypothesis 7: Work/family conflict will be negatively related to family satisfaction (Path g).

Hypothesis 8: Work/family enrichment will be positively related to work satisfaction (Path h).

Hypothesis 9: Work/family enrichment will be positively related to family satisfaction (Path i).

Hypothesis 10: The relation of support to work satisfaction will be largely mediated by work/family conflict and work/family enrichment (i.e., a direct path from support to satisfaction is not expected to be statistically significant).

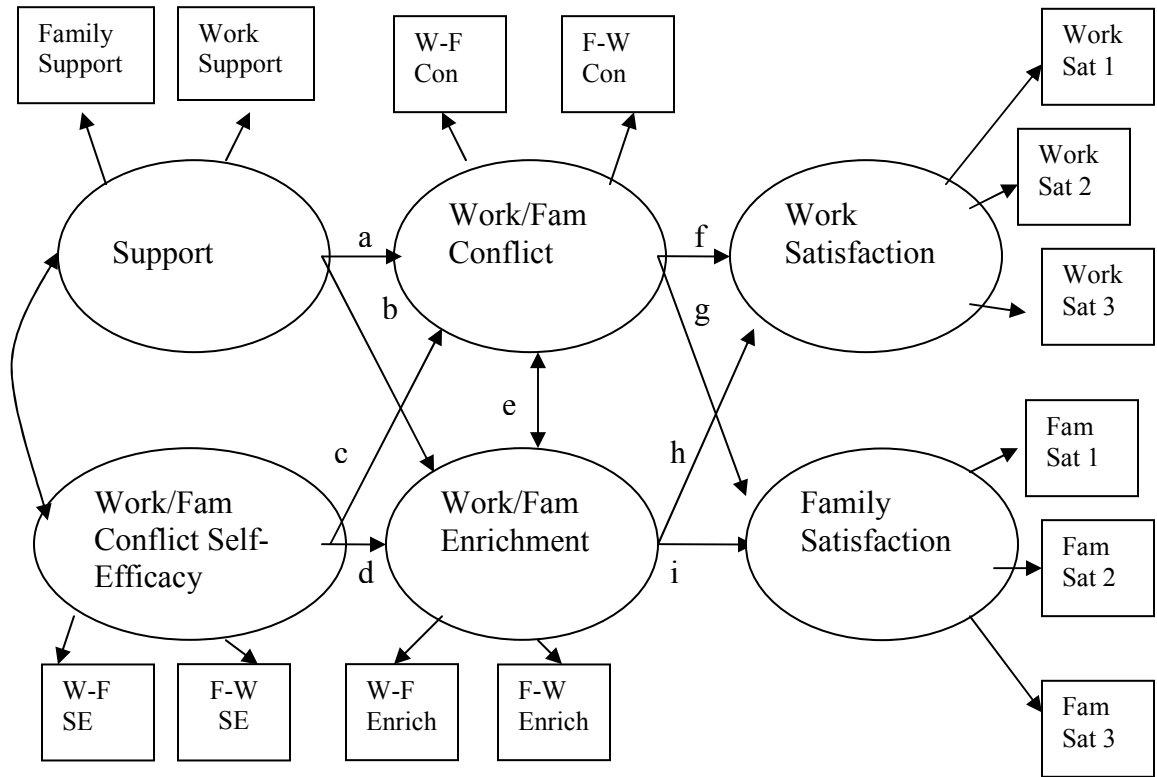
Hypothesis 11: The relation of support to family satisfaction will be largely mediated by work/family conflict and work/family enrichment (i.e., a direct path from support to satisfaction is not expected to be statistically significant).

Hypothesis 12: The relation between work/family conflict self-efficacy to work satisfaction will be largely mediated by work/family conflict and work/family enrichment (i.e., a direct path from work/family conflict self-efficacy to satisfaction is not expected to be statistically significant).

Hypothesis 13: The relation between work/family conflict self-efficacy to family satisfaction will be largely mediated by work/family conflict and work/family enrichment (i.e., a direct path from work/family conflict self-efficacy to satisfaction is not expected to be statistically significant).

Hypothesis 14: Support and work/family conflict self-efficacy will covary.

Figure 2: Work/Family Balance: Hypothesized Paths





## Chapter 3

### Method

#### *Participants*

Participants for this study included women who were employed either part- or full-time, were in a heterosexual marriage, and had a least one child under the age of 18 living at home. The sample of women in the current study was found at seven schools in a school district in central Pennsylvania. In an effort to locate women who were simultaneously managing work and family roles, participants were recruited in a professional setting rather than among the population of university students. This recruitment strategy was designed to identify women who have a substantial involvement in both work and family roles and for whom work/family balance is likely to be a salient life experience. Sampling university students, though more convenient, would not assure that participants have a commitment to the role of worker per se or an adequate fund of experience upon which to rate constructs related to the work/family interface. The responses of such a sample might, therefore, be hypothetical and overly optimistic, rather than based on the actual challenges of negotiating multiple, competing work and family roles. Only married women who had a child under the age of 18 living at home were used in this study because the central interest was to examine conflict that arises due to work and family responsibilities. This participant selection strategy is consistent with past research in the area of work/family conflict (Duxbury & Higgins, 1991; Frone et al. 1992).

The sample was comprised of 161 female participants. Participants ranged in age from 22 to 56 years, with a mean age of 40.94 years ( $SD= 8.11$ ). All participants self-identified as Caucasian; all were in a heterosexual marriage, with a mean relationship

length of 17.48 years ( $SD= 7.95$ ); and all had children. Forty-four (27.3%) had one child, 72 (44.7%) had two children, 31 (19.3%) had three children, 10 (6.2%) had four children, 2 (1.2%) had five children, and 2 (1.2%) had six children. The mean age of the children was 12.72 years, ranging from 1 year to 32 years.

All of the women in the sample self-identified as teachers and participated in part or full-time paid employment. The number of hours spent in paid employment ranged from 33 to 55 hours per week, with a mean of 40.36 hours ( $SD=4.26$ ). Eighty-five (52.8%) participants reported they had earned a master's degree and 76 (47.2%) had earned a Bachelor of Science or Bachelor of Arts degree. Participants indicated their immediate family's total, combined annual income as follows: 3 (1.9%) between \$20,001-30,000, 12 (7.5%) between \$30,001-\$40,000, 17 (10.6%) between \$40,001-\$50,000, 30 (18.6%) between \$50,001-\$60,000, 40 (24.8%) between \$60,001-80,000, 25 (15.5%) between 80,001-100,000, and 34 (21.1%) reported a combined annual income of over \$100,000. One participant (.6%) did not report her total combined annual income.

### *Measures*

Data were gathered with a variety of measures including a demographic questionnaire; a self-efficacy for work-family conflict management scale and a self-efficacy for family-work conflict management scale (Cinamon, 2006); a work support measure (House & Wells, 1978); a family support measure (House & Wells, 1978); a work-family conflict scale and a family-work conflict scale (Netemeyer et al., 1996); a work-family enrichment scale and a family-work enrichment scale (Carlson et al., 2006); a family satisfaction measure (Brayfield & Rothe, 1951); and a work satisfaction measure (Hackman & Oldham, 1975).

For this study, the instructions included in the packet of questionnaires instructed participants to define work as those hours spent at paid employment. Participants were asked to define family as including the various aspects of family life which may include being a spouse, being a parent, and managing household responsibilities.

Demographic Questionnaire. Each participant completed a demographic questionnaire that was developed for this study (see Appendix F). Participants were asked to answer questions regarding their race/ethnicity, age, marital status, number of children and the age of each child, whether they were employed full-time or part-time, number of hours in paid work, job title, and socioeconomic status. Questions regarding employment status, marital status, and whether or not the participant had children were used as a screening device to ensure that all participants met the criteria for inclusion in this study.

Self-Efficacy for Work/Family Conflict Management Scale. Work/family conflict self-efficacy was assessed with the Self-efficacy for Work-Family Conflict Management Subscale and the Self-efficacy for Family-Work Conflict Management Subscale (Cinamon, 2006) (see Appendix G and Appendix H, respectively). These scales measure the perceptions of self-efficacy to manage work-family conflict and family-work conflict. The original measure was developed in Hebrew and later translated into English by two American born psychologists working in Israeli Universities. Each subscale, self-efficacy for work-family conflict management and self-efficacy for family-work conflict management, contains 4 items.

Both subscales use a 10-point Likert scale, and ask participants to rate how confident they are in handling a given situation. The responses range from 0 (complete lack of confidence) to 9 (total confidence). High scores on each subscale are indicative of

high levels of self-efficacy for work/family conflict management, while low scores indicate low levels of self-efficacy for work/family conflict management. A sample item from the self-efficacy for work-family conflict management subscale is: “How confident are you that you could fulfill your family role effectively after a long and demanding day at work?” A sample item from the self-efficacy for family-work conflict management scale is: “How confident are you that you could fulfill all your work responsibilities despite going through having a trying and demanding period in your family life?”

The scale was originally based on Cinamon and Rich’s (2002) 14-item measure of work/family conflict self-efficacy. The 14-item measure was tested in two samples. The first pilot study included 220 participants. Based on the results from this study, two items were removed from the 14-item measure because they had double loaded on both factors. The second pilot study included 104 participants. After this study, an additional 4 items were removed from the 14-item measure. Items were removed as a way to shorten the measure and increase differentiation between the subscales. With the second pilot study sample, Cinamon and Rich (2002) found reliability coefficients of .86 for both subscales. When analyzed as a full scale, exploratory factor analysis with varimax rotation using 104 participants produced two factors, which corresponded appropriately with the 4-item subscales. The two factors were highly correlated ( $r = .50, p < .05$ ).

In a sample of 358 unmarried students, the self-efficacy for work-family conflict management subscale was negatively correlated with work-to-family conflict expectations ( $r = -.38, p < .001$ ). The self-efficacy for family-work conflict management subscale was negatively correlated with family-to-work conflict expectations ( $r = -.33, p < .001$ ) (Cinamon, 2006).

In the current study, the coefficient alpha for the self-efficacy for work-family conflict management scale was .88, while the alpha for the self-efficacy for family-work conflict management scale was .94. The intercorrelation between the self-efficacy for work-family conflict management scale and the self-efficacy for family-work conflict management scale was .51 in the present sample, suggesting that self-efficacy for work-family conflict management and self-efficacy for family-work conflict management are distinct but related constructs.

Work Support. Work support was assessed using a modified version of the work support subscale of the Social Support measure by House and Wells (1978) (see Appendix I). The measure is composed of two subscales measuring different types of social support for work-related experiences from two potential sources of social support (i.e., friends/family and coworkers). For the present study, the goals of modifications were to reduce length and to reflect affirmative as well as challenging work-related experiences. Each subscale contains five items which are scored on a 5-point Likert scale from 1 (rarely) to 5 (always). Subscale scores are obtained by summing the items; full scale scores are obtained by summing the two subscale scores. High scores indicate higher levels of social support for work-related experiences from friends/family and coworkers, or across the two types of providers. A sample item from the work support scale includes: “My coworkers listen to my work-related problems.”

Reliability has been estimated in a sample of women working in industrial chemistry (Fassinger, 2005). In the sample of 1,725 women working for 25 different chemical companies, the reliability estimate was .90 for the work support scale. In addition, work support was negatively correlated with a measure of home/work conflict

( $r = -.12$ ;  $p < .01$ ). The work support scale was positively correlated with a measure of confidence for managing work/home conflict ( $r = .13$ ;  $p < .01$ ) (Fassinger, 2005). While these correlation coefficients were significant, they are lower than might be expected. The authors noted that the sample of women working in the chemical industry reported unusually low levels of work/home conflict, which may have affected the correlation between work support and work/home conflict. In the current study, the coefficient alpha for the total, 10-item work support scale was .93.

Family Support. Family support was assessed using a modified version of the Social Support measure by House and Wells (1978) (see Appendix J). The original scale assesses support for work-related experiences from family and friends. The modified family support subscale measures support for nonwork-related experiences from friends and family and coworkers. In the current study, the wording of each item was changed from “work” to “family life.” For the present study, the goals of modifications were to reduce length. Each subscale contains five items which are scored on a 5-point Likert scale from 1 (rarely) to 5 (always). Subscale scores are obtained by summing the items; full scale scores are obtained by summing the two subscale scores. High scores indicate higher levels of social support for family-related experiences from friends/family and coworkers, or across the two types of providers. A sample item from the family support scale is: “My family/friends recognize and celebrate successes in my family life.”

Reliability has been estimated for the original version of the measure in a sample of women working in industrial chemistry (Fassinger, 2005). In the sample of 1,725 women working for 25 different chemical companies, the reliability estimate was .90 for the work support scale. In addition, work support was negatively correlated with a

measure of home/work conflict ( $r = -.12$ ;  $p < .01$ ). The work support scale was positively correlated with a measure of confidence for managing work/home conflict ( $r = .13$ ;  $p < .01$ ) (Fassinger, 2005). While these correlation coefficients were significant, they are lower than might be expected. The authors noted that the sample of women working in the chemical industry reported unusually low levels of work/home conflict, which may have impacted the correlation between work support and work/home conflict. In the current study, the coefficient alpha for the total, 10-item family support scale was .92.

Work/Family Conflict. Work-to-family conflict and family-to-work conflict were assessed using two scales (see Appendix K and L). Netemeyer et al. (1996) developed and validated separate scales of work-to-family conflict (WFC) and family-to-work conflict (FWC). Prior to the development of these scales, the literature regarding work/family conflict was without sound measures to assess this construct. They defined work-family conflict as “a form of interrole conflict in which the general demands of, time devoted to, and strain created by the job interfere with performing family-related responsibilities” (Netemeyer et al., 1996, p. 401). Family-work conflict is defined as “a form of interrole conflict in which general demands of, time devoted to, and strain created by the family interfere with performing work-related responsibilities” (Netemeyer et al., 1996, p. 401).

During the construction and validation of the measure to assess work/family conflict, Netemeyer et al. (1996) created a large group of items that assessed general WFC and FWC, time-based WFC and FWC, and strain-based WFC and FWC. From this initial pool of 110 items, a group of four faculty members rated each item in terms of whether it was very representative, somewhat representative, or not representative of the

definitions of WFC and FWC. Netemeyer et al. retained only those items that were rated as somewhat representative or very representative by all four judges, which yielded a pool of 43 items.

After narrowing the pool of items down from 110 to 43, Netemeyer et al. (1996) used three samples to continue the construction and validation of the scale, as well as test the factor structure of the 43-item scale. Two-factors emerged, which was made up of a 22-item WFC scale and a 21-item FWC scale. Netemeyer et al. (1996) deleted items that had completely standardized factor loadings  $< .60$  and highly redundant items in terms of wording. The final WFC and FWC scales each consist of five items. The WFC subscale had coefficient alpha reliability estimates of .88, .89, and .88 across the three groups describe above, while the FWC subscale had alpha coefficients of .86, .83, and .89 across the same three samples.

Netemeyer et al. (1996) tested construct validity for the WFC and FWC scales by making predictions regarding their relationships to various on-job and off-job constructs. The researchers explored the relationships of WFC and FWC to 16 constructs such as life satisfaction, job satisfaction, role conflict, and role ambiguity. Life satisfaction and job satisfaction were negatively related to WFC and FWC, while role conflict and role ambiguity were positively related to WFC and FWC. Additionally, the intercorrelation between WFC and FWC was .33, suggesting that WFC and FWC are relatively distinct constructs.

Using a 7-point Likert scale, participants are asked to indicate the extent to which they agree with each item. The responses range from 1 (strongly disagree) to 7 (strongly agree). High scores indicate high levels of work/family conflict. A sample item from the



work-family conflict scale is: “Things I want to do at home do not get done because of demands my job puts on me.” A sample item from the family-work conflict scale is: “My home life interferes with my responsibilities at work such as getting to work on time, accomplishing daily tasks, and working overtime.”

In the current study, the coefficient alpha for the WFC scale was .92, while the alpha for the FWC scale was .79. The intercorrelation between the WFC scale and the FWC scale was .50 in the present sample, suggesting that WFC and FWC are distinct but related constructs.

Work/Family Enrichment. Work-family enrichment and family-work enrichment were assessed using two scales (see Appendix M and N). Carlson et al. (2006) developed and validated separate scales of work-to-family enrichment (WFE) and family-to-work enrichment (FWE). The literature regarding work/family enrichment was without sound measures to assess this construct. Carlson and colleagues’ work/family enrichment scale is based on Greenhaus and Powell’s (2006) definition. Work/family enrichment is defined as “the extent to which experiences in one role improve the quality of life in the other role” (Greenhaus & Powell, 2006, p. 73). Like work/family conflict, work/family enrichment is considered to be bidirectional. More specifically, work-family enrichment occurs when experiences in work related roles improve the quality of one’s family life, and family-work enrichment takes place when family experiences improve the quality of work life.

During the construction and validation of the measure to assess work/family enrichment, Carlson et al. (2006) created a large group of items that assessed both the resource gain, the type of benefit derived from one role, and improved functioning for the

individual in the other role. In total, the researchers created a list of 14 potential gains, representing ways in which enrichment might occur. Examples of these gains include: behavior, skills, knowledge, perceptions by others, perspectives, time, energy, support, resources, self-fulfillment, self-efficacy, attitudes, and moods. To tap into both directions of work/family enrichment (work-family and family-work), three items for each of the 14 gains were developed for both directions of work/family enrichment.

A survey containing the original 84 items was administered to a group of 271 college-aged students. The factor structure of the 84-item scale was examined using the college sample. The 84-item original scale included 42-items for each direction of work/family enrichment. In this step of the scale construction, only factors with eigenvalues greater than 1.0 and variance explained of greater than 60% were retained. Additionally, an item was retained if it loaded at .5 or higher on the intended factor and .3 or lower on another factor. Items that were redundant in terms of how they were worded were also removed.

Three-factors emerged in the work-family enrichment subscale, totaling 15 items. All three factors represent a unique component of work-family enrichment and were labeled, work-family capital, work-family affect, and work-family development. Work-family capital includes gains related to self-efficacy and fulfillment and is defined as “when involvement in work promotes levels of psychosocial resources such as security, confidence, accomplishment, or self-fulfillment that helps the individual to be a better family member” (Carlson et al., 2006). The work-family affect factor includes gains related to moods and attitudes and is defined as “when involvement in work results in a positive emotional state or attitude which helps the individual to be a better family

member” (Carlson et al., 2006). The third factor, labeled work-family development includes items representing gains of skills, knowledge, perspectives, and behaviors, and is defined as “when involvement in work leads to the acquisition or refinement of skills, knowledge, behaviors, or ways of viewing things that help the individual to be a better family member” (Carlson et al., 2006).

Similarly, analysis of the family-work enrichment subscale revealed three factors, consisting of 15 items in total. The first two factors were the same as ones on the work-family enrichment subscale, and were labeled family-work affect and family-work development. The third factor represents unique gains to the family-work direction of enrichment and was labeled family-work efficiency. This factor includes resource gains of time and efficiency and is defined as “when involvement with family provides a sense of focus and urgency which helps the individual to be a better worker” (Carlson et al., 2006).

Results from the first iteration of the enrichment scale suggested that there are three dimensions within each direction of work/family enrichment. In the next step of scale construction, Carlson et al. (2006) created six additional items so that all six dimensions had the same number of items. Additionally, the researchers tested two different item formats in this stage of the scale construction. A total of 84 participants completed two different versions of the work-family enrichment subscale (18 items) and 105 participants completed two different versions of the 18-item family-work enrichment subscale. Results indicated that three items were answered differently based on the two survey formats; these items were removed from the scale. Three additional items were

removed from the scale at this stage of construction based on factor analysis and *t*-test results.

In the next phase of scale construction, the researchers sought to purify and validate items spanning the six dimensions of work/family enrichment. Two-hundred fourteen participants completed the 30-item scale and results were analyzed using principal axis factoring with oblimin oblique rotation. The same rules for retention based on factor analysis results were used in this phase of construction as were used in the first step. The final work/family enrichment scale contains 18-items, nine items for work-family enrichment and nine items for family-work enrichment. Additionally, all six dimensions (work-family development, work-family affect, work-family capital, family-work development, family-work affect, and family-work efficiency) are represented.

Carlson et al. (2006) tested construct validity for the work-family enrichment and family-work enrichment scales by making predictions regarding their relationships to various constructs. Total scale scores were used to test construct validity because the triad of factors that comprised each work/family enrichment subscale were highly interrelated. To establish convergent validity, the researchers explored the relationships of work-family enrichment and family-work enrichment to positive spillover. In terms of divergent validity, the researchers examined the relationships of work-family enrichment and family-work enrichment to work-family conflict and family-work conflict. The reliability estimate for the 9-item work-family enrichment subscale was .92, and .86 for the 9-item family-work enrichment subscale. Work-family enrichment was positively related to work-family positive spillover, while family-work enrichment was positively related to family-work positive spillover ( $r = .40$  and  $.65$ , respectively), thus suggesting

solid convergent validity. Work-family enrichment was negatively related to work-family conflict, while family-work enrichment was negatively related to family-work conflict ( $r = -.14$  and  $-.35$ , respectively), providing evidence of divergent validity.

Using a 5-point Likert scale, participants are asked to indicate the extent to which they agree with each item. The responses range from 1 (strongly disagree) to 5 (strongly agree). High scores indicate high levels of work/family enrichment, while low scores indicate low levels of work/family enrichment. A sample item from the work-family enrichment scale is: “My involvement in my work helps me to understand different viewpoints and this helps me be a better family member.” A sample item from the family-work enrichment scale is: “My involvement in my family helps me expand my knowledge of new things and this helps me be a better worker.”

In the current study, the coefficient alpha for the work-family enrichment scale was .91, while the alpha for the family-work enrichment scale was .79. The intercorrelation between the work-family enrichment scale and the family-work enrichment scale was .43 in the present sample, suggesting that work-family enrichment and family-work enrichment are distinct but related constructs.

Work Satisfaction. Work satisfaction was assessed using the 3-item General Job Satisfaction subscale, which is part of the Job Diagnostic Survey (JDS) (Hackman & Oldham, 1975) (See Appendix O). The 3-item General Job Satisfaction subscale of the JDS measures the extent to which an employee is satisfied and happy with the job (Hackman & Oldham, 1975). The 3-item General Job Satisfaction subscale has a reliability coefficient of .86 (Wiley, 1987). To test the subscale’s validity, Wiley (1987) explored the relationships between the subscale and global life satisfaction and job

involvement. Both global life satisfaction and job involvement were positively correlated with the three-item work satisfaction measure ( $r = .41$  and  $.54$ , respectively).

Using a 7-point Likert scale, participants are asked to indicate the extent to which they agree with the three work satisfaction items. Responses range from 1 (strongly disagree) to 7 (strongly agree). High scores indicate a high level of work satisfaction. Item 2 is reversed scored. An example of a work satisfaction item is, "I am generally satisfied with the kind of work I do in my job." In the present study, the coefficient alpha for the Work Satisfaction scale was  $.80$ .

Family Satisfaction. Family satisfaction was assessed using a modified 5-item version of Brayfield and Rothe's (1951) job satisfaction scale (see Appendix P). For this study, a modified version in which the word "work" has been replaced with the term "family life" was used. Extant work-family research has used measure modification of this nature (Aryee, Luk, Leung, & Lo, 1999; Kopelman et al., 1983). Aryee et al. (1999) found a reliability coefficient of  $.84$  for the modified measure of family satisfaction that was used in this study.

To test the construct validity of the Brayfield and Rothe (1951) family satisfaction measure, Aryee et al. (1999) made predictions in regard to the relationships between this measure of family satisfaction and life satisfaction and spousal support. This measure of family satisfaction was positively related to life satisfaction ( $r = .38$ ) and spousal support ( $r = .33$ ).

Using a 5-point Likert scale, participants are asked to indicate the extent to which they are satisfied with the five family satisfaction items. Responses range from 1 (strongly disagree) to 5 (strongly agree). High scores indicate a high level of family

satisfaction. Item 5 is reversed scored. An example of a family satisfaction item is, “I find real enjoyment in my family life.” In the present study, the coefficient alpha for the Family Satisfaction scale was .86.

### *Procedure*

Data were collected through a packet of questionnaires distributed at seven different schools that are part of a school district in a rural Pennsylvania town. The order of the questionnaires within each packet was counter-balanced. After contacting the superintendent of the school district, permission was granted for the distribution of questionnaires at each school (see Appendix A). Questionnaires were placed in each employee’s mailbox at each school location. A detailed cover letter was attached to the packet of questionnaires (see Appendix B).

To increase the response rate, the questionnaire distribution procedure involved follow-up contact with participants. All participants received a packet, which included the cover letter, the questionnaires, and specific details for returning completed packets. Completed packets were collected in a well labeled box in the front office of the school. One week after the initial distribution, all participants received a personalized reminder note in their mailbox (see Appendix C) and an additional copy of the packet. Two weeks after the initial distribution, another reminder note and copy of the questionnaire packet was placed in the mailboxes of those women who had not yet returned the survey (see Appendix D).

All questionnaire packets were assigned a code number for identification purposes. To ensure confidentiality, the participants’ names were not placed on the questionnaire. Identification code numbers were matched with participants’ names before

distribution for the purpose of monitoring response rates and identifying those women who received a follow-up reminder note. The list of participants' names matched with code numbers was kept separate from the returned questionnaires, in a locked file cabinet. Additionally, all returned questionnaires were kept in a locked space. Once the data were entered into a computer, the files were password protected to ensure confidentiality and the security of the data.

As an incentive to participate in the study, participants had the opportunity to enter into a lottery drawing for the chance to win one of five gift certificate prizes of \$20 each. Participants were asked to indicate their interest in being entered into the drawing on a separate form (see Appendix E). To be entered in the drawing, participants checked a box indicating their interest and provided contact information. Upon completion of the study, a drawing was completed, and the winners were mailed their gift certificate prizes. On the same form, participants also indicated if they were interested in receiving the results of the study upon its completion. Participants who expressed an interest in receiving the results of the study were mailed a summary of the results.

A total of 310 questionnaire packets were distributed at seven different schools. A total of 161 completed packets were returned, resulting in a 52% response rate. All returned surveys were usable. As noted earlier, instructions included in the packet of questionnaires instructed participants to define work as those hours spent at paid employment. Participants were also asked to define family as including the various aspects of their personal life, including being a spouse or partner and being a parent.



### *Data Analysis*

Prior to hypothesis testing, the items of all measures were subjected to a principal axis factor analysis with oblimin oblique rotation. Given the inclusion of two relatively new measures (work/family enrichment and work/family conflict self-efficacy), this step was taken to ensure that survey items loaded appropriately on the factor corresponding to their presumed latent construct. In addition, coefficient alpha values were calculated to estimate the reliability of each measure and a correlation matrix was computed to examine the relations among the measures.

Path analysis was used to test the model of work/family balance (Figure 2). Given the modest sample size, observed variables were used in the path analysis to maximize the ratio of participants to parameter estimates. This analysis was performed with the covariance matrix and EQS 6.1 statistical software. Adequacy of model-data fit was assessed in several ways. First, I used the chi-square ( $\chi^2$ ) to assess the goodness of fit. However, because the  $\chi^2$  statistic can be sensitive to sample size (Bentler & Bonett, 1980), I also used the comparative fit index (CFI), the root mean square error of approximation (RMSEA), and the standardized root mean squared residual (SRMR). In terms of the CFI, values close to or greater than .95 are thought to indicate adequate fit (Hu & Bentler, 1999). RMSEA values close to .06 and SRMR values close to .08 are used as guidelines when assessing the model fit (Hu & Bentler, 1999).

## Chapter 4

### Results

The objective of the current study was to present and test a conceptual model of work/family balance. The model sought to extend the prior literature in several ways. First, both positive (work/family enrichment) and negative (work/family conflict) aspects of balancing multiple roles were included in the conceptual model. Second, specific predictors of conflict and enrichment (work/family conflict self-efficacy and support) were included. Finally, the model included specific outcomes (work and family satisfaction).

#### *Preliminary Analyses*

Univariate normality. Before testing the hypotheses, the data were reviewed to check for non-normality of each scale (see Table 1). Skew and kurtosis statistics did not suggest substantial non-normality of the variables, although both self-efficacy measures were somewhat skewed and kurtotic. Data transformations were not conducted.

Exploratory factor analysis. A factor analysis using principal axis factoring with oblimin oblique rotation was next completed to examine the factor structure of the measures and the nature of item-factor loadings. All 64 items were entered in a single analysis. A 6-factor solution accounted for 63% of the total variance. The items of most scales tended to load most highly on theory-consistent factors (e.g., work/family conflict items loaded on their own distinctive factor). However, work/family enrichment items produced anomalous loadings. Distinctive work/family enrichment factors did not emerge. Instead, work-family enrichment items tended to load on the same factor as the

work satisfaction items, and family-work enrichment items tended to load on the same factor as the family satisfaction items.

To explore this pattern further, we performed a second principal axis factor analysis, including only the work/family enrichment, work satisfaction, and family satisfaction items. A 4-factor solution accounted for 68% of the total variance. The structure matrix, shown in Table 2, indicated that four of the work-family enrichment items cross-loaded substantially on the same factor as the work satisfaction items, while the other five items composed a distinctive factor. Similarly, four of the family-work enrichment items cross-loaded on the same factor as the family satisfaction items (and one item cross-loaded on the work-family enrichment factor). The other five family-work enrichment items loaded on a unique factor.

Close examination of the cross-loading items revealed that nearly all of them had in common a reference to positive affect (e.g., “my involvement in my work puts me in a good mood and this enriches my family life”). Apparently, this affective content, along with the double-barreled structure of the item (i.e., the first half of the item refers to work, while the second half refers to family) may have confused participants. As a result, they may have responded primarily to the first (e.g., work context) part of the item and to the affective referent. This could well explain the high cross-loadings on the work and family satisfaction factors. In essence, such items may simply have been proxies for work or family satisfaction, rather than indicators of work/family enrichment per se.

If left unchecked, the cross-loading problem could artificially inflate enrichment-satisfaction relations and distort the path analytic findings. A decision was, therefore, made to eliminate the cross-loading items so as to minimize the problem of “predictor-

criterion contamination,” that is, similar item content on both the predictor (work/family enrichment) and criterion variables (work satisfaction, family satisfaction). After eliminating these items (four work-family enrichment, four family-work enrichment), we subjected the remaining items to a principal axis factor analysis, which accounted for 71% of the variance. The structure matrix, shown in Table 3, revealed that the work-family enrichment and family-work enrichment items were now loading on distinctive dimensions (though a single family satisfaction item cross-loaded on the work-family enrichment dimension). Thus, elimination of the anomalous items appeared to produce purer indicators of work/family enrichment. These five-item work-family and family-work enrichment scales were used in subsequent analyses.

Correlation matrices. Table 4 presents the means, standard deviations, reliability coefficients, and bivariate correlations among the scales, including the revised work/family enrichment scales. It may be noted that, with the exception of work satisfaction and family satisfaction ( $r = .09$ ), the work and family (or work-family and family-work) versions of each construct were substantially correlated (e.g., for work support and family support,  $r = .68$ ; for work-family and family-work conflict self-efficacy,  $r = .51$ ; for work-family and family-work conflict,  $r = .50$ ; for work-family and family-work enrichment,  $r = .43$ ). All variables also produced adequate reliability estimates (coefficient alpha values ranged from .79 to .94).

To simplify the path analysis, we computed composite versions of each variable, except for work and family satisfaction (which had been minimally correlated). Specifically, after converting the subscales to standard scores, corresponding work and family (or work-family and family-work) subscales were summed and divided by two.

For instance, the z scores for work support and family support were added together and divided by two, producing an aggregate index of work/family support. Table 5 contains a correlation matrix including the composite variables of work/family support, self-efficacy, conflict, and enrichment, along with the two dependent variables (work satisfaction, family satisfaction). Table 6 contains a covariance matrix for these same variables; this matrix was used as input for the path analyses.

#### *Tests of Hypotheses 1-9*

The correlation matrix in Table 5 provides data relevant to the first nine hypotheses, which involve bivariate relations among the variables.

Hypothesis 1: Support will be negatively related to work/family conflict. The correlation between support and work/family conflict was  $r = -.10$ , indicating that support and work/family conflict are negatively related; however, this correlation was not significant ( $p > .05$ ). Therefore, Hypothesis 1 was not supported.

Hypothesis 2: Support will be positively related to work/family enrichment. The correlation between support and work/family enrichment was  $r = .46$ , suggesting a positive relationship between support and work/family enrichment. Thus, Hypothesis 2 was supported.

Hypothesis 3: Work/family conflict self-efficacy will be negatively related to work/family conflict. The correlation between work/family conflict self-efficacy and work/family conflict was  $r = -.32$ , indicating that the two variables are negatively correlated. Hypothesis 3 was supported.

Hypothesis 4: Work/family conflict self-efficacy will be positively related to work/family enrichment. Results indicated a positive correlation between work/family

conflict self-efficacy and work/family enrichment ( $r = .12$ ), but this correlation did not reach significance ( $p > .05$ ). Thus, Hypothesis 4 was not supported.

Hypothesis 5: Work/family conflict will be negatively related to work/family enrichment. The correlation between work/family conflict and work/family enrichment was  $r = -.21$ , indicating a negative relationship. Therefore, Hypothesis 5 was supported.

Hypothesis 6: Work/family conflict will be negatively related to work satisfaction. The correlation between work/family conflict and work satisfaction was  $r = -.07$ , indicating that the two variables are weakly (and not significantly) negatively correlated. Therefore, Hypothesis 6 was not supported.

Hypothesis 7: Work/family conflict will be negatively related to family satisfaction. Results indicate a negative correlation between work/family conflict and family satisfaction ( $r = -.32$ ). Thus, there is support for Hypothesis 7.

Hypothesis 8: Work/family enrichment will be positively related to work satisfaction. The correlation between work/family enrichment and work satisfaction is  $r = .31$ , indicating a positive correlation. Therefore, there is support for Hypothesis 8.

Hypothesis 9: Work/family enrichment will be positively related to family satisfaction. As hypothesized, work/family enrichment was found to have a positive relationship with family satisfaction ( $r = .39$ ).

#### *Path Analyses*

The model displayed in Figure 2 was tested with two basic variations, a mediated model and a direct effects model. Hypotheses 10-14 imply that the relations of support and self-efficacy to the satisfaction criteria should be mediated by the conflict and enrichment variables. In order to test this assumption, a mediated model was first tested.

This model contained only indirect paths from support and self-efficacy (via conflict and enrichment) to the satisfaction criteria. A direct effects model was then tested. This model added direct paths from support and self-efficacy to the satisfaction criteria. The contrast in fit between the mediated and direct effects models allows for examination of the paths by which support and self-efficacy are linked to domain satisfaction.

Figure 3 displays the path coefficients for the mediated model. Although the SRMR value (.08) of this model was indicative of good fit, the CFI (.78) and RMSEA (.21) suggested less than optimal model fit;  $\chi^2(4) = 33.57, p < .001$ . As can be seen, this model also contained a number of non-significant paths (the covariance between support and self-efficacy, the error covariance between work and family satisfaction, and paths from support to conflict, self-efficacy to enrichment, and conflict to work satisfaction). Nevertheless, the model did account for 11% of the variance in conflict, 22% of the variance in enrichment, 10% of the variance in work satisfaction, and 22% of the variance in family satisfaction.

Figure 4 contains the path coefficients for the direct effects model. In order to avoid testing a fully saturated model, the non-significant support/self-efficacy covariance and work/family satisfaction error covariance were deleted in testing this model. The model produced substantially better fit indices than did the mediated effects model: SRMR = .01, CFI = 1.00, RMSEA = .00, SRMR,  $\chi^2(2) = .13, p > .05$ . A direct test of the two models with the  $\chi^2$  difference test was significant,  $\Delta\chi^2(2) = 33.44, p < .05$ . This model explained 11% of the variance in conflict, 22% of the variance in enrichment, 10% of the variance in work satisfaction, and 36% of the variance in family satisfaction.

Although the direct effects model produced improved model fit, only one of the direct paths was sizeable and statistically significant (the path from support to family satisfaction,  $\beta = .43$ ), which explains the large increment in family satisfaction variation accounted for by the direct effects versus mediated model. A trimmed version of the direct effects model, eliminating each of the non-significant paths, appears in Figure 5. This trimmed model produced fit indices that were comparable to those of the original direct effects model, SRMR = .01, CFI = 1.00, RMSEA = .05, SRMR,  $\chi^2 (8) = 4.65, p > .05$ .

#### *Tests of Hypotheses 10-14*

Hypothesis 10: The relation of support to work satisfaction will be largely mediated by work/family conflict and work/family enrichment (i.e., a direct path from support to satisfaction is not expected to be statistically significant). The direct path from support to work satisfaction in the direct effects model was small and not statistically significant ( $\beta = -.06$ ), suggesting that the relationship between support and work satisfaction is mediated by work/family conflict and work/family enrichment. However, the relationship between support and work/ family conflict is not significant ( $\beta = -.09$ ). Furthermore, the relationship between work/family conflict and work satisfaction is not significant ( $\beta = .00$ ). Therefore, the relationship between support and work satisfaction does not appear to be mediated by work/family conflict. The relationship between support and work/family enrichment was significant ( $\beta = .46$ ), as was the relationship between work/family enrichment and work satisfaction ( $\beta = .34$ ). This finding suggests that work/family enrichment was the sole mediator of the relationship between support and work satisfaction. Therefore, hypothesis 10 was partially supported.



Hypothesis 11: The relation of support to family satisfaction will be largely mediated by work/family conflict and work/family enrichment (i.e., a direct path from support to satisfaction is not expected to be statistically significant). Given that support produced a direct and sizeable path to family satisfaction in the direct effects model ( $\beta = .43$ ), hypothesis 11 was not supported.

Hypothesis 12: The relation between work/family conflict self-efficacy to work satisfaction will be largely mediated by work/family conflict and work/family enrichment (i.e., a direct path from work/family conflict self-efficacy to satisfaction is not expected to be statistically significant). The direct path from self-efficacy to work satisfaction in the direct effects model was small and non-significant ( $\beta = .03$ ), suggesting that the relationship between work/family conflict self-efficacy and work satisfaction is mediated by work/family conflict and work/family enrichment. However, the relationship between work/family conflict self-efficacy and work/family enrichment was not significant ( $\beta = .11$ ), suggesting that work/family enrichment does not mediate the relationship between work/family conflict self-efficacy and work satisfaction. Furthermore, although work/family conflict self-efficacy was significantly related to work/family conflict ( $\beta = -.31$ ), the relationship between work/family conflict and work satisfaction was not significant in the present sample ( $\beta = .00$ ). Therefore, hypothesis 12 was not supported.

Hypothesis 13: The relation between work/family conflict self-efficacy to family satisfaction will be largely mediated by work/family conflict and work/family enrichment (i.e., a direct path from work/family conflict self-efficacy to satisfaction is not expected to be statistically significant). The direct path from self-efficacy to family satisfaction in the direct effects model was small and non-significant ( $\beta = .02$ ), suggesting that

work/family conflict and work/family enrichment may mediate the relationship between work/family conflict self-efficacy and family satisfaction. However, although work/family conflict self-efficacy was related to work/family conflict ( $\beta = -.31$ ), and the latter was related to family satisfaction ( $\beta = -.25$ ), the relationship between work/family conflict self-efficacy and work/family enrichment was not significant ( $\beta = .11$ ). Therefore, hypothesis 13 was partially supported.

Hypothesis 14: Support and work/family conflict self-efficacy will covary. The covariance between support and self-efficacy was small and non-significant ( $r = .03$ ; see Figure 3). Therefore, hypothesis 14 was not supported.

Table 1: *Skew and Kurtosis Statistics for Observed Variables*

Variable	Skew Statistic	Skew Std. Error	Kurtosis Statistic	Kurtosis Std. Error
Work Support	-.30	.19	-.93	.38
Family Support	-.14	.19	-.77	.38
Work-Family Conflict	-.34	.19	-.54	.38
Family-Work Conflict	.40	.19	-.87	.38
Work-Family Conflict Self-Efficacy	-1.12	.19	1.43	.38
Family-Work Conflict Self-Efficacy	-1.27	.19	3.60	.38
Work-Family Enrichment	-.34	.19	-.48	.38
Family-Work Enrichment	-.34	.19	.17	.38
Work Satisfaction	-.16	.19	1.32	.38
Family Satisfaction	-.91	.19	1.33	.38

Table 2: *Structure Matrix Including Family Satisfaction, Work Satisfaction, Family-Work Enrichment, and Work-Family Enrichment Items*

Item	Factor 1	Factor 2	Factor 3	Factor 4
Fam. Sat. 1	.17	<b>.87</b>	.12	.23
Fam. Sat. 2	.07	<b>.84</b>	.09	.23
Fam. Sat. 3	.22	<b>.93</b>	.07	.38
Fam. Sat. 4	.04	<b>.67</b>	-.01	.26
Fam. Sat. 5	<b>.55</b>	<b>.49</b>	.03	.35
Work Sat. 1	.27	.08	<b>.83</b>	.09
Work Sat. 2	.08	.06	<b>.62</b>	.08
Work Sat. 3	.28	.09	<b>.79</b>	.29
FW Enrich. 1	.21	.06	.03	<b>.44</b>
FW Enrich. 2	.08	<b>.59</b>	.11	<b>.55</b>
FW Enrich. 3	.30	.19	.27	<b>.57</b>
FW Enrich. 4	.27	.20	.16	<b>.74</b>
FW Enrich. 5	.21	<b>.68</b>	.08	<b>.63</b>
FW Enrich. 6	.25	.30	.15	<b>.80</b>
FW Enrich. 7	.10	<b>.55</b>	.30	<b>.60</b>
FW Enrich. 8	<b>.55</b>	.34	.15	<b>.57</b>
FW Enrich. 9	.34	.47	.25	<b>.71</b>
WF Enrich 1	<b>.77</b>	.29	.25	.29
WF Enrich 2	<b>.65</b>	.07	<b>.68</b>	.22
WF Enrich 3	<b>.91</b>	.11	.23	.38
WF Enrich 4	<b>.77</b>	.09	.47	.44
WF Enrich 5	<b>.82</b>	-.04	.26	.26
WF Enrich 6	<b>.60</b>	-.04	<b>.77</b>	.29
WF Enrich 7	<b>.73</b>	.09	<b>.63</b>	.42
WF Enrich 8	<b>.62</b>	.03	<b>.72</b>	.26
WF Enrich 9	<b>.84</b>	.16	.55	.42

Table 3: *Structure Matrix Including Family Satisfaction, Work Satisfaction, Family-Work Enrichment, and Work-Family Enrichment Items, after Item Elimination*

Item	Factor 1	Factor 2	Factor 3	Factor 4
Fam. Sat. 1	.18	<b>.90</b>	.15	.21
Fam. Sat. 2	.08	<b>.84</b>	.10	.17
Fam. Sat. 3	.26	<b>.93</b>	.09	.33
Fam. Sat. 4	.06	<b>.67</b>	-.01	.23
Fam. Sat. 5	<b>.58</b>	<b>.50</b>	.05	.35
Work Sat. 1	.29	.07	<b>.85</b>	.09
Work Sat. 2	.09	.06	<b>.65</b>	.08
Work Sat. 3	.30	.08	<b>.83</b>	.27
FW Enrich. 1	.24	.03	.01	<b>.36</b>
FW Enrich. 3	.33	.16	.27	<b>.49</b>
FW Enrich. 4	.26	.20	.10	<b>.83</b>
FW Enrich. 6	.28	.28	.14	<b>.87</b>
FW Enrich. 9	.36	.46	.24	<b>.71</b>
WF Enrich 1	<b>.76</b>	.30	.22	.29
WF Enrich 3	<b>.91</b>	.13	.15	.41
WF Enrich 4	<b>.78</b>	.09	.41	.46
WF Enrich 5	<b>.84</b>	-.02	.18	.31
WF Enrich 9	<b>.84</b>	.18	.49	.44

Table 4  
*Correlations, Means, Standard Deviations, and Reliability Coefficients of the Observed Variables*

Variable	1	2	3	4	5	6	7	8	9	10
1. Work Supp	–									
2. Fam Supp	.68 <sup>a</sup>	–								
3. WFCSE	.13	.18	–							
4. FWCSE	-.19	-.04	.51	–						
5. WFC	-.12	-.14	-.36	.00	–					
6. FWC	-.01	-.04	-.30	-.29	.50	–				
7. WFE	.34	.37	.23	.03	-.44	-.17	–			
8. FWE	.43	.29	.14	-.05	-.02	.03	.43	–		
9. Work Sat	.08	.09	.09	.02	-.17	.05	.33	.20	–	
10. Fam Sat	.45	.51	.26	-.05	-.33	-.23	.29	.37	.09	–
<i>M</i>	3.50	3.16	7.03	7.50	4.27	2.61	3.71	3.76	5.98	4.29
<i>SD</i>	1.01	.96	1.37	1.22	1.63	1.22	.88	.65	.84	.72
$\alpha$	.92	.95	.95	.94	.92	.79	.91	.79	.94	.86

**Note:** Work Supp = Work Support from Friends/Family and Coworkers; Fam Supp = Family Support from Friend/Family and Coworkers; WFCSE = Work-Family Conflict Self-efficacy; FWCSE = Family-Work Conflict Self-Efficacy; WFC = Work-Family Conflict; FWC = Family-Work Conflict; WFE = Work-Family Enrichment; FWE = Family-Work Enrichment; Work Sat = Work Satisfaction; Family Sat = Family Satisfaction.

<sup>a</sup>Correlations  $\geq .16$  (positive or negative) are significant at the .05 level (2-tailed). Correlations  $\geq .21$  are significant at the .01 level (2-tailed)

Table 5  
*Correlations, Means, and Standard Deviations, of the Composite Variables*

Variable	1	2	3	4	5	6
1. Support	–					
2. Self-Efficacy	.03 <sup>a</sup>	–				
3. Conflict	-.10	-.32	–			
4. Enrichment	.46	.12	-.21	–		
5. Work Sat	.10	.07	-.07	.31	–	
6. Family Sat	.52	.12	-.32	.39	.09	–
<i>M</i>	.00	.00	.00	.00	.00	.00
<i>SD</i>	.92	.87	.87	.84	1.00	1.00

Note: Support = Work Support from Friends/Family and Coworkers and Family Support from Friend/Family and Coworkers; Self-Efficacy = Work-Family Conflict Self-efficacy and Family-Work Conflict Self-Efficacy; Conflict = Work-Family Conflict and Family-Work Conflict; Enrichment = Work-Family Enrichment and Family-Work Enrichment; Work Sat = Work Satisfaction; Family Sat = Family Satisfaction.

<sup>a</sup>Correlations  $\geq .21$  (positive or negative) are significant at the .01 level (2-tailed)

Table 6  
*Covariance Matrix of Composite Variables*

Variable	1	2	3	4	5	6
1. Work Sat	1.00					
2. Family Sat	.09	1.00				
3. Self-Efficacy	.06	.11	.76			
4. Conflict	-.06	-.28	-.24	.75		
5. Support	.09	.48	.02	-.08	.84	
6. Enrichment	.26	.33	.09	-.15	.36	.71

Note: Work Sat = Work Satisfaction; Family Sat = Family Satisfaction; Self-Efficacy = Work-Family Conflict Self-efficacy and Family-Work Conflict Self-Efficacy; Conflict = Work-Family Conflict and Family-Work Conflict; Support = Work Support from Friends/Family and Coworkers and Family Support from Friend/Family and Coworkers; Enrichment = Work-Family Enrichment and Family-Work Enrichment.



Figure 3: *Path Coefficients for the Mediated Model (n = 161)*

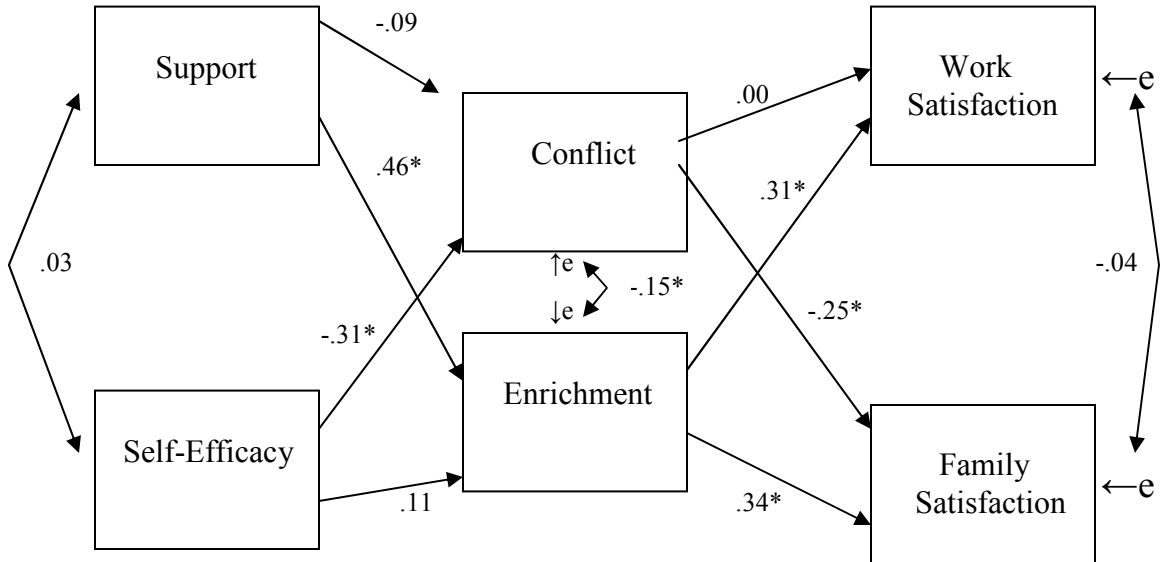


Figure 4: *Path Coefficients of Direct Effects Model (n = 161)*

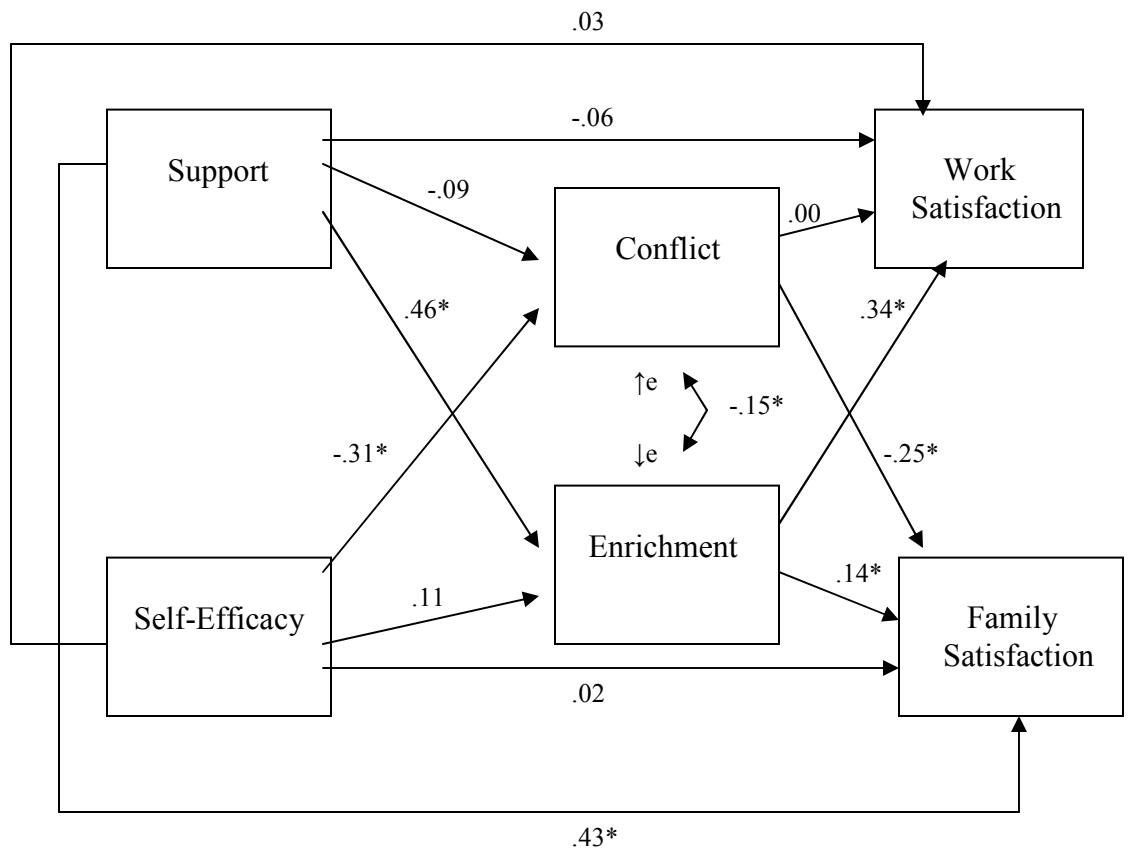
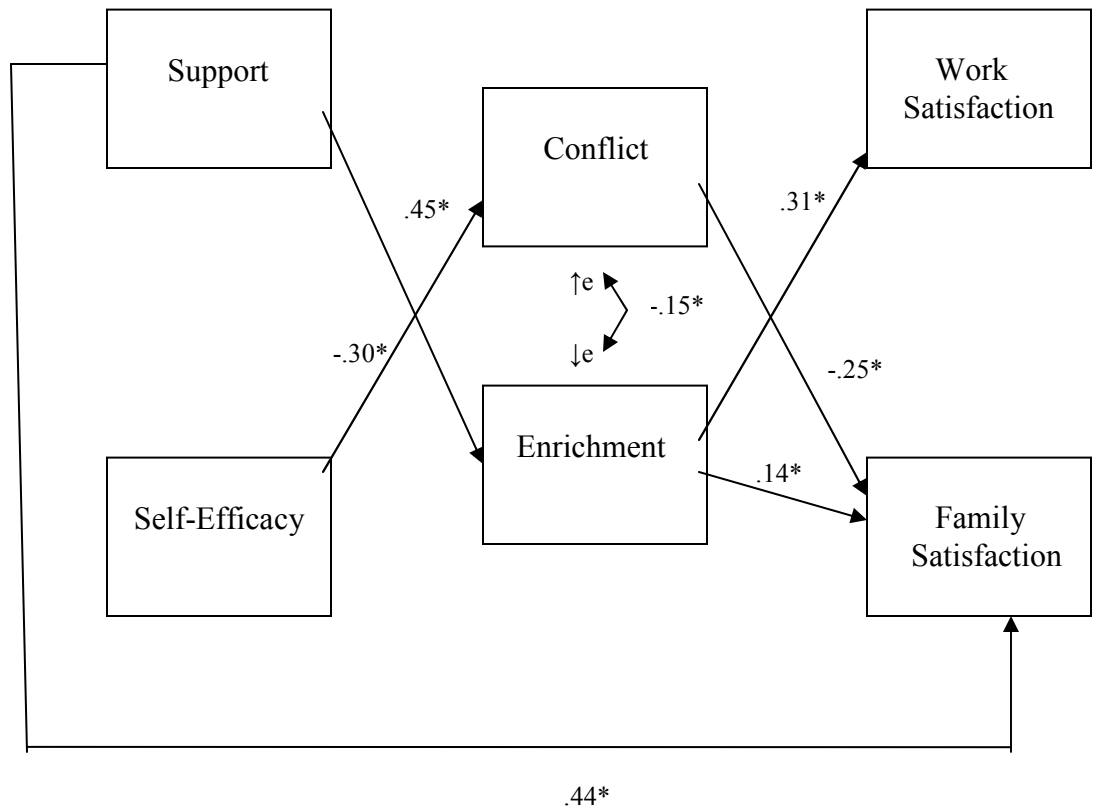


Figure 5: *Path Coefficients of Trimmed Direct Effects Model (n = 161)*



## Chapter 5

### Discussion

This study was designed to present and test a conceptual model of work/family balance. The model sought to extend the prior literature in several ways. First, both positive (work/family enrichment) and negative (work/family conflict) aspects of balancing multiple roles were included in the conceptual model. Second, specific predictors of conflict and enrichment (work/family conflict self-efficacy and support) were included. Finally, the model included specific outcome variables (work and family satisfaction).

#### *Bivariate Relations*

Several bivariate correlations were hypothesized among the key variables included in the conceptual model of work/family balance. It was hypothesized that support would be negatively related to work/family conflict. This hypothesis was not supported in the current study. While the correlation between support and work/family conflict was negative ( $r = -.10$ ), it was not statistically significant in this sample. Past research that has explored the relationship between work/family conflict and support would suggest a stronger relationship between the variables. Byron (2005) completed a meta-analytic review of work/family conflict and its antecedents. Of the 61 studies included in the meta-analysis, 17 explored the relationship between work/family conflict and work support, resulting in a total of 4,165 subjects. Meta-analytic results suggest a significant relationship between work-family conflict and work support ( $r = -.19$ ) as well as between family-work conflict and work support ( $r = -.12$ ). Several studies included in Bryon's meta-analysis also explored the relationship between work/family conflict and

family support. Aggregate results, including 14 studies, for a total sample size of 2,886, reveal a significant relationship between work-family conflict and family support ( $r = -.11$ ), as well as between family-work conflict and family support ( $r = -.17$ ). The results of the current study suggest a negative relationship between work/family conflict and support. Although this correlation did not reach statistical significance, its magnitude was similar to that of the meta-analytic correlations.

It was hypothesized that support would be positively related to work/family enrichment. The correlation between the two variables was  $r = .46$  in the current sample. This result suggests that women with higher levels of work/family enrichment are more likely to experience higher levels of support from their friends, family, and co-workers. The relationship between support and work/family enrichment has received very little attention in the literature. Greenhaus and Powell (2006) suggested that support is related to work/family enrichment. It was suggested that support, also called social capital resources, generated in one role can improve the quality of life in another role. Results of the current study provide empirical support for the positive relationship between work/family enrichment and support.

The relationship between work/family conflict self-efficacy and work/family conflict was also explored in the current study. It was hypothesized that work/family conflict self-efficacy would be negatively related to work/family conflict. The correlation between work/family conflict self-efficacy and work/family conflict was  $r = -.32$  in the current study. Extant research suggests that an individual's self-efficacy in a specific domain can provide information about how that individual will perceive and cope with difficulties in that domain (Lent et al., 1994; O'Brien et al., 1997). Results in the current

study are consistent with past research that has found negative relationships between self-efficacy and work/family conflict (Erdwins et al., 2001; Hennessy & Lent, 2007).

Findings in the current study suggest that women who have higher self-efficacy beliefs in managing conflict that arises when work and family responsibilities interfere with one another are likely to experience less work/family conflict.

The current study hypothesized that a positive relationship would exist between work/family conflict self-efficacy and work/family enrichment. This hypothesis was not supported in the current study. While the correlation between work/family conflict self-efficacy and work/family enrichment was positive ( $r = .12$ ), it was not statistically significant in this sample. Very little research has explored the relationship between self-efficacy and the positive side of managing work and family roles. Past research has suggested that self-esteem, self-efficacy, and self-confidence enhance performance in another role because they can stimulate motivation, goal-setting, effort, and persistence (DiPaula & Campbell, 2002; Erez & Judge, 2001; Judge & Bono, 2001). Extant results suggest that self-efficacy in one domain of an individual's life can have an impact on how the individual experiences another domain (Ruderman, Ohlott, Panzer, & King, 2002). Results of the current study suggest that there may be a relationship between work/family conflict self-efficacy and work/family enrichment, but additional research is needed to better understand the strength of this relationship.

As hypothesized, work/family conflict and work/family enrichment were found to have a negative relationship ( $r = -.21$ ). This result suggests that women with higher levels of work/family conflict are more likely to report lower levels of work/family enrichment. By definition, work/family conflict and work/family enrichment represent two different

potential outcomes of simultaneously managing work and family roles. Greenhaus and Beutell (1985) defined work/family conflict as “a form of friction in which role pressures from the work and family domains are mutually incompatible in some respects” (p. 77). Work/family enrichment is defined as, “the extent to which experiences in one role improve the quality of life in the other role” (Greenhaus & Powell, 2006, p. 73). The meaning of each definition suggests a negative relationship between work/family conflict and work/family enrichment. This was supported in the current study.

The relationship between work/family conflict and work and family satisfaction were also explored in the current study. It was hypothesized that work/family conflict would be negatively related to both work and family satisfaction. Mixed support for these hypotheses was found. The correlation between work/family conflict and work satisfaction was  $r = -.07$ , suggesting a negative relationship. However, in the current study this correlation did not reach significance ( $p > .05$ ). This finding is inconsistent with past research that has found support for a stronger relationship between work/family conflict and work satisfaction. For example, during the construction and initial validation of the work/family conflict scale, Netemeyer et al. (1996) established convergent validity for the measure by exploring the relationship between their measure of work/family conflict and life and job satisfaction. Life satisfaction and job satisfaction were negatively related to work-family conflict and family-work conflict. More specifically, Netemeyer et al. (1996) reported a negative relationship between work-family conflict and job satisfaction ( $r = -.36$ ) and between family-work conflict and job satisfaction ( $r = -.30$ ).

While the correlation between work/family conflict and work satisfaction was not found to be significant in the current study, the relationship between work/family conflict

and family satisfaction reached statistical significance. It was hypothesized that work/family conflict would be negatively related to family satisfaction. Results indicated a negative correlation ( $r = -.32$ ), suggesting that woman who reported higher levels of work/family conflict are more likely to experience lower levels of family satisfaction. This finding is consistent with past research. Perrone et al. (2006) explored the relationship between work/family conflict, commitment, coping, and satisfaction. Their results suggested that work/family conflict and family satisfaction were significantly negatively correlated ( $r = -.24$ ).

As hypothesized work/family enrichment was found to have a positive relationship with both work and family satisfaction ( $r = .31$  and  $r = .39$ , respectively). This result suggests that women with higher levels of work/family enrichment are more likely to experience higher levels of work and family satisfaction. The relationship between work/family enrichment and satisfaction had not been previously examined in the literature. Findings in the current study support the theoretical underpinnings of work/family enrichment that suggests that if one's work role is enriching one's family role, this may be related to an increase in satisfaction in one's family role. Similarly, if one's family role is enriching one's work role, an increase in work satisfaction is likely.

#### *Path Analysis*

Path analysis was used to test the model of work/family balance. Two basic variations of the model displayed in Figure 2 were tested. First, a mediated model, which implied that the relations of support and self-efficacy to work and family satisfaction would be mediated by the conflict and enrichment variables, was tested. Second, a direct effects model was tested. In the direct effects model, paths were added from support and



self-efficacy to the satisfaction criteria. Hypotheses 10-14 were tested by examining the contrast in fit between the mediated model and the direct effects model.

It was hypothesized that the relationship between support and work satisfaction would be mediated by work/family conflict and work/family enrichment, suggesting that there is not a direct relationship between support and work satisfaction. Findings in the current study support this hypothesis. The direct path between support and work satisfaction was small and not significant ( $\beta = -.06$ ), partially supporting the hypothesis that this relationship is mediated by work/family conflict and work/family enrichment. (Actually, work/family enrichment alone produced a significant path to work satisfaction.) Similarly, it was hypothesized that the relationship between support and family satisfaction would be mediated by work/family conflict and work/family enrichment. However, results of the path analysis suggest a direct relationship between support and family satisfaction ( $\beta = .43$ ), over and above an indirect path through the two mediators. These findings suggest that support relates somewhat differently to work and family satisfaction. The direct effects model (Figure 4) explained 10% of the variance in work satisfaction, while 36% of the variance in family satisfaction was explained by the model. It would be premature to conclude on the basis of this one study that the variables included in the model of work/family balance are less important as predictors of work satisfaction. On the other hand, it is possible that work conditions or outcomes (e.g. adequacy of pay, autonomy) are more important than work/family interface variables in predicting work satisfaction. It may, therefore, be the case that additional predictors are needed to explain work satisfaction.

It was hypothesized that the relationship between work/family conflict self-efficacy and work satisfaction would be mediated by work/family conflict and work/family enrichment. Findings in the current study did not support this hypothesis. Although the direct path between self-efficacy and work satisfaction was small and non-significant ( $\beta = .03$ ), there were also small, non-significant paths from self-efficacy to enrichment and from conflict to work satisfaction. Thus, the data were not consistent with the hypothesized causal sequence from self-efficacy to work satisfaction. It was also hypothesized that the relationship between self-efficacy and family satisfaction would be mediated by work/family conflict and work/family enrichment. Results of the path analysis partially support this hypothesis in that the direct path between self-efficacy and family satisfaction was small and non-significant ( $\beta = .02$ ), at the same time that there were significant paths from self-efficacy to conflict and from conflict to family satisfaction. However, as noted above, the path from self-efficacy to enrichment was non-significant. Therefore, the relation of self-efficacy to family satisfaction may have been mediated by conflict alone.

Finally, it was hypothesized that support and work/family conflict self-efficacy would covary. However, results of the current study do not support this hypothesis. In fact, the relationship between support and self-efficacy was small and non-significant ( $r = .03$ ). In a prior study examining the psychometric properties of the work/family conflict self-efficacy scale, Hennessy and Lent (2007) reported a correlation between work/family conflict self-efficacy and support of  $r = .34$ . One possible explanation for the different findings is that the two studies used different support measures. Specifically, Hennessy and Lent measured support for managing work and family roles with a 6-item

investigator-developed measure. This measure asked participants to indicate the level of support they receive from various sources (e.g., partner, family members, boss) in managing conflict that arises when work and family responsibilities interfere with one another (e.g., “how would you describe the level of support you feel from your partner for conflict that arises as a result of work interfering with family responsibilities?”). By contrast, the current study used a modified version of House and Wells’s (1978) scale. Perhaps using a domain specific measure of support, one that addresses support for managing multiple roles, instead of assessing support for work and family roles separately, as is the case in the House and Wells (1978) scale, yields a stronger relationship between work/family conflict self-efficacy and support.

### *Limitations*

Several limitations of the study should be noted. In terms of external validity, it should be noted that the sample was comprised of white women (100%) in heterosexual marriages who have at least one child under the age of 18 living at home. Thus, the findings may not be applicable to women of color or women or those who would define family as meaning something other than being married to a man and having at least one child. Moreover, data were collected with teachers in a small town in Pennsylvania. Teaching is a profession that is thought of as being a traditional occupation for women. Often the work-day schedule and yearly schedule of a teacher allow for more flexibility than is true of many other professions. It is possible that teachers may have more work/family balance because of this flexibility, therefore the results of the current study may underestimate the true relationships between key variables related to managing work and family roles. Therefore, the findings may not be applicable to women working in

other, less traditional or less flexible occupations. Furthermore, findings may not be generalizable to women in other regions of the U.S.

Another limitation of the current study is the return rate and the implications thereof. Of the 310 survey packets that were distributed to mailboxes at seven schools, 161 were returned, resulting in a return rate of 52%. While this return rate was deemed acceptable, results of this study should be interpreted with caution. Although similar return rates were found at each school, the 161 women who completed the survey may in some way be different than the 149 who did not complete the survey. Some of the individuals who completed the survey may have a stronger interest in the topic than those who did not complete the survey. Additionally, those who completed the survey may have higher levels of work/family conflict self-efficacy, lower levels of work/family conflict, or stronger support systems than those who did not participate, which is suggested by that fact that the participants were able to find the time to complete the survey while balancing work and family responsibilities. Furthermore, characteristics of non-respondents are not known, which limits the ability to compare those who responded and those who did not. Additionally, it can be assumed that many respondents completed the survey while at work. Doing so may have affected their ability to openly respond to items that might be seen as containing sensitive information for their job security. For example, if participants completed the survey while at work, they may have been less likely to acknowledge low job satisfaction or low levels of support from their coworkers, which could have limited the variability of score distributions. In addition, results of the current study may have been affected by the nature of the school system in which the study was done.

Perhaps the most significant limitation of the present study is the work/family enrichment scale. While the measure produced adequate psychometric properties ( $\alpha = .91$  for work-family enrichment,  $\alpha = .79$  for family-work enrichment), the factor analysis produced problematic results. It was expected that the work/family enrichment sub-scales would represent unique factors. However, it was found that the work/family enrichment items initially produced anomalous loadings. Specifically, work-family enrichment items tended to load on the same factor as work satisfaction items, and family-work enrichment items tended to load on the same factor as family satisfaction items. It appears that the content and complicated structure of some of the work/family enrichment items may have confused participants, which caused several enrichment items to serve as proxies for work or family satisfaction. While the cross-loading items were removed from the analysis to create factorially purer indicators of work/family enrichment, this process created different versions of the sub-scales than had been designed by the original authors. Because this measurement modification could have produced factor structures that reflect idiosyncratic properties of the current sample, it would be important to cross-validate the factor structures in independent samples.

#### *Directions for Future Research*

There is a growing body of literature addressing the conflict that individuals experience as a result of work responsibilities interfering with family responsibilities and vice versa. More recently, attention has shifted from a focus on conflict to an exploration of the potential positive aspects of managing work and family roles. Work/family enrichment is one way to think about the positive side of managing work and family responsibilities. However, the work/family enrichment measure proved somewhat

problematic in the current study. Furthermore, it would be valuable for future research to consider additional ways to conceptualize and measure the positive aspects of managing multiple roles.

Much of the research looking at work/family conflict and multiple role management has focused on women and, by doing so, continues to perpetuate the view that work/family balance is only a woman's problem. Research indicates that women in heterosexual relationships experience more multiple role demands than do men (Fassinger, 2000). However, extant work/family conflict research suggests that men may also experience conflict that arises from balancing work and family responsibilities, roles, and tasks (Greenhaus & Buetall, 1985). Further research is needed that looks at men's experience of work/family balance. Additional research is also needed that looks at how men's and women's experiences may differ with regard to work/family balance. It could be helpful to further explore the variables that may differentially affect men's and women's experience of work/family balance.

Additional research is also needed that examines work/family balance among women who define work and family roles in more diverse ways than did the women in the current study. For example, it is important to examine the experience of balancing work and family roles for women in same-sex relationships. Our understanding of work/family balance could be expanded if a more inclusive definition of the word "family" was used. The extant literature typically uses a traditional definition of family as a heterosexual couple who is married and have children when defining and operationalizing family roles. However, this way of viewing the family ignores other important roles in one's personal life.

A more inclusive definition of family would allow all people who negotiate personal and professional roles to be recognized in an exploration of work and family roles (Schultheiss, 2004). On the other hand, such an inclusive definition might obscure differences in work/family management as a function of differing constellations of family roles (e.g., parenting may introduce unique challenges not faced by childless couples). Perhaps a compromise between all-inclusive and traditional, heterosexual definitions of family would be to begin studying multiple role management in more diverse life contexts (and in relation to more diverse non-work roles), but in relatively well-defined, homogeneous samples (e.g., lesbian couples raising children) so that the basis for generalization of findings is clear.

Finally, more research is needed that continues to explore the antecedents and consequences of work/family conflict and work/family enrichment. While the current study provides support that work/family conflict self-efficacy and support are related either to work/family conflict or work/family enrichment, these relationships deserve more attention. For example, in the current study the relationship between work/family conflict and support was negative ( $r = -.10$ ), as predicted, but did not reach statistical significant ( $p > .05$ ). Future research in this area may consider using alternate measures of support. In this study support was measured with a general measure of support from family/friends and supervisors for work activities and a measure of support from family/friends and supervisors for family activities. Future research would benefit from using a more specific measure that addressed support from family/friends and supervisors for simultaneously managing work and family roles. Furthermore, the current study hypothesized that there would be a positive relationship between work/family conflict

self-efficacy and work/family enrichment. While results from the current study suggest a positive relationship ( $r = .12$ ), this correlation did not reach significant ( $p > .05$ ). By examining the variables and paths that lead to work/family conflict and work/family enrichment, it may be possible to design better, theory-based interventions to help people prepare for the inevitable challenges posed by multiple role involvement.

### *Implications for Practice*

Although they must be offered tentatively, the findings from the present study may have useful practical implications. Counselors and workplace supervisors can use relevant data to influence and inform interactions with those who are balancing multiple roles. In the current study, women who reported higher work/family conflict self-efficacy scores reported lower levels of work/family conflict. Likewise, higher levels of support were associated with higher levels of work/family enrichment. While these findings are not causal in nature, they do suggest the possibility of harnessing self-efficacy and support-based interventions in the service of aiding women to balance multiple roles.

For example, a client could be having difficulty setting limits on her work hours and find that the hours spent at work are frequently interfering with family responsibilities. In individual counseling, a counselor could help this client to explore options that might help boost her work/family conflict self-efficacy. Bandura (1986) identified four primary sources of self-efficacy beliefs: (a) performance accomplishments, (b) vicarious learning, (c) verbal persuasion, and (d) physiological and affective states and reactions. Thus, to boost work/family conflict self-efficacy, a counselor could model successful multiple role management strategies, help to structure



mastery experiences through role-plays and homework assignments, offer verbal support, and/or focus on stress reduction.

Support-building interventions can also be developed, above and beyond the verbal support that might be offered in the context of individual counseling. For example, in the case of teachers who are managing work and family roles, a school administrator could use creative ideas to promote support. A principal may choose to allow more flexible leave policies as a way to convey support for employees how are managing work and family roles. He or she could also help to create a work environment that conveys caring and promotes fairness. Staff meetings or newsletters could be used to highlight personal accomplishments, and mentors could be assigned not only to assist in perfecting teaching skills but also to provide emotional or instrumental support (e.g., advice) in managing work/non-work conflicts. If employees feel as though the workplace climate supports balancing work and family responsibilities, they may experience higher levels of work/family enrichment as well as work and family satisfaction.

Appendix A

Schools Used for Questionnaire Distribution

Principal	Phone #	Name of School	Number of Women
Craig Burger	(570) 271 - 3268 ext. 2000	Danville High School	100
Kevin C. Duckworth	(570) 271 - 3268 ext. 3000	Danville Middle School	100
Molly C. Nied	(570) 271 - 3268 ext. 5000	Danville Elementary School	60
Scott Zimmerman	(570) 271 - 3268 ext. 7000	Riverside Elementary School	60
Daniel K. Rathfon	(570) 271 - 3268 ext. 8000	Liberty Valley Elementary School	60
Scott Zimmerman	(570) 271 - 3268 ext. 4000	Mahoning Cooper Elementary School	60
Susan Blake	(570) 271 - 3268 ext. 6200	Danville Head Start	60

Appendix B  
Cover Letter

Date

My name is Kelly Hennessy. I am a 1998 graduate of Danville High School and am currently a doctoral student in Counseling Psychology at the University of Maryland. With the support of the superintendent of the Danville School District, Mr. Steven Keifer, I am conducting a study of women who are managing multiple roles. I am interested in learning more about the experiences of these women. For the purpose of this study, I will be focusing on women who are employed either part-time or full-time, are married, and have a least 1 child under the age of 18 living at home.

Your participation will make an important contribution to research regarding women just like you, who are managing multiple roles. Your participation can also help inform counselors, educators, and employers in their interactions with women who are managing multiple roles.

Attached is a packet of questionnaires that should take approximately 15 minutes to complete. All of the information you provide will be kept completely confidential. All of the questionnaires have been labeled with a code number that will be used to keep track of returned questionnaires. Your name will only be matched with your packet for this purpose. Participation in this study is completely voluntary. Upon receiving your completed survey, I will assume that you have given consent to participate in the study.

As a way to express my personal gratitude for your time and effort, a lottery drawing for one of five **\$20 gift certificates to The Muffin Man** will be held when the study has been completed. If you are interested in being entered in the lottery drawing please indicate this interest on the Gift Certificate Drawing Form. Additionally, if you are interested in receiving a summary of the results of this study upon its completion, please indicate this interest on the same form.

Please complete the packet of questionnaires included and return the packet to the drop-box in the front office of your school. If you feel as though this study does not apply to you, or you do not fit the criteria outlined in the first paragraph of this letter, please write "N/A" on the front of the packet and return it to the drop-box.

If you have any questions, please feel free to email me at [kellydae@umd.edu](mailto:kellydae@umd.edu). If you have any questions about your rights as a research participant or wish to report a research-related injury, please contact: Institutional Review Board Office, University of Maryland, College Park, Maryland, 20742 (email: [irb@deans.umd.edu](mailto:irb@deans.umd.edu)).

Thank you in advance for your participation. I am extremely appreciative of your time and effort.

Sincerely,

Kelly Hennessy, MA  
Doctoral Candidate  
Dept. of Counseling and Personnel Services  
Services  
University of Maryland  
College Park, MD 20742

Robert Lent, PhD  
Professor and Co-Director  
Dept. of Counseling and Personnel  
University of Maryland  
College Park, MD 20742

## Appendix C

### One-week Reminder Note

Date

Dear [name of participant],

Last week, you received a packet of questionnaires as part of a study I am conducting on women who are managing multiple roles. For the purpose of this study, I will be focusing on women who are employed either part-time or full-time, are married, and have a least 1 child under the age of 18 living at home.

If you have already completed and returned the survey, thank you very much for your time! If not, I would greatly appreciate your taking the time to complete and return the survey. If you need an additional copy of the survey, please ask for one in the front office.

If you have any questions regarding the study or the survey, please do not hesitate to email me at [kellydae@umd.edu](mailto:kellydae@umd.edu).

Thank you again for your time, effort, and meaningful contribution!

Sincerely,

Kelly Hennessy, MA  
Doctoral Candidate  
Dept. of Counseling and Personnel Services  
University of Maryland

## Appendix D

### Two-week Reminder Note

Date

Dear [name of participant],

Two weeks ago, you received a packet of questionnaires as part of a study I am conducting on women who are managing multiple roles. For the purpose of this study, I will be focusing on women who are employed either part-time or full-time, are married, and have a least 1 child under the age of 18 living at home.

If you have already completed and returned the survey, thank you very much for your time! If not, I would greatly appreciate your taking the time to complete and return the survey. If you need an additional copy of the survey, please ask for one in the front office.

If you have any questions regarding the study or the survey, please do not hesitate to email me at [kellydae@umd.edu](mailto:kellydae@umd.edu).

Thank you again for your time, effort, and meaningful contribution!

Sincerely,

Kelly Hennessy, MA  
Doctoral Candidate  
Counseling and Personnel Services  
University of Maryland

## Appendix E

### Gift Certificate Drawing Form and Notification of Results

To show my personal appreciation for your time and effort in completing the survey, a lottery drawing of five \$20 gift certificates to The Muffin Man will be held upon completion of this study.

YES, I am interested in being entered into the drawing for a chance to win one of five \$20 gift certificates to The Muffin Man. If I win one of these prizes, please send the cash prize to:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

NO, I am not interested in being entered into this drawing.

If you are interested in receiving a summary of the results from this study, please provide your name and the address where you would like to have the results sent below:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

😊 Thank you very much for your willingness to participate in this study. I am truly thankful for your time and effort! To ensure confidentiality, this form will be removed from your completed questionnaire and kept in a separate location.

Appendix F

Demographic Form

- 1) Age \_\_\_\_\_
- 2) Sex: Female \_\_\_\_\_
- 3) Ethnicity: \_\_\_\_\_ African American/Black  
\_\_\_\_\_ American Indian  
\_\_\_\_\_ Asian American  
\_\_\_\_\_ Latina/Hispanic  
\_\_\_\_\_ Caucasian/White  
\_\_\_\_\_ Middle Eastern/Arab American  
\_\_\_\_\_ Other (please specify) \_\_\_\_\_
- 4) Are you currently involved in a relationship with a man?  
\_\_\_\_\_ Yes  
\_\_\_\_\_ No  
If yes, for how long have you been in this relationship? \_\_\_\_\_ (in months)
- 5) Marital Status: \_\_\_\_\_ Single  
\_\_\_\_\_ Married  
\_\_\_\_\_ Separated  
\_\_\_\_\_ Divorced  
\_\_\_\_\_ Widowed
- 6) Do you have children?  
\_\_\_\_\_ Yes  
\_\_\_\_\_ No  
If yes, how many children do you have? \_\_\_\_\_  
If yes, what are the ages of all of your children? \_\_\_\_\_  
If yes, what are the ages of the children who live with you? \_\_\_\_\_
- 7) Highest level of education completed: \_\_\_\_\_ High School Degree  
\_\_\_\_\_ College Degree  
\_\_\_\_\_ Masters Degree  
\_\_\_\_\_ Law Degree  
\_\_\_\_\_ M.D.  
\_\_\_\_\_ Ph.D.  
\_\_\_\_\_ Other (please specify) \_\_\_\_\_
- 8) Are you employed \_\_\_\_\_ part-time or \_\_\_\_\_ full-time?
- 9) Approximate number of hours spent in paid employment, per week: \_\_\_\_\_



10) Job Title: \_\_\_\_\_

11) Check the category that includes your immediate family's total, *combined* annual income:

- \_\_\_\_\_ Under \$10,000
- \_\_\_\_\_ \$10,001 - \$20,000
- \_\_\_\_\_ \$20,001 - \$30,000
- \_\_\_\_\_ \$30,001 - \$40,000
- \_\_\_\_\_ \$40,001 - \$50,000
- \_\_\_\_\_ \$50,001 - \$60,000
- \_\_\_\_\_ \$60,001 - \$80,000
- \_\_\_\_\_ \$80,001 - \$100,000
- \_\_\_\_\_ Over \$100,001

## Appendix G

### Self-Efficacy for Work-Family Conflict Management Scale

Cinamon (2006)

Please rate your confidence (0 complete lack of confidence – 9 complete confidence) in your ability to perform the following behaviors successfully by circling the appropriate number. The words “work” and “job” refer to all work-related activities that you do as part of your paid employment. The word “family” refers your overall home life.

How confident are you that you could....	No Confidence									Complete Confidence
1. Attend to your family obligations without it affecting your ability to complete pressing tasks at work.	0	1	2	3	4	5	6	7	8	9
2. Fulfill your family role effectively after a long and demanding day at work.	0	1	2	3	4	5	6	7	8	9
3. Succeed in your family role although there are many difficulties at work.	0	1	2	3	4	5	6	7	8	9
4. Invest in your family role even when under heavy pressure due to work responsibilities.	0	1	2	3	4	5	6	7	8	9

## Appendix H

### Self-Efficacy for Family-Work Conflict Management Scale

Cinamon (2006)

Please rate your confidence (0 complete lack of confidence – 9 complete confidence) in your ability to perform the following behaviors successfully by circling the appropriate number. The words “work” and “job” refer to all work-related activities that you do as part of your paid employment. The word “family” refers your overall homelife.

1. Fulfill all your work responsibilities despite going through a trying and demanding period in your family life.      0   1   2   3   4   5   6   7   8   9
  
2. Invest in your job even when under heavy pressure due to family responsibilities.      0   1   2   3   4   5   6   7   8   9
  
3. Succeed in your role at work although there are many difficulties in your family life.      0   1   2   3   4   5   6   7   8   9
  
4. Focus and invest in work tasks even though family issues are disruptive.      0   1   2   3   4   5   6   7   8   9

## Appendix I

### Work Support Scale

House & Wells, 1978

For each of the following items, rate how often the persons listed generally provide support to you for work-related experiences (indicate one response for each item):

1	2	3	4	5
Rarely	Occasionally	Often	Usually	Always

#### **Family/Friends**

- \_\_\_\_\_ 1. My family/friends listen to my work-related problems.
- \_\_\_\_\_ 2. My family/friends give me useful suggestions in order to get through difficult times at work.
- \_\_\_\_\_ 3. My family/friends recognize and celebrate my work-related successes.
- \_\_\_\_\_ 4. My family/friends show concern about my job-related problems.
- \_\_\_\_\_ 5. My family/friends give me assistance in dealing with my work-related stress.

#### **Coworkers**

- \_\_\_\_\_ 6. My coworkers listen to my work-related problems.
- \_\_\_\_\_ 7. My coworkers give me aid in making work-related decisions.
- \_\_\_\_\_ 8. My coworkers give me tangible assistance in implementing my work-related ideas.
- \_\_\_\_\_ 9. My coworkers give me sound advice about problems encountered on the job.
- \_\_\_\_\_ 10. My coworkers recognize and celebrate my work-related successes.

Appendix J

Family Support Scale

House & Wells, 1978

For each of the following items, rate how often the persons listed generally provide support to you for family-related experiences (indicate one response for each item):

1	2	3	4	5
Rarely	Occasionally	Often	Usually	Always

**Family/Friends**

- \_\_\_\_\_ 1. My family/friends listen to my family-related problems.
- \_\_\_\_\_ 2. My family/friends give me useful suggestions in order to get through difficult times at home.
- \_\_\_\_\_ 3. My family/friends recognize and celebrate my family-related successes.
- \_\_\_\_\_ 4. My family/friends show concern about my family-related problems.
- \_\_\_\_\_ 5. My family/friends give me assistance in dealing with my family-related stress.

**Coworkers**

- \_\_\_\_\_ 6. My coworkers listen to my family-related problems.
- \_\_\_\_\_ 7. My coworkers give me aid in making family-related decisions.
- \_\_\_\_\_ 8. My coworkers give me tangible assistance in implementing my family-related ideas.
- \_\_\_\_\_ 9. My coworkers give me sound advice about problems encountered at home.
- \_\_\_\_\_ 10. My coworkers recognize and celebrate my family-related successes.

## Appendix K

### Work-to-Family Conflict Scale

Netemeyer, Boles, & McMurrian (1996)

Below are five statements with which you may agree or disagree. Using the 1 – 7 scale below, indicate your agreement with each item by circling the appropriate number. The words “work” and “job” refer to all work-related activities that you do as part of your paid employment. The word “family” refers to your overall home life.

**1 = strongly disagree**

**2 = disagree**

**3 = slightly disagree**

**4 = neither agree nor disagree**

**5 = slightly agree**

**6 = agree**

**7 = strongly agree**

1. The demands of my work interfere with my home and family life.

1      2      3      4      5      6      7

2. The amount of time my job takes up makes it difficult to fulfill my family responsibilities.

1      2      3      4      5      6      7

3. Things I want to do at home do not get done because of the demands my job puts on me.

1      2      3      4      5      6      7

4. My job produces strain that makes it difficult to fulfill family duties.

1      2      3      4      5      6      7

5. Due to work-related duties, I have to make changes to my plans for family activities.

1      2      3      4      5      6      7

## Appendix L

### Family-to-Work Conflict Scale

Netemeyer, Boles, & McMurrian (1996)

Below are five statements with which you may agree or disagree. Using the 1 – 7 scale below, indicate your agreement with each item by circling the appropriate number. The words “work” and “job” refer to all work-related activities that you do as part of your paid employment. The word “family” refers to your overall home life.

**1 = strongly disagree**

**2 = disagree**

**3 = slightly disagree**

**4 = neither agree nor disagree**

**5 = slightly agree**

**6 = agree**

**7 = strongly agree**

1. \_\_\_\_ The demands of my family or spouse/partner interfere with work-related activities.

1      2      3      4      5      6      7

2. \_\_\_\_ I have to put off doing things at work because of demands on my time at home.

1      2      3      4      5      6      7

3. \_\_\_\_ Things I want to do at work don't get done because of the demands of my family or spouse/partner.

1      2      3      4      5      6      7

4. \_\_\_\_ My home life interferes with my responsibilities at work such as getting to work on time, accomplishing daily tasks, and working overtime.

1      2      3      4      5      6      7

5. \_\_\_\_ Family-related strain interferes with my ability to perform job-related duties.

1      2      3      4      5      6      7

## Appendix M

### Work-to-Family Enrichment

Carlson, Kacmar, Wayne, & Grzywacz (2006)

#### Instructions:

To respond to the items that follow, mentally insert each item into the sentence where indicated. Then indicate your agreement with the entire statement using the scale provided below. Place your response in the blank in front of each item.

Please note that in order for you to strongly agree (4 or 5) with an item you must agree with the *full* statement. For example:

My involvement in my work helps me understand different viewpoints and this helps me be a better family member.

To strongly agree, you would need to agree that (1) your work involvement helps you to understand different viewpoints *AND* (2) that these different viewpoints transfer to home making you a better family member.

The words “work” and “job” refer to all work-related activities that you do as part of your paid employment. The word “family” refers to your overall homelife.

Strongly Disagree

Strongly Agree

1

2

3

4

5

\_\_\_\_\_ 1.) My involvement in my work helps me understand different viewpoints and this helps me be a better family member.

\_\_\_\_\_ 2.) My involvement in my work puts me in a good mood and this helps me be a better family member.

\_\_\_\_\_ 3.) My involvement in my work helps me to gain knowledge and this helps me be a better family member.

\_\_\_\_\_ 4.) My involvement in my work helps me feel personally fulfilled and this helps me be a better family member.



Strongly Disagree

Strongly Agree

1

2

3

4

5

\_\_\_\_\_ 5.) My involvement in my work helps me acquire skills and this helps me be a better family member.

\_\_\_\_\_ 6.) My involvement in my work makes me feel happy and this helps me be a better family member.

\_\_\_\_\_ 7.) My involvement in my work provides me with a sense of success and this helps me be a better family member.

\_\_\_\_\_ 8.) My involvement in my work makes me cheerful and this helps me be a better family member.

\_\_\_\_\_ 9.) My involvement in my work provides me with a sense of accomplishment and this helps me be a better family member.

## Appendix N

### Family-to-Work Enrichment

Carlson, Kacmar, Wayne, & Grzywacz (2006)

#### Instructions:

To respond to the items that follow, mentally insert each item into the sentence where indicated. Then indicate your agreement with the entire statement using the scale provided below. Place your response in the blank in front of each item.

Please note that in order for you to strongly agree (4 or 5) with an item you must agree with the *full* statement. For example:

My involvement in my family helps me to gain knowledge and this helps me be a better worker.

To strongly agree, you would need to agree that (1) your family involvement helps you to gain knowledge *AND* (2) that these different viewpoints transfer to home making you a better worker.

The words “work” and “job” refer to all work-related activities that you do as part of your paid employment. The word “family” refers to your overall homelife.

Strongly Disagree

Strongly Agree

1

2

3

4

5

\_\_\_\_\_ 1.) My involvement in my family helps me gain knowledge and this helps me be a better worker.

\_\_\_\_\_ 2.) My involvement in my family puts me in a good mood and this helps me be a better worker.

\_\_\_\_\_ 3.) My involvement in my family helps me acquire skills and this helps me be a better worker.

\_\_\_\_\_ 4.) My involvement in my family requires me to avoid wasting time at work and this helps me be a better worker.

Strongly Disagree

Strongly Agree

1

2

3

4

5

\_\_\_\_\_ 5.) My involvement in my family makes me feel happy and this helps me be a better worker.

\_\_\_\_\_ 6.) My involvement in my family encourages me to use my work time in a focused manner and this helps me be a better worker.

\_\_\_\_\_ 7.) My involvement in my family makes me cheerful and this helps me be a better worker.

\_\_\_\_\_ 8.) My involvement in my family helps me expand my knowledge of new things and this helps me be a better worker.

\_\_\_\_\_ 9.) My involvement in my family causes me to be more focused at work and this Helps me be a better worker.

Appendix O  
Work Satisfaction  
Hackman & Oldham (1975)

Instructions:

Below are three statements with which you may agree or disagree. Using the 1 – 7 scale below, indicate your agreement with each item by circling the appropriate number. The words “work” and “job” refer to all paid employment activities.

**1 = strongly disagree**

**2 = disagree**

**3 = slightly disagree**

**4 = neither agree nor disagree**

**5 = slightly agree**

**6 = agree**

**7 = strongly agree**

1. Generally speaking, I am very happy with my work.

1      2      3      4      5      6      7

2. I frequently think of leaving this job (Reversed scored)

1      2      3      4      5      6      7

3. I am generally satisfied with the kind of work I do in my job.

1      2      3      4      5      6      7

Appendix P  
Family Satisfaction  
Brayfield & Rothe (1951)

Below are five statements with which you may agree or disagree. Using the 1 – 5 scale below, indicate your agreement with each item by circling the appropriate number. The word “family” refers to your overall home life.

**1 = strongly disagree**

**2 = disagree**

**3 = neither agree nor disagree**

**4 = agree**

**5 = strongly agree**

1. \_\_\_\_ Most days I am enthusiastic about my family life.

1      2      3      4      5

2. \_\_\_\_ I feel fairly well satisfied with my family life.

1      2      3      4      5

3. \_\_\_\_ I find real enjoyment in my family life.

1      2      3      4      5

4. \_\_\_\_ I like my family life better than the average person does.

1      2      3      4      5

5. \_\_\_\_ I am often bored with my family life. (Reversed scored)

1      2      3      4      5

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