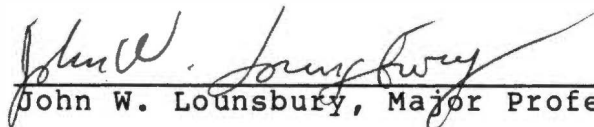
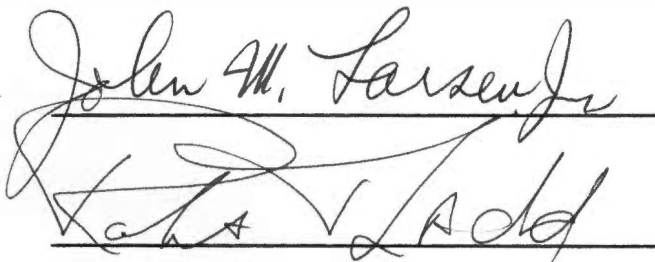


To the Graduate Council:

I am submitting herewith a dissertation written by Dianne Sheila Leader entitled "The Well-Being of Working Family Women: Demands and Rewards, Social Support and Coping with Interrole Stress." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Industrial and Organizational Psychology.


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Vice Provost and
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THE WELL-BEING OF WORKING FAMILY WOMEN:
DEMANDS AND REWARDS, SOCIAL SUPPORT
AND COPING WITH INTERROLE STRESS

A Dissertation
Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville

Dianne Sheila Leader

August 1987

DEDICATION

To my parents, Dr. Isaac and Sarah Berelowitz,
with love and gratitude.

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ABSTRACT

This study examined the relationship between the lifestyle of working family women and their well-being. Previous research had indicated that role conflict between home and work roles was common, and that it could have adverse effects on personal outcomes. One objective of the inquiry was to test previously proposed relationships between home and work demands, interrole stress and well-being. Another aim of the study was to explore the effects of including positive resources (coping behavior, social support and personal rewards) together with demands and interrole stress in examining the well-being of working family women. A conceptual framework was developed based on open social systems theory as well as the literature on stress and coping.

Participants were 665 working women who were also wives and/or mothers. Data were collected via a survey questionnaire which measured home and work demands, rewards, and social support; interrole stress and coping behaviors; and the personal outcomes of tedium (physical, mental and emotional depletion), life satisfaction and job satisfaction.

Multiple regression techniques were used to test the hypotheses. Results indicated significant relationships between (a) interrole stress and the demands of home and work life and (b) interrole stress and the indices of well-being. There was evidence of interrole stress mediating the relationship between demands and tedium. Including the positive resources in the model added to the prediction of both interrole stress and well-being.

Coping behavior, social support and personal rewards were each significantly related to (a) interrole stress, after controlling for demands, and (b) well-being, after controlling for interrole stress. Different patterns of associations were found with the various outcome measures. After accounting for demands, coping behavior added most to the prediction of interrole stress. Personal rewards obtained from home and work life were most strongly related to the indices of well-being, after the effects of interrole stress were partialled out. Coping behavior accounted for a unique portion of the variance in interrole stress, tedium, and life satisfaction, but not job satisfaction. Social support accounted for a unique portion of the variance in each index of well-being, but not of the variance in interrole stress. Implications of the findings for theory and practice are discussed.

TABLE OF CONTENTS

CHAPTER	PAGE
1. INTRODUCTION.....	1
2. REVIEW OF THE LITERATURE.....	5
Interaction of Home and Work Roles.....	5
Sex Differences.....	6
Multiple Roles and Personal Outcomes.....	8
Coping with Multiple Role Pressures.....	9
Positive Interaction.....	13
Implications of the Literature.....	15
3. GENERAL CONCEPTUAL MODEL.....	17
Overlapping Open Social Systems.....	17
Stress and Coping.....	20
Coping with Interrole Stress.....	23
Positive Interaction of Home and Work Life.....	24
Design of the Research.....	25
Interrole Stress.....	25
Well-Being.....	28
Resources.....	29
Hypotheses.....	30
Hypothesis 1.....	30
Hypothesis 2.....	30
Hypothesis 3.....	30
Hypothesis 4.....	31
Hypothesis 5.....	31
Hypothesis 6.....	31
Research Issue 1.....	32
Research Issue 2.....	32
Hypothesis 7.....	32
Hypothesis 8.....	33
Hypothesis 9.....	33
Hypothesis 10.....	33
Hypothesis 11.....	34
Hypothesis 12.....	34
Hypothesis 13.....	35
Hypothesis 14.....	35
Hypothesis 15.....	35
Research Issue 3.....	36
Research Issue 4.....	36

CHAPTER

PAGE

4. METHODOLOGY.....37

Participants.....	37
Procedure.....	43
Measures.....	44
Work and Home Demands.....	45
Work and Home Rewards.....	47
Interaction Measures.....	48
Social Support.....	51
Coping.....	52
Outcome Measures.....	55
Demographic Information.....	60
Analyses.....	61

5. RESULTS.....62

Dimensionality and Internal Consistency of the Measures.....	62
Home and Work Demands and Rewards.....	64
Interrole Interactions.....	67
Social Support.....	69
Coping.....	73
Outcome Measures.....	77
Psychometric Properties of the Scales and Descriptive Statistics.....	80
Hypothesis Testing.....	83
Hypothesis 1.....	83
Hypothesis 2.....	85
Hypothesis 3.....	86
Hypotheses 4, 5 and 6.....	90
Research Issue 1.....	93
Research Issue 2.....	100
Hypotheses 7, 8 and 9.....	109
Hypotheses 10, 11 and 12.....	111
Hypotheses 13, 14 and 15.....	112
Research Issue 3.....	114
Research Issue 4.....	137
Summary of Hypothesis Testing.....	140

CHAPTER	PAGE
6. DISCUSSION.....	145
Dimensionality of Measures.....	146
Home and Work Demands and Rewards.....	146
Interaction of Home and Work Life.....	147
Social Support.....	149
Coping.....	150
Limitations of the Study.....	153
Hypothesis Testing.....	157
Relationships Among Demands, Interrole	
Stress and Well-Being.....	157
Relationships Among Demands, Resources	
and Interrole Stress.....	160
Relationships Among Interrole Stress,	
Resources and Well-Being.....	166
Overview of Effects of the Resources....	174
Theoretical Implications.....	177
Practical Implications.....	183
LIST OF REFERENCES.....	188
APPENDICES.....	197
A: WORK DEMANDS SCALE.....	198
B: WORK REWARDS SCALE.....	199
C: HOME DEMANDS SCALE.....	200
D: HOME REWARDS SCALE.....	201
E: INTERROLE INTERACTION SCALE.....	202
F: COPING SCALE.....	204
G: SOCIAL SUPPORT SCALE.....	206
H: TEDIUM SCALE.....	208
I: LIFE SATISFACTION SCALES.....	210
J: JOB SATISFACTION SCALE.....	212
K: INTERROLE ENHANCEMENT CORRELATION MATRIX.....	214
VITA.....	215

LIST OF TABLES

TABLE	PAGE
5.1. Factor Structure of Work and Home Demands and Rewards.....	65
5.2. Factor Loadings of Home and Work Interactions...	68
5.3. Factor Structure of Social Support.....	70
5.4. Item-Scale Correlations for Home Support and Work Support Scales.....	72
5.5. Factor Structure of Coping.....	74
5.6. Factor Structure of Satisfaction Items.....	78
5.7. Descriptive Statistics and Reliability Estimates for Scales	81
5.8. Intercorrelations Among Major Variables.....	82
5.9. Regression Analysis of Interrole Stress on Home and Work Demands.....	84
5.10. Correlational Analyses of Outcome Measures with Interrole Stress.....	85
5.11. Hierarchical Regression Analysis of the Outcome Variables on Demands and Interrole Stress.....	87
5.12. Hierarchical Regression Analyses of Interrole Stress on Demands and Resources.....	92
5.13. Hierarchical and Stepwise Regression Analysis of Interrole Stress on Demands and Resources....	94
5.14. Standardized Regression Weights for Final Equation Predicting Interrole Stress.....	96
5.15. Individual Effects of Different Types of Coping in Predicting Interrole Stress.....	97
5.16. Hierarchical Regression Analyses of Interrole Stress on Demands, Resources and Interactions....	102

TABLE	PAGE
5.17. Moderated Regression Analyses for Different Types of Coping and Demands in Predicting Interrole Stress.....	104
5.18. Moderated Regression Analyses for Different Types of Support and Demands in Predicting Interrole Stress.....	106
5.19. Correlations Between Demands and Interrole Stress at High, Medium and Low Levels of Coping.....	107
5.20. Correlations Between Demands and Interrole Stress at High, Medium and Low Levels of Support.....	108
5.21. Hierarchical Regression Analysis of Tedium on Interrole Stress and Resources.....	110
5.22. Hierarchical Regression Analysis of Life Satisfaction on Interrole Stress and Resources..	113
5.23. Hierarchical Regression Analysis of Job Satisfaction on Interrole Stress and Resources..	115
5.24. Hierarchical and Stepwise Regression Analysis of Tedium on Interrole Stress and Resources.....	117
5.25. Standardized Regression Weights for Final Equation Predicting Tedium.....	119
5.26. Individual Effects of Different Types of Coping in Predicting Tedium.....	121
5.27. Individual Effects of Different Types of Support in Predicting Tedium.....	124
5.28. Hierarchical and Stepwise Regression Analysis of Life Satisfaction on Interrole Stress and Resources.....	127
5.29. Standardized Regression Weights for Final Equation Predicting Life Satisfaction.....	129
5.30. Individual Effects of Different Types of Coping in Predicting Life Satisfaction.....	130

TABLE	PAGE
5.31. Hierarchical and Stepwise Regression Analysis of Job Satisfaction of Interrole Stress and Resources.....	134
5.32. Standardized Regression Weights for Final Equation Predicting Job Satisfaction.....	136
5.33. Hierarchical Regression Analyses of Outcomes on Interrole Stress, Resources and Interactions....	138
5.34. Moderated Regression Analysis for Predicting Tedium from Interrole Stress and Different Types of Support.....	141
5.35. Correlations Between Interrole Stress and Tedium at Different Levels of Social Support.....	142
5.36. Summary of Results of Hypothesis Testing.....	143
5.37. Summary of Results of Research Issues 2 and 4...	144
A.1. Correlations of Interrole Enhancement with Major Variables.....	213

LIST OF FIGURES

FIGURE	PAGE
3.1 Systems Representation of the Life of a Working Family Woman	19
3.2 Overview Model of Hypothesized Relationships.....	26
3.3 Model of Hypothesized Role of Coping, Social Support and Rewards in Predicting Interrole Stress and Well-Being.....	27
4.1 Descriptive Data on Study Participants.....	40

CHAPTER 1

INTRODUCTION

Women's increasing participation in the paid work force is both a part of, and a contributing factor in some of today's major social changes. In the larger context, it has long been accepted that the nature and demands of work shape personal and family life (e.g., on the societal level, with industrialization came urban living; promotion within a large corporation often means the family moves to another city). We also see some reciprocal influence today, as changing social patterns are affecting the world of work (e.g., employee mobility has been reduced with the rise in dual-career marriages, Costello, 1974; high rates of divorce have resulted in more single-parent workers of both sexes, and a demand for government- or company-sponsored day care.)

The interdependence of home and work life has been highlighted with the increasing proportion of women, and particularly wives and mothers, joining the paid labor force. In 1950, only 12% of women with children under the age of six were working outside the home. By 1986 that proportion had grown to 54%, due to the changing economic

role of married women within the family and the increasing number of families maintained by women (NCJW Center for the Child report on Mothers in the Workplace, 1987). The stereotypical 'average' family, with breadwinning husband and wife taking care of domestic life, no longer reflects present-day realities. More men have more home and childcare responsibilities, while fewer have someone at home playing the traditional supportive role of wife. Women continue to shoulder responsibility for domestic life and the care of their children, whether or not they work outside of the home (Berk & Berk, 1979; Nieva, 1984). These new realities create pressures for change in the workplace, as traditional assumptions about work and workers no longer hold true. And within the family, husbands and children are finding changes in their power and dependency relationships with working wives and mothers (Safilios-Rothschild & Dijkers, 1978). So there are profound effects of the increasing employment of women, at all levels - social, organizational, family and individual. And many of the issues involved reflect the interdependence of home and work domains.

Nowhere is this interdependence more apparent than at the individual level. The working family woman must integrate occupation and home in her own life, as she is challenged to function effectively in both worlds on a daily basis. And her success or failure in managing

simultaneous work and domestic roles have consequences for her family and workplace, as well as for herself.

Recognizing the importance of this issue, researchers in the past decade have begun to study the interdependence of home and work life from a psychological perspective. Many men and women report conflict between home and work, and difficulties in integrating job and family life (Crouter, 1984; Pleck, Staines & Lang, 1980). The empirical literature has focused on defining interrole conflict, investigating its antecedents and structure, and establishing how it relates to important work and nonwork outcomes. Findings have confirmed the relevance of this issue to the lives of many, and that interrole conflict and overload can be associated with negative personal, family and work outcomes (Kopelman, Greenhaus & Connolly, 1983; Thompson, 1984). Some research has also been done on how people cope with interrole conflict, and conceptual models have been proposed (Beutell & Greenhaus, 1982, 1983; Hall & Hall, 1979). However, the literature is not well integrated, and the empirical findings have not formed a coherent picture.

The present inquiry was based on the proposition that one reason for the inconsistencies in the literature in this field is that the focus has been too narrow. Not only should negative work-home interaction be investigated, but also the potentially positive aspects of a multiple-

role life-style, including how the difficulties are managed. Only by looking at the broader picture will it be possible to understand how the the well-being of working family women, and others, is related to filling home and work roles simultaneously. To that end, in the present study the following were explored:

(a) some relationships suggested in the literature between life conditions, interrole stresses and the well-being of working family women and

(b) whether, and how, some potentially positive resources (coping behaviors, social support and the rewards provided by home and work life) affected these relationships.

A conceptual approach was developed to integrate previous research on the topic and guide the testing of hypotheses in the current study. Open social systems theory was used as the framework for analyzing the situation of working family women, and relevant theory in the general areas of stress and coping were applied. The aim was to contribute to the field a broader perspective, as well as empirical data, on how multiple roles and personal outcomes are related. And given the practical importance of the topic, it was hoped to learn something that could be useful in enhancing the well-being of working family women in the United States.

CHAPTER 2

REVIEW OF THE LITERATURE

Interaction of Home and Work Roles

Work and family life have traditionally been studied separately by psychologists in the past. However, economists and sociologists have looked at their interdependence in studying, for example, the relationship between divorce rates and occupation, or fertility and labor force participation (Nieva, 1984). More recent psychological investigations, each from within its own domain of work or home, have studied the impact of 'external' variables from the other; for example, the effect of maternal employment on children (Hoffman, 1974), or the relationship between stressful life events and organizational behavior (Bhagat, 1983). In the last decade a literature has begun to develop that deals directly with the interplay of personal and occupational life at the individual level. It is upon this work that the present study is based. The area is still at an early stage of growth, but a picture is emerging from the data collected so far that provides a context for further research.

When asked, many people (of both sexes) report conflict among their work and home roles (Crouter, 1984;

Gray, 1983; Heckman, Bryson & Bryson, 1977; Johnson & Johnson, 1977; Mortimer, 1980; Pleck, Staines & Lang, 1980). These reflect both role overload (too many demands altogether from the environment) and specific interrole conflicts (incompatible demands for time, effort or behavior from the individual, such as needing to be in two places at the same time). These conditions have been associated with experienced stress (Thompson, 1984), unhappiness (Hall & Gordon, 1973), dissatisfaction with work and home life (Kopelman, Greenhaus & Connolly, 1983; Staines & O'Connor, 1980), and impaired physical health (Cooke & Rousseau, 1984), although not invariably.

Sex Differences

In a number of studies it has been reported that women experience more interrole conflict than men (Bohen & Viveros-Long, 1981; Crouter, 1984; Keith & Shafer, 1980), and it is suggested that this is an outcome of traditional sex-role stereotyping and division of labor in the family (Nieva, 1984). The evidence is that women still bear major responsibility for filling home roles such as housekeeping and child care, whether or not they work outside the home, and that husbands of employed women are no different from other men in the amount of household work they do (Berk & Berk, 1979; Bryson, Bryson & Johnson, 1978; Hofferth &

Moore, 1979; Pleck, 1977; Walker, 1970). This may be changing as more couples are adapting to the demands of a dual-career lifestyle. (For example, the problems and attempted solutions of rolesharing couples have been studied by Haas, 1980, who also commented on the difficulty she had in finding subjects with egalitarian marriages to study!) Meanwhile the traditional sex linkage of home and work roles may underlie apparent sex differences in interrole conflict. Family stage, for instance, has been found to be a critical variable related to interrole stress (Beutell & Greenhaus, 1980; Crouter, 1984). In these studies, more intense conflict is associated with responsibility for the care of young children, which is still usually the province of women.

Not all studies report more interrole conflict for women. Some researchers have found different patterns of interrole pressures for men and women (Herman & Gyllstrom, 1977; Pleck et al., 1980), or no differences in the amount or type of conflict reported (Holahan & Gilbert, 1979; Wiley, 1983). Since the role of sex differences is not clear from the empirical evidence, and conceptual analyses (Nieva, 1984; Pleck, 1977) strongly suggest the situations of working men and women are not psychologically equivalent, the current study was limited to exploring interrole conflict in working family women. Other researchers have focused on employed family men (Barling,

1986a, 1986b; Barling & Rosenbaum, 1986), and found that the issue of interaction between home and work roles is no less relevant to husbands and fathers than it is to wives and mothers.

Multiple Roles and Personal Outcomes

The concern prompting the present research was how the individual's well-being is affected by having to manage simultaneous home and work roles. The literature cited above indicates that overload and conflict, both stressful conditions, are often associated with having multiple roles, and this could have detrimental effects on the individual. Several studies have indeed found negative relationships between interrole conflict and satisfactions in both the work domain (Jones & Butler, 1980; Pleck et al., 1980; Staines & O'Connor, 1980) and the home realm (Burke, Weir & DuWors, 1979, 1980a, 1980b; Kopelman et al., 1983; Pleck et al., 1980; Staines & O'Connor, 1980). There is also some evidence of a negative association between interrole conflict and physical and mental health (Coburn, 1978; Cooke & Rousseau, 1984; Keith & Shafer, 1980).

However, these relationships are not always found consistently. For example, Coburn (1978) found no relationship between interrole conflict and job satisfaction or self-reported physical health, although an

association was found with psychosomatic symptoms. Where more detailed analyses have been undertaken, different patterns of relationships have been reported for different subgroups of subjects, such as parents/nonparents (Holahan & Gilbert, 1979) or men/women (Keith & Shafer, 1980). Where specific types of interrole conflict have been differentiated, relationships with outcome measures have varied (Wiley, 1983). And where consistent associations have been found, the statistically significant indices are frequently low enough to suggest that a great deal of variance in the outcome measures remains to be explained (indices of around .2 are commonly reported). So far it seems fair to conclude that multiple roles are often associated with overload and conflict, and that these conditions can be related to negative personal outcomes in some circumstances. However, the relationship between multiple roles and personal outcomes is a complex one which needs more detailed investigation.

Coping with Multiple-Role Pressures

More thorough examination of the link between multiple roles and individual well-being has begun by including 'coping' as a key variable to be studied. Since there is no strong, consistent relationship between multiple-role pressures and their potential negative

consequences, then it is feasible that how the individual copes with the pressures is a critical factor affecting outcomes. Kopelman et al. (1983) even suggest that effective coping may be a more powerful determinant of role and life satisfaction than how much pressure and conflict is generated by the person's circumstances. It is certainly tenable that effective coping with the sources of conflict and overload may mitigate some negative effects of filling multiple roles. Staines & Pleck (1986), for example, found that flexibility of work schedules moderated the negative effects of nonstandard work schedules on family life, with a more pronounced effect for women than men.

Hall (1972) and Hall & Hall (1979) have provided a methodology, measure, and model of coping with interrole conflict that have been the basis for most efforts in this area (Beutell & Greenhaus, 1982, 1983; Gray, 1983; Hall, 1972; Harrison & Minor, 1978; Schacher & Gilbert, 1983; Thompson, 1984). Based on Levinson's (1959) conceptualization of roles, three types of coping were defined that could intervene at different points in the role process. Structural role redefinition, or Type I coping, involved changing the demands on the individual by altering the role requirements themselves, as well as by renegotiating what others expect, e.g. eliminating activities, problem-solving with others. Type II coping

was called personal role redefinition, and involved the individual changing her own conception of what was required, e.g., changing attitudes towards roles. Using Type III, or reactive coping behavior, a person would attempt to meet all role demands, accepting them as given. Examples include planning, working harder and using no conscious strategy.

The results of using this paradigm, and the scales based upon it, have so far been quite disappointing as far as clarifying the relationships among multiple-role pressures, coping and personal outcomes. There is some evidence that choice of coping strategy is related to type of interrole conflict (Harrison & Minor, 1978); that the use of different strategies is associated with satisfaction with coping (Gray, 1983); and that effective coping with interrole conflict can be an important source of role and life satisfaction (Beutell & Greenhaus, 1982; Hall, 1972). Paradoxically, the reportedly most widely-used type of coping (Reactive, or Type III) is perceived as the least effective (Beutell & Greenhaus, 1983; Hall, 1972; Schacher & Gilbert, 1983). Thompson (1984) also obtained results that appeared paradoxical in terms of Hall's paradigm, and it appears that a revised approach is needed.

The major contributions of the Halls' research on coping with interrole conflict have been (a) basing the work on relevant theory, (b) collecting data in the field

using an open-ended format, and (c) stimulating others to pursue the topic, with improved methodology. However, the categorization scheme has been problematical. It appears to have been largely 'taken on faith' by researchers until now. Little work has been done to demonstrate its validity, and what has been reported has not been particularly supportive. Factor analyses, when they have been attempted, have not generally confirmed the theoretical structure, nor has its validity been convincingly demonstrated in field investigations. 'Reactive coping' in particular appears to include a variety of heterogeneous coping behaviors, such as planning and scheduling on the one hand, and doing nothing in particular to take care of conflicts on the other. In the absence of other evidence, practical considerations would suggest that these strategies could function very differently. On the other hand, items in this category are reported most frequently by working women as coping techniques that they use to deal with interrole conflicts. And the open-ended method used in deriving the items ensures that they are meaningful responses, rather than theoretically-constrained forced choices. All of this suggests that the topic is worth exploring further, but that the model and measures need to be reexamined. This issue will be dealt with in Chapter 3 in developing an integrated conceptual approach for the present research.

Positive Interaction

A totally different approach to the riddle of the relationship between multiple roles and personal well-being is to look at the neglected 'other side of the coin', the positive aspects of filling work and home roles simultaneously. So far, the research has focused on the conflict and stress associated with multiple roles, and to a lesser extent on coping with the difficulties. Yet it is likely that what is gained from the various roles may affect experienced pressures and personal outcomes as well, and that home and work roles might reinforce one another in some ways rather than, or in addition to causing conflicts.

The empirical literature in psychology has not directly addressed the issue of whether rewards and resources gained from participating in home and work roles offset interrole conflict or its potentially adverse consequences. However there is some epidemiological evidence that filling a variety of social roles is associated with better physical health (Verbrugge, 1983) and reduced depression (Aneshensel, Frerichs & Clark, 1981). In Verbrugge's study, marriage and employment were clearly associated with better physical health, parenthood less definitely, and people with the greatest number of roles appeared to have the best health. Family and work roles tended to be associated with reduced depression in

the Aneshensel et al. study, particularly for men. The causal direction of these relationships is unknown, and it may be that physically and mentally healthier people are simply more likely to fill multiple roles. But certainly this evidence suggests that it is worth examining at the individual level whether multiple roles might also have beneficial effects on well-being.

Nieva (1984) and Piotrkowski (1981) have both proposed that this overlooked possibility of mutual enhancement of multiple roles should be examined. Billings & Moose (1982) and Burke & Bradshaw (1981) have suggested that some roles may buffer the stresses of others; in particular, that social support gained from participating in role systems may moderate the effects of other sources of stress on well-being. A recent study on employed mothers in South Africa gives some evidence supporting this view. Suchet and Barling (1986) found that spouse support moderated the negative effects of interrole conflict on marital functioning, and also had a direct effect on interrole conflict itself.

Social support has been widely studied in the general literature on stress, and a positive association with well-being has been clearly established (see Cohen & Wills, 1985 for a review). There has been support for both major models in this area; the main-effect model, which proposes an overall beneficial effect of social support on

well-being, and the buffering model, which posits that social support protects individuals from the potentially adverse effects of stressful events. It appears that different processes operate under different conditions. Studies that measure social integration per se generally support the direct-effect model. Empirical evidence for a buffering model is usually found when the following conditions are met: (a) studies are methodologically and statistically rigorous (b) support that is perceived to be available is measured, and (c) the type of support enhances broadly useful coping abilities.

The literature on social support and how it is involved in the stress process indicates this may well be a relevant factor to consider in studying the beneficial effects of multiple roles on well-being, and that both the direct and interactive models are worth exploring.

Implications of the Literature

The literature indicates that interrole stress is a frequent concomitant of filling multiple home and work roles, both for men and women, although the specifics may vary. Negative effects have been reported on outcomes that are important in the work domain, as well as for personal and family life. However, there is a lot of variability in these relationships that remains to be explained. How

individuals cope with their situation is one aspect that has begun to be explored. Improved theoretical models and measures are needed for further empirical work, but investigations so far have indicated this question is relevant to working family women, and worth pursuing further.

Epidemiological studies showing an association between multiple roles and good health suggest that the positive aspects of home and work roles should be included in studies of their relationship with well-being. The literature on social support indicates that this might be an important 'positive' variable to begin with, since there is evidence of a stress-buffering as well as a direct general positive effect of social support on well-being.

Based on the literature review, in the present study both positive and negative aspects of the working family woman's situation will be dealt with, in exploring how multiple roles and personal well-being are related. Coping behavior, social support and personal rewards from home and work life are the positive resources included in the present inquiry, together with the demands, conflicts and overload associated with holding multiple roles.

CHAPTER 3

GENERAL CONCEPTUAL MODEL

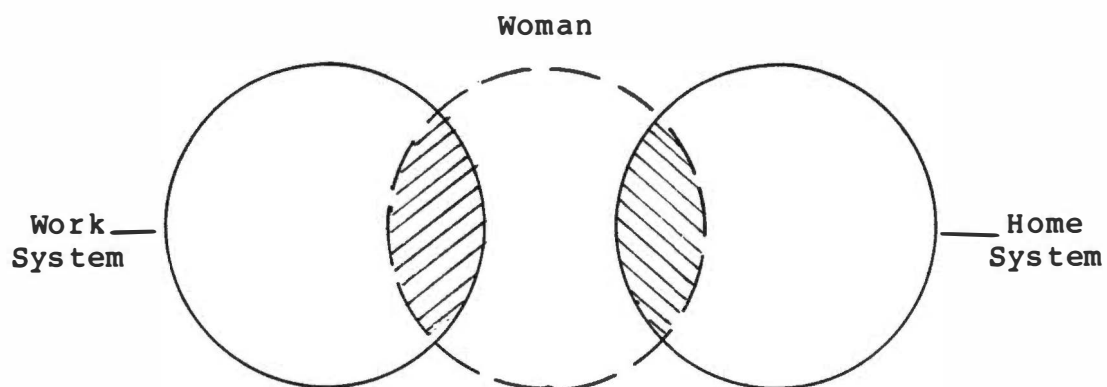
Overlapping Open Social Systems

Both the work situation and the family can be viewed as open social systems (Katz & Kahn, 1966, 1978). Each consists of a group of people performing certain activities reliably and cyclically, which both maintains the system internally and keeps it functioning in an exchange relationship with its environment. Each individual's expected activities form a role in that system, and each role occupant must enact this role, at least minimally, for the system to continue. Some key points for our purposes are

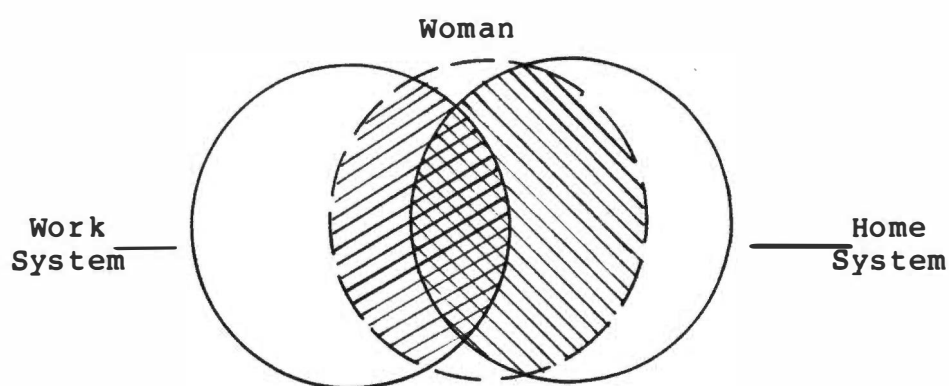
1. Role behavior is required for the system to function.
2. Expectations about role behavior are conveyed to role occupants by others ('role senders').
3. Beliefs about what the role and role senders require guide the individual's role behavior.
4. Each member is only 'partially included' in the system, i.e., each has other aspects of self, life, and behavior that are outside of the system.
5. The system is open to the environment in a

number of ways, including being affected by its members from inside, and by the changing requirements of the outside world.

The present study focuses on the working family woman, who is partially included in two ongoing systems, and has one or more roles to play in each. Each role makes demands of the individual. Some are objective, in the sense of activities needed to keep the system functioning. Some are expectations that she has for herself of how the role should be enacted, and others are the expectations of role senders that are communicated to her. The present research focuses on the life of the individual woman, which can be pictured as an energy flow in time, spanning the work and family systems in which she participates (Figure 3.1). In Figure 3.1(A) there is no overload or conflict associated with multiple roles. Figure 3.1(B) represents the situation where both are involved: overload in that work and family demands together exceed the total time and energy the individual has available, and conflict in that the larger systems also compete with each other for her time and energy. One point in the current study is that a more complete representation of the situation would also include what the individual gains from participating in each sphere, for example, personal rewards, as well as access to resources such as social support, money, skills or other means of facilitating role behaviors.



(A) Illustrating No Interrole Stress



(B) Illustrating Interrole Conflict and Overload



Time and energy required of woman
by the work system



Time and energy required of woman
by the home system

Figure 3.1. Systems Representation of the Life of a Working Family Woman.

From the individual's point of view, the problem with simultaneously filling home and work roles lies in the fact that any human being has limited resources of time and energy, while role fulfilment in each system requires both. It takes time as well as a certain amount of physical, mental and/or emotional energy from each participant in a social system to keep it functioning. And these system requirements are without reference to other demands made upon the same individual from the 'external' world. However, the external world has its effects on any open system because the people in it are only partially included. Therefore anything that influences the ability of participants to fulfil their roles can affect the functioning of the system. This framework for understanding the situation of the working family woman clarifies what is established in the empirical literature - that interrole conflict and overload are widespread among working family men and women, and can be associated with important personal, work-related and family outcomes.

Stress and Coping

Implicit in the literature review on multiple roles in Chapter 2 is the idea that 'stress' and 'coping' are concepts that can appropriately be applied to the situation of the working family woman. These terms have been used in

many ways in discussing the relationship between living creatures and their environments, from very broad conceptualizations which include instinctive reactions to threat as 'coping with stress' (Silver & Wortman, 1980), to more specific definitions associated with a variety of perspectives, for example, focusing on the functions, styles or strategies of coping with variously-defined types of threat.

One major orientation to stress and coping, developed by Lazarus and his associates (Folkman, 1982, 1984; Lazarus, 1981), defines stress as 'a relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources, and as endangering his or her well-being.' Coping refers to 'cognitive and behavioral efforts to master, reduce or tolerate the internal and/or external demands that are created by the stressful transaction.' Stress and coping are therefore conceptualized as part of a dynamic interaction between a person and the situation they're in. The individual's perception of environmental demands is critical in defining the situation as stressful, in addition to her beliefs about whether she can meet them.

This approach to stress and coping is readily applied to the situation of the working family woman. 'Interrole stress', by this definition, accurately describes the situation where multiple role demands are

perceived as a threat by the working family woman, when she feels unable to meet them. And 'coping with the situation' then refers to any cognitive or behavioral attempts she makes to reduce the perceived discrepancy between what is demanded of her and what she believes she can do. Coping would include efforts to change the actual role demands in either or both domains; to change her perception of those demands or of her ability to meet them; or actually to increase her resources to deal with the demands of multiple roles. What makes this model particularly suited to the multiple role situation is its definition of stress in terms of perceptions, beliefs, environmental demands and individual resources. These all form part of the analysis, presented at the beginning of this chapter, of the situation of working family women in terms of multiple roles within overlapping open social systems.

Finding that a widely-accepted model of stress and coping is applicable to the situation of working family women allows one to draw on the vast existing literature for insights and hypotheses that might be relevant to the present issues, based on what is known about the workings and effects of stress and coping. For example, the stress response is known to include physical, mental and emotional aspects, which suggests it would be appropriate to look at all these levels of outcomes in research on interrole conflict. Coping and social support are variables that

have been fruitfully studied with reference to stress, which further indicates they may be of value in investigating multiple roles. And in developing operational measures of the exploratory variables being studied, such an integrated conceptual approach is a valuable guide to scale construction.

Coping with Interrole Stress

Reviewing the literature on coping in general, it is apparent that fruitful empirical studies depend on a thorough analysis of the specific situation involved (see Pearlin, Menaghan, Lieberman & Mullan, 1981, for an example). Greenhaus & Beutell (1985) have provided such an analysis of the sources of conflict between work and family roles, based on a review of the literature, which provides the basis for a specific working model in operationalizing stress and coping in the present research. They delineate three types of incompatible role pressures from work and family, viz., time-based, strain-based and behavior-based conflicts. These originate from requirements for time and timing from each domain, for a certain amount of effort, and various types of behavior respectively. This framework describes work and home life in terms of the specific time and energy demands involved, interrole stress in terms of the overload and conflicts generated, and coping in terms

of reducing the environmental demands or dealing directly with the specific types of stress generated.

Positive Interaction of Home and Work Life

So far, the conceptual model presented of the working family woman's situation has dealt with what this life-style takes from the individual. The present research specifically includes a look at what it may give to a person as well, and the effects this might have on personal outcomes. Since an open social system needs people enacting roles in order to continue operating, it must attract and retain individuals to perform this function. This is done by providing rewards of various kinds, and it is the province of motivation theory to explore what type of rewards it takes to get people involved in social systems and fulfilling their roles at least to the degree demanded by the system for survival.

Both home and work systems potentially offer the working family woman opportunities for fulfilment of her many human needs, and each system also offers the possibility of providing resources that could be useful in enacting roles in the other. The current research therefore draws upon the psychological literature in the field of motivation to include in the model some measure of the extent to which each domain is experienced as

rewarding, independent of its being experienced as demanding. The conceptual analysis also suggests one should include some measure of the extent to which home and work life are mutually enhancing. For example, one system might benefit the other by the woman learning skills that are relevant to her role in the other, or by making her happy so that she behaves constructively in the other realm. In particular, access to a social network is provided by participating in a social system. Social support may be rewarding in itself, by meeting needs for interaction, warmth, the esteem of others, etc. It may also be a means of obtaining needed resources to cope with a demanding lifestyle, such as money, practical help, expertise, comfort or advice, etc.

Design of the Research

Figure 3.2 illustrates the design of the research by providing an overview model of the hypothesized relationships among variables included in the study. Figure 3.3 illustrates hypotheses 4 through 15 in greater detail.

Interrole Stress

This is the key variable in the model, upon which all hypothesized relationships depend. Two major classes

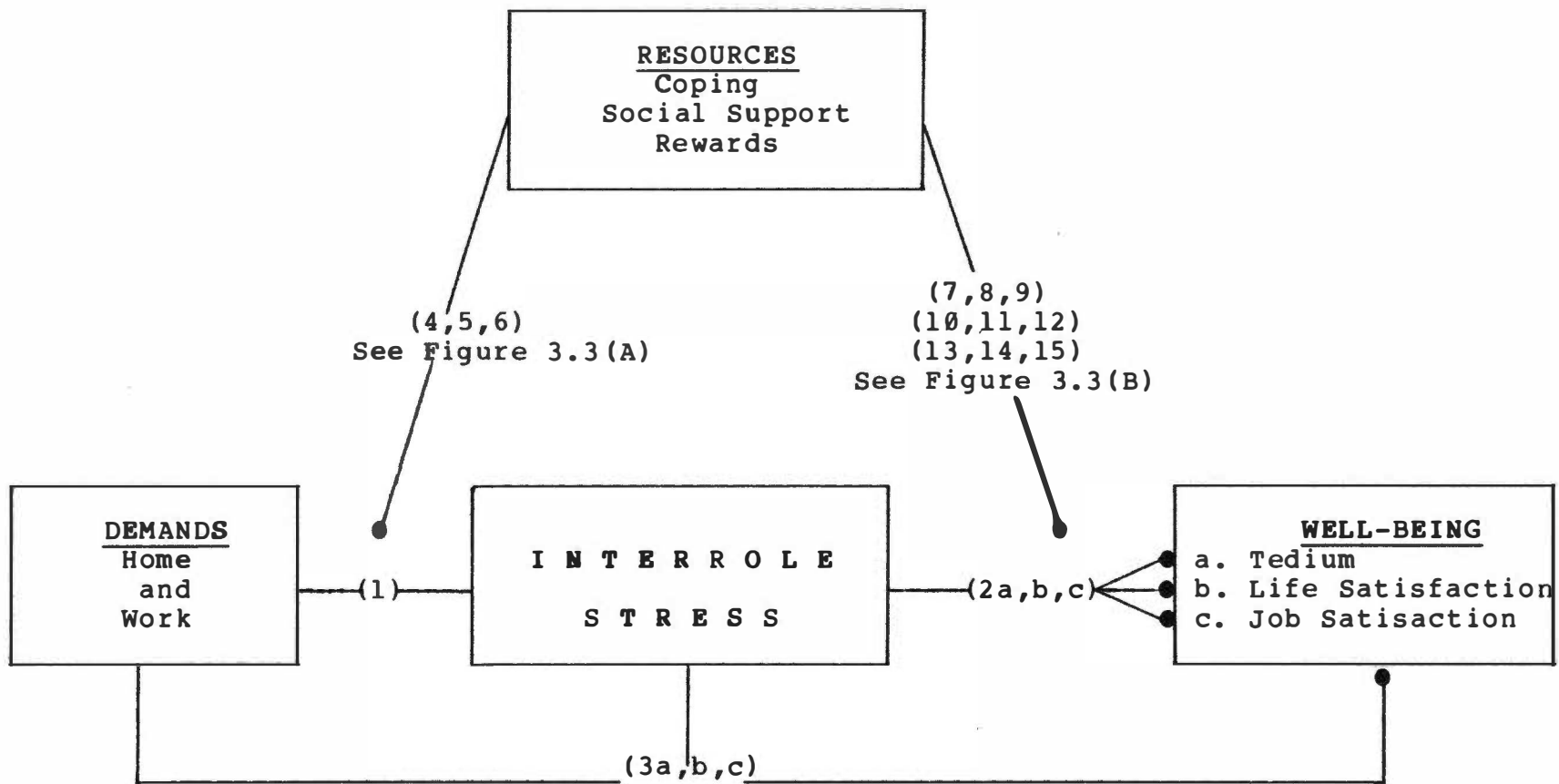
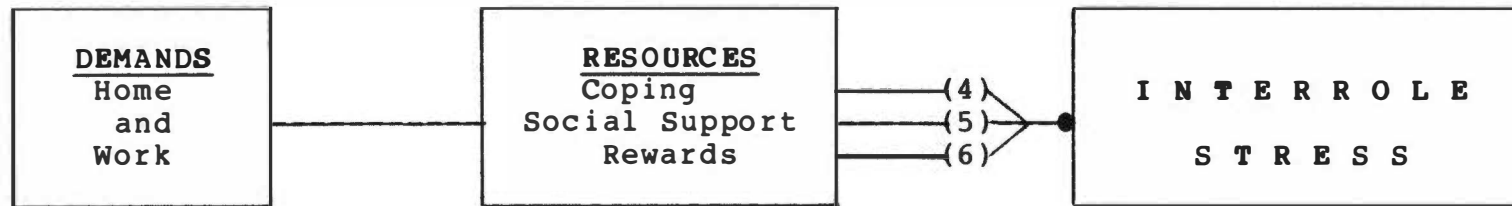
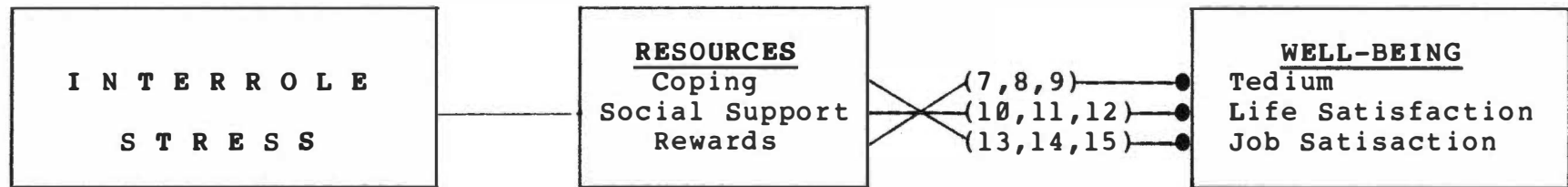


Figure 3.2. Overview Model of Hypothesized Relationships.



(A) Hypotheses Predicting Interrole Stress after Accounting for Demands.



(B) Hypotheses Predicting Well-Being after Accounting for Interrole Stress.

FIGURE 3.3. Model of Hypothesized Role of Coping, Social Support and Rewards in Predicting Interrole Stress and Well-Being.

of relationships were explored. The model suggests that home and work demands should predict the experienced level of interrole stress (hypothesis 1), and that interrole stress should predict the individual's level of well-being (hypothesis 2). Hypothesis 3 explores whether interrole stress can be regarded as mediating a relationship between the demands of a working family woman's life and her state of well-being. Hypotheses 4 through 15 deal with the effects of other variables on the proposed relationships between interrole stress, demands and well-being.

Well-Being

The 'personal outcomes' in the conceptual discussion are subsumed under the label of well-being. Three indices of well-being were included in the study. They are described more fully in Chapter 4. The first is a measure labeled 'tedium', defined as a state of physical, mental and emotional exhaustion due to prolonged exposure to an environment that is experienced as stressful. While the label does not appear to be apt, given its very different connotations in common English, the concept seems most appropriate for present purposes, and is discussed in greater detail on page 55. In particular, its inclusion of physical, mental and emotional components is in keeping with the conceptual approach to interrole stress discussed in the present chapter. Life satisfaction and job

satisfaction were the other two indices of well-being included in the study, representing the individual's own evaluation of her life, as well as being measures that span the home, work and purely personal domains. The underlying criteria in selecting these three indices of well-being were (1) to capture concisely a woman's level of functioning in a way that was relevant to herself, her family and her work environment, and (2) to use established measures with evidence of construct validity, so that the findings of the research could be related to existing knowledge about these outcomes.

Resources

These represent the novel and exploratory aspects of the present research. The literature review in Chapter 2, and the conceptual model developed in the present chapter suggested that coping, social support and personal rewards were good candidates to represent the constructive aspects of multiple roles in investigating interrole stress and its relationship with well-being. The effects of these resources in predicting interrole stress after accounting for demands, and well-being after accounting for interrole stress, are explored in Hypotheses 4 through 15. The general concept is to investigate whether including these resources in the model together with the negative interaction of home and work roles will provide a better

understanding of how multiple roles affect the well-being of working family women.

Based on the conceptual model, it was also planned to include interrole enhancement as a fourth resource in this investigation, but a pilot study (described in detail in Chapter 4) contraindicated doing so.

Hypotheses

Hypothesis 1

Home and work demands significantly predict interrole stress.

Hypothesis 2

Interrole stress significantly predicts

- a. tedium
- b. life satisfaction (inverse association)
- c. job satisfaction (inverse association)

Hypothesis 3

Interrole stress mediates the relationships between demands and

- a. tedium
- b. life satisfaction
- c. job satisfaction

Hypothesis 4

a. Coping adds significantly to the prediction of interrole stress, after accounting for demands.

b. Among the resources considered, coping makes a unique contribution to predicting interrole stress. That is, coping adds significantly to the prediction of interrole stress after accounting for the effects of social support and rewards, in addition to demands.

Hypothesis 5

a. Social support adds significantly to the prediction of interrole stress, after accounting for demands.

b. Among the resources considered, social support makes a unique contribution to predicting interrole stress. That is, social support adds significantly to the prediction of interrole stress after accounting for the effects of coping and rewards, in addition to demands.

Hypothesis 6

a. Rewards add significantly to the prediction of interrole stress, after accounting for demands.

b. Among the resources considered, rewards make a unique contribution to predicting interrole stress. That is, rewards add significantly to the prediction of interrole stress after accounting for the effects of coping and social support, in addition to demands.

Research Issue 1

What are the relative effects of coping, social support and rewards in adding to the prediction of interrole stress, after accounting for demands, and what is their combined effect?

Research Issue 2

Aside from the direct effects hypothesized, is there any evidence for moderating effects of the resources (coping, social support and rewards) on the relationships between demands and interrole stress?

Hypothesis 7

a. Coping adds significantly to the prediction of tedium, after accounting for the effect of interrole stress.

b. Among the resources considered, coping makes a unique contribution to predicting tedium. That is, coping adds significantly to the prediction of tedium after accounting for the effects of social support and rewards, in addition to interrole stress.

Hypothesis 8

a. Social support adds significantly to the prediction of tedium, after accounting for the effect of interrole stress.

b. Among the resources considered, social support makes a unique contribution to predicting tedium. That is, social support adds significantly to the prediction of tedium after accounting for the effects of coping and rewards, in addition to interrole stress.

Hypothesis 9

a. Rewards add significantly to the prediction of tedium, after accounting for the effect of interrole stress.

b. Among the resources considered, rewards make a unique contribution to predicting tedium. That is, rewards add significantly to the prediction of tedium after accounting for the effects of coping and social support, in addition to interrole stress.

Hypothesis 10

a. Coping adds significantly to the prediction of life satisfaction, after accounting for the effect of interrole stress.

b. Among the resources considered, coping makes a unique contribution to predicting life satisfaction. That is, coping adds significantly to the prediction of life satisfaction after accounting for the effects of social support and rewards, in addition to interrole stress.

Hypothesis 11

a. Social support adds significantly to the prediction of life satisfaction, after accounting for the effect of interrole stress.

b. Among the resources considered, social support makes a unique contribution to predicting life satisfaction. That is, social support adds significantly to the prediction of life satisfaction after accounting for the effects of coping and rewards, in addition to interrole stress.

Hypothesis 12

a. Rewards add significantly to the prediction of life satisfaction, after accounting for the effect of interrole stress.

b. Among the resources considered, rewards make a unique contribution to predicting life satisfaction. That is, rewards add significantly to the prediction of life satisfaction after accounting for the effects of coping and social support, in addition to interrole stress.

Hypothesis 13

a. Coping adds significantly to the prediction of job satisfaction, after accounting for the effect of interrole stress.

b. Among the resources considered, coping makes a unique contribution to predicting job satisfaction. That is, coping adds significantly to the prediction of job satisfaction after accounting for the effects of social support and rewards, in addition to interrole stress.

Hypothesis 14

a. Social support adds significantly to the prediction of job satisfaction, after accounting for the effect of interrole stress.

b. Among the resources considered, social support makes a unique contribution to predicting job satisfaction. That is, social support adds significantly to the prediction of job satisfaction after accounting for the effects of coping and rewards, in addition to interrole stress.

Hypothesis 15

a. Rewards add significantly to the prediction of job satisfaction, after accounting for the effect of interrole stress.

b. Among the resources considered, rewards make a unique contribution to predicting job satisfaction. That is, rewards add significantly to the prediction of job satisfaction after accounting for the effects of coping and social support, in addition to interrole stress.

Research Issue 3

What are the relative effects of coping, social support and rewards in adding to the prediction of outcomes (tedium, life satisfaction and job satisfaction), after accounting for interrole stress, and what is their combined effect?

Research Issue 4

Aside from the direct effects hypothesized, is there any evidence for moderating effects of the resources on the relationships between interrole stress and the outcomes?

CHAPTER 4

METHODOLOGY

Participants

The participants in the study were working family women. To qualify for inclusion a woman had to meet two criteria:

1. working for money on a regular basis, either full- or part-time, and
2. either being married, or having child/ren under the age of eighteen living with her, or both.

The intention was to ensure that all subjects were filling roles simultaneously in a home and a work system.

Participants were recruited in two different ways, either through their work or their personal environment. Women of at least a white-collar occupational level were targeted, as the research materials required a minimum high school standard of education. Given that this was exploratory research on a conceptually developing topic, the sampling strategy was to include as varied a group of women as possible by accessing diverse social and employment settings.

Employees at the downtown office tower of a large regional telephone company formed a substantial portion of

the subject pool. Sign-up sheets were posted in the ladies' rooms on each of the 44 floors of the building for one day, and surveys mailed to the 495 women who volunteered to receive them. Thirty questionnaires were distributed to workers at the head office of a local utility, at a meeting of their in-house women's group. Others were distributed at a national hotel and catering trade show. This ensured that at least half the potential subject group worked for large corporations. Employees of smaller and nonbusiness organizations were accessed by visiting a variety of small business offices, diverse community organizations, schools, a university, medical buildings, and a local hospital to distribute surveys to wives or mothers among the workers. Twenty questionnaires were distributed at day-care centers to the mothers of children who were being cared for there, to ensure the inclusion of some working mothers of young children in the sample. Professional women were recruited from attendees at meetings of business and professional women, and those in private practice were approached and asked to distribute surveys to some of their colleagues. A particular effort was made to include some self-employed women in the sample. To access participants through their nonwork settings, willing subjects were asked to distribute two or three questionnaires to their friends, men were given surveys for their wives or social acquaintances who

met the criteria, some health professionals volunteered to ask their clients to participate, and mothers of school children were recruited at school-related meetings.

Of the 1080 questionnaires distributed, 685 were returned, a response rate of 63%. Eighteen subjects were eliminated from the sample because they did not meet the specified criteria (one was unemployed, the others were neither married nor mothers of children under the age of eighteen), and two questionnaires were received too late for inclusion. The analysis sample therefore comprised 665 working family women. The majority of subjects (83%) were married, in their thirties (53%), and most had children under eighteen (73%), usually one (35%) or two (29%). Ninety eight women (15%) were single parents. Only 7% of the participants were self-employed; most subjects worked for an organization, and they were about evenly split among three classes of occupations, viz., clerical/office, managerial/administrative and professional/technical. The women in this sample were generally full-time workers (90%) with fixed schedules (75%). Relatively highly educated (80% had had at least some college education), most subjects (80%) earned between 10 and 40 thousand dollars per year. Figure 4.1 presents a detailed description of the sample in terms of the biographical data collected.

	<u>FREQUENCY</u>	<u>PERCENT</u>
<u>AGE:</u>		
under 20	0	0.0
20-29	133	20.0
30-39	349	52.5
40-49	153	23.0
50-59	22	3.3
60-69	8	1.2
over 69	0	0.0
<u>MARITAL STATUS</u>		
single	13	2.0
married	554	83.3
separated	7	1.1
divorced	77	11.6
widowed	1	.2
living with a life partner	13	2.0
<u>NUMBER OF CHILDREN UNDER 18 LIVING AT HOME</u>		
0	180	27.1
1	233	35.0
2	191	28.7
3	50	7.5
4	7	1.1
5	3	.5
6	1	.2
<u>AGE OF YOUNGEST CHILD UNDER 18 LIVING AT HOME FULLTIME</u>		
under 3	132	19.9
3-5	94	14.2
6-8	64	9.7
9-11	60	9.1
12-14	64	9.7
15-17	49	7.4
none	202	30.4

Figure 4.1. Descriptive Data on Study Participants.

	<u>FREQUENCY</u>	<u>PERCENT</u>
<u>EMPLOYER</u>		
self	43	6.5
organization	608	91.4
<u>JOB</u>		
laborer	1	.2
operative	2	.3
service worker	2	.3
craft worker	6	.9
sales	17	2.6
office, clerical	215	32.4
manager, administrator, or proprietor	211	31.7
professional or technical	210	31.6
<u>TIME WORKED</u>		
full time	596	89.6
part time	67	10.1
<u>HOURS</u>		
flexible	144	21.7
fixed	495	74.4
shifts	21	3.2
<u>HIGHEST FORMAL EDUCATION</u>		
some high school	4	.6
completed high school	109	16.4
technical school	25	3.8
some college	181	27.2
completed college	153	23.0
some graduate work	56	8.4
higher degree	130	19.5

Figure 4.1 (Continued)

	<u>FREQUENCY</u>	<u>PERCENT</u>
<u>ANNUAL FAMILY INCOME</u>		
under \$10 thousand	2	.3
10-20	24	3.6
20-30	73	11.0
30-40	96	14.4
40-50	128	19.2
50-75	208	31.3
over \$75 thousand	122	18.3
<u>ANNUAL PERSONAL INCOME</u>		
under \$10 thousand	23	3.5
10-20	148	22.3
20-30	256	38.5
30-40	123	18.5
40-50	84	12.6
50-60	15	2.3
over \$60 thousand	11	1.7

Figure 4.1 (Continued)

Procedure

A survey questionnaire was used to collect the data. Subjects were given or mailed the questionnaire, which took 30 to 40 minutes to complete, together with a covering letter explaining the nature of the study and assuring confidentiality of the responses. Respondents mailed their completed surveys to the author anonymously. Women who wished to receive a report on the results of the study provided their names and addresses to the author separately from the questionnaire. Participation was therefore entirely voluntary and anonymous.

The instrument was designed to measure a respondent's perceptions of the demands, rewards and functioning of her life as a working family woman. She was also asked to what extent she used various coping behaviors to deal with the demands of her lifestyle, and about the amount and type of support she received from other people. Measures of life satisfaction, job satisfaction, and physical and mental health were included to assess the respondent's well-being. Demographic variables were also measured. The items used in the study are presented in Appendices A through J.

Measures

Because of the exploratory nature of the present study, measures of many of the key variables were adapted from previous research or developed specifically for this project. Established outcome measures were sought, to provide a firm reference point for conclusions drawn from the developing theory and new instruments being used in this inquiry. Since previous work on interrole conflict was the stimulus for the present study, the scales already developed by prominent researchers in this field were examined, and the one most suitable was adapted for use. A number of newly defined variables were proposed for investigation in the present research, and a pilot study was undertaken to develop operational measures of these.

Seven scales were constructed by means of the pilot study. Initially, ten working family women in various occupations were interviewed in depth, using a variation of Kelly's (1955) construct elicitation technique. The aim was to develop items for the home demands, work demands, home rewards, work rewards, interrole enhancement, social support and coping scales. Pilot versions of these measures were then administered to 41 women, who were recruited by visiting two business organizations, a school, a set of professional offices and a community organization. Here the goal was to select appropriate

items for the scales to be used in the main study and to obtain some data on their psychometric properties. Further data were needed to assess the Coping scale, which was long and complex, so an additional 36 subjects were recruited for this purpose.

For all the scales, descriptive statistics were obtained for each item, and for the measure as a whole. Coefficient alpha was calculated to assess internal consistency, and intercorrelations with all other scales were obtained. Where subscales had been proposed, the same procedures were used for the measure as a whole and for each of the subscales. Relationships among subscales were assessed as well as the intercorrelations with the other scales in the study.

Work and Home Demands

According to Greenhaus & Beutell (1985) it is the simultaneous time and energy demands of the home and work domains that lead to interrole conflict and overload. The home demands and work demands scales were developed to test this relationship (Hypothesis 1). The two measures were developed from the same pool of twenty items describing perceived time requirements, physical and mental effort needed, and socio-emotional demands of each domain. For example, "requires tight scheduling" tapped the time dimension, while "takes a lot of physical effort" and

"takes a lot out of me emotionally" captured physical and emotional energy demands respectively. One item was a general measure of the extent to which the domain was perceived as demanding. Responses ranged from "strongly agree" (scored 7) to "strongly disagree" (scored 1) on a seven-point scale.

Work demands. The twenty items on this scale were highly intercorrelated, with an alpha of .89. A number of items showed little variability, some being so nondifferentiating that only 2 or 3 of the 7 given response categories were used. A final version of the scale was obtained by eliminating items with unacceptably low variation, some that were redundant or unclear, and a few that neither correlated highly with the total score nor added a unique aspect to the construct of "work demands".

The final scale consisted of 8 items which were reasonably differentiating, covered the domain of the construct and were internally consistent with an alpha of .84.

Home demands. The initial items on this scale were the same as those for Work Demands, with an obtained coefficient alpha of .93. The same procedure as described above was used to eliminate items and devise a final 8-item version of the scale, which had an alpha coefficient of .92.

Work and Home Rewards

These scales measured the extent to which each domain was perceived as fulfilling the individual's needs. The initial pool of work rewards items included eight which tapped perceptions of the physical and psychological importance of money earned, as well as equity in financial rewards, while the 25 common items dealt with fulfillment of a variety of needs generally discussed by motivation theorists. These included higher and lower order psychological needs, specific needs such as autonomy, achievement and mental stimulation, as well as experienced intrinsic reward. Items were gleaned from the theoretical and research literature on motivation, and their relevance confirmed by interview responses from working family women serving as subjects in the initial pilot study. One item was a general measure of the extent to which the domain was experienced as rewarding.

Some examples of items on the rewards scales are "I enjoy what I do" (intrinsic reward), "I feel like I belong" (fulfills need for affiliation), "I feel worthwhile" (higher order need fulfillment), "I have a good income" (financial reward). Responses were scored on a seven-point scale, ranging from "strongly agree" (scored 7) to "strongly disagree" (scored 1).

Work rewards. The 33 items on this scale yielded an alpha coefficient of .92. Similarly to the demands scales,

some items were poor in terms of variability, redundancy and clarity, and these were dropped. There was some question as to whether financial and nonfinancial rewards should be considered independently, so separate analyses were performed on (1) the scale as a whole, (2) the financial items, and (3) the nonfinancial items. The alpha coefficients obtained were above .9 for each one; the three scales intercorrelated highly and showed the same pattern of relationships with other measures. This indicated the financial and psychological aspects of work rewards should be dealt with jointly, and a final 10-item scale with an internal consistency coefficient of .91 was retained.

Home rewards. The 25-item home rewards scale was reduced by eliminating items that were nondifferentiating, redundant or unclear. The final 9-item scale had an alpha coefficient of .92.

Interaction Measures

The interaction between home and work domains in the life of working family women is the theoretical anchor of the present study. Scales used in previous research on negative interaction were the basis for the measure of interrole stress employed. Positive interaction, being a newly suggested variable for study, required the development of an instrument. Three types of interaction

items were included in the questionnaire, six measuring role overload, fourteen dealing with interrole conflict and eight concerning interrole enhancement. A seven-point response scale was provided, with anchors ranging from "strongly disagree", scored 1, to "strongly agree", scored 7. The midpoint was labeled "neutral/undecided". The three types of items were randomly interspersed.

Interrole stress. The negative interaction between home and work roles encompassed role overload and interrole conflict. The six role overload items tapped feelings of not having enough time or personal resources for all of the respondent's role activities, e.g., item 13, "There are too many things constantly demanding my attention". These items were selected from those used by Thompson (1984), who adapted four items from Beehr, Walsh and Taber's (1976) work overload scale, and developed five additional items specifically to measure overload from work and family roles. Alpha for the full nine-item scale was reported to be .85.

The fourteen interrole conflict items were developed from Greenhaus & Beutell's interrole conflict scale (Greenhaus, personal communication, 1985), which was revised and augmented to ensure that (1) home life interference with work life was represented in a parallel way to interference of work with home life and (2) all theoretically suggested facets of interrole conflict were

included, viz., those due to time and timing, those that are strain-related, and those arising from incompatible behavioral demands. For example, item 5 deals with a time-based conflict, "My home interests take too much time away from my work", and item 15 is the parallel "Work keeps me away from home too much." Item 28 is an example of strain-based interrole conflict, "The demands of my work make it difficult to be relaxed at home", while item 11 illustrates behavior-based conflict "I'm preoccupied with my work when I'm at home."

Interrole enhancement. The 19 items on this scale had been derived from in-depth interviews with working family women, and were intended to capture ways in which one domain might have a beneficial effect on the woman's functioning in the other. However, many questionnaire respondents in the pilot study experienced difficulty with this section, complaining about the lack of clarity of the items, or leaving them out altogether.

For purposes of exploration, eight items which were analogous to items measuring interrole conflict were retained for inclusion in the main study. These directly tapped positive transfer of learning and emotion from one domain to the other, and parallel items were included for influence in each direction. Positive interaction between home and work roles included enhanced role functioning in the other domain, (e.g., item 16, "Having a rewarding home

life helps me do my work well"), social support, (e.g., item 21, "Having people to talk to at work helps me deal with frustrations in my personal life"), stress buffering (e.g., item 25, "When I have problems at home, going to work helps me see things in their proper perspective"), and unspecified beneficial effects (e.g., item 17, "There are ways in which my home life benefits from my working"). The eight-item scale yielded an alpha coefficient of .62.

Items measuring the more novel and specific aspects of interrole enhancement were abandoned because of the missing data and suspect quality of responses obtained. Clearly more thorough item derivation and scale construction were needed to study this theoretically important variable.

Social Support

The existing conceptual and empirical literature on social support suggested that type, extent and source of social support are all important (Thoits, 1982), and the eighteen items included in the questionnaire covered these three factors. Nine items dealt with the amount of emotional and nine with the amount of practical support the respondent perceived getting from various people in her home and work domains. She was asked to indicate the extent of support received from each person (or class of people) on a seven-point scale anchored at either end,

which ranged from full support (scored 7) to no support (scored 1). People included from the home domain were husband, children, relatives, friends and other community members. Sources of social support at work included boss, subordinates, colleagues and clients.

Pilot study results indicated that subjects did not distinguish between emotional and practical support in any relevant way; the two types of support correlated very highly and had the same pattern of interrelationships with other variables. However, support from home and work were separate. It was decided to retain all 18 items and combine them into two scales, viz., home support and work support. The obtained alpha coefficients were .71 and .79 respectively.

Coping

Coping was measured by items describing various behaviors that women report using to deal with the demands and pressures of their multiple-role lifestyle. Respondents were asked to indicate on a seven-point scale the extent to which it was typical of them to engage in each of these behaviors. The endpoints of the scale were anchored, a score of 7 being labeled as "very typical of me" and a score of 1 as "not at all typical of me."

The content and wording of many items were based upon the initial interviews conducted with working family

women. Items and response format were also derived from previous instruments by Hall & Hall (1979) and Gilbert & Holahan (1980), as well as adaptations of these scales by Elman (1980), Gray (1983) and Thompson (1984).

The conceptual model of stress and coping underlying the present study guided the final selection of items and interpretation of the measure. In this research, "stress" is defined as the discrepancy perceived between environmental demands and personal resources, following Lazarus and associates. "Coping" refers to any efforts made to reduce the perceived discrepancy, and two general types were delineated:

1. Coping directed at the environmental demands, whether attempting to reduce them or to meet them.
2. Coping directed at the personal response, attempting either to change one's perceptions of the situation or attempting to enhance one's personal resources to meet environmental demands.

For example, attempts to reduce environmental demands include item 28, " I get help from others at work", while item 3 illustrates an attempt to meet such demands, "I work extra hard to do everything that is expected of me at home." Changing one's perceptions of the situation is captured in item 2, " I stop expecting to be able to do everything perfectly", while item 24 is an example of

trying to increase personal resources to deal with the environment, "I take good care of myself physically".

The 58-item coping scale yielded an alpha coefficient of .75 in the pilot study. Alphas for the theoretically proposed subscales were .71, .53, .63, and .72. The low coefficients for the second and third subscales indicated a problem with the hypothesized factors, particularly since subscale 2 correlated negatively with the full scale, and subscales 3 and 4 were significantly correlated with each other.

Intercorrelations among the items indicated three distinct and meaningful clusters of items. A factor analysis was performed to clarify the subscale structure of the coping scale, with an awareness of the limitations involved in having so small a sample size relative to the scale size. Factor loadings showed little item overlap among the three factors, which were interpretable in theoretical terms. Empirically guided by the factor loadings, and rationally by the coping theory underlying the measure, a final 30-item version of the scale was decided upon, with three subscales. Internal consistency coefficients were found to be .82 for the whole scale, and .78, .80 and .71 for the subscales (which correlated with one another .26, .18 and .27).

Outcome Measures

Theoretically, the key outcome variable to be investigated was the working family woman's well-being. This was conceptualized as including her state of physical and mental health as well as her feelings about her life. Appropriate existing measures were sought, with established reliability and validity if possible.

Tedium. Pines, Aronson and Kafry (1981) developed a concept and measure of what they called "tedium", defined as an experienced state of physical, mental and emotional exhaustion due to prolonged chronic stress. Tedium is identical to burnout in terms of definition and symptoms, but is not limited to people working in emotionally demanding situations. It is a state "characterized by emotional and physical depletion and by the negation of one's self, one's environment, one's work, and one's life" (page 202).

Conceptually the construct of tedium is an appropriate outcome variable for the present research. It captures a state of impaired physical and mental health, associated not with individual psychopathology but rather with functioning over a period of time in an environment which is experienced as stressful. However, many items do overlap with established scales of mental functioning such as anxiety and depression, which lends some credence to the construct validity of the scale itself as a measure of

impaired mental and physical health. There is also some evidence that the tedium construct and scale are specifically relevant to the issue of home/work interrole conflict. Pines et al. (1981) reported having found significant correlations between tedium and "the conflict between life and work" in the eight samples in which they investigated this relationship. The correlations ranged from .24 to .38, and were all statistically significant.

Tedium was measured by a 21-item questionnaire, representing each of its three aspects of physical, mental and emotional exhaustion. Respondents were asked how often they have any of the experiences indicated. Physical exhaustion was captured by experiences such as "feeling wiped out" and "being weary". Emotional exhaustion was tapped by reports such as "feeling depressed", and "being troubled". Mental exhaustion was covered by items dealing with negation of one's self, life and others, such as "feeling worthless" and "feeling disillusioned and resentful about people". A seven-point frequency scale was provided for responses, ranging from never (scored 1) to always (scored 7). Items were presented in random order, and the overall tedium score was the mean value of the responses, with four items reverse-scored.

Pines et al. (1981) present the results of a program of research on tedium which was based at the University of California, Berkely, from 1976 to 1980. Thirty independent

samples were studied, the groups varying in size from 9 to 724 people, with a total of 3,916 individuals included. Participants were students and professionals from the United States, Canada, Japan and Israel. Test-retest reliabilities for the tedium scale were reported to be .89 for a one-month interval, .76 for a two-month interval and .66 for a four-month interval. Internal consistency coefficients ranged from an alpha of .91 to .93.

Some evidence for construct validity can be gleaned by examining the relationship of tedium scores with those on other measures. Twenty-two of twenty-four correlations between tedium and work satisfaction were negative and significantly different from zero at the .05 level, with coefficients ranging from $-.24$ to $-.63$. Correlations with life satisfaction ranged from $-.32$ to $-.70$, with twenty-one of twenty-two significant. Satisfaction with self correlated from $-.32$ to $-.73$ with tedium, thirteen of the fourteen coefficients being significantly different from zero. Correlations with reports of sleep problems were all positive and significant in the six samples investigating this relationship, and ranged from $.30$ to $.47$. Significant negative correlations were reported with perceptions of physical health in the 9 samples where this was examined, the coefficients ranging from $-.25$ to $-.46$. A correlation of $.59$ ($p < .001$) was also reported between tedium and hopelessness, measured on the Beck, Weissman, Lester and

Trexler (1974) scale, in a sample of 130. These data suggest stable negative relationships between tedium and satisfaction with work, life and self, as well as with perceptions of physical health, and positive associations with hopelessness and sleep problems.

Satisfaction. While the tedium measure captured the outcomes of physical and mental health, well-being was conceived as a broader construct including a woman's personal assessment of her life. Job and life satisfaction measures were included as outcome variables to measure this added dimension of satisfaction.

Life satisfaction. Two measures of general life satisfaction were used from the 1977 Quality of Employment Survey (Quinn and Staines, 1979). The first consisted of two overall satisfaction items.

1. "Taking all things together, how would you say things are these days?", with a three-point response scale, from "I'm very happy" to "I'm not too happy."

2. "In general, how satisfying do you find the ways you're spending your life these days?" with a three-point response scale from "completely satisfying" to "not very satisfying."

The second general satisfaction measure asked respondents to describe their life in terms of eight bipolar adjectives on a seven-point scale. The items were general characterizations of life, for example, "interesting-boring," "worthwhile-useless," "full-empty."

Satisfaction with more specific aspects of life were assessed using five items adapted from Andrews and Withey (1974). Respondents indicated how satisfied they were with various facets of their personal life (e.g. their marriage, number of good close friends) on a seven-point Likert scale, with anchors that ranged from "delighted" to "terrible."

Job satisfaction. Job satisfaction was measured by five items from the 1977 Quality of Employment Survey (Quinn and Staines, 1979). An additional item was included from the Michigan Organizational Assessment Questionnaire (Seashore, Lawler, Mirvis and Cammann, 1982), dealing with intention to turn over. The first item asked respondents, "all in all, how satisfied are you with your job?", and offered four response options from "very satisfied" to "not at all satisfied." The remainder of the items offered three response options each. For item 2, "if you were free to go into any type of job you wanted, what would your choice be?", responses ranged from "I would want the job I have now" to "I would prefer some other job to the job I have now", with the option "I would want to retire and not

work at all." Item 3 asked, " knowing what you know now, if you had to decide all over again whether to take the job you now have, what would you decide?" Item 4 was, "in general, how well does your job measure up to the sort of job you wanted when you took it?", and item 5, "if a good friend of yours told you he or she was interested in working in a job like yours for your employer, what would you tell him or her?" The item dealing with intention to turn over asked "taking everything into account, how likely is it that you will make a genuine effort to find a new job within the next year?", and offered response options from "very likely" to "not at all likely."

Demographic Information

Respondents were asked to indicate their age, marital status and number of children, as well as the age of the youngest child living at home. Job-related information collected included employer, type of job, work schedule and hours worked. Personal annual income, family income and highest level of formal education were also requested.

Analyses

The scales used in the study were subjected to preliminary analyses before any hypotheses were tested. Factor analyses were undertaken to determine the dimensionality of all measures developed for use in the present research, and to confirm the expected structure of previously used instruments. Descriptive statistics, reliability estimates and correlations among the scales were computed. Regression analyses were used for hypothesis testing; a combination of simple multiple regression, hierarchical and stepwise approaches were employed. All data were analyzed with the statistical programs available in SPSSPC+ (1986), excepting the reliability analyses which were undertaken using SPSS-X (1983).

CHAPTER 5

RESULTS

In this chapter, the results are reported for the tests of the hypotheses discussed in chapter 3. Prior to hypothesis testing, the dimensionality and internal consistency of the measures used in the research were investigated, and these results are presented first.

Dimensionality and Internal Consistency of the Measures

Factor analysis was used to check on whether the questionnaire items reflected the theoretical constructs as intended, and coefficient alpha was calculated to assess the internal consistency of each scale used. The methods of principal components factor extraction and varimax rotation were used in all the factor analyses. The principal components technique extracts maximum variance from the data set with each component, and the goal of the orthogonal varimax rotation is to make the factors as simple as possible, by maximizing the variance of the loadings across variables within factors. These techniques help to identify the simplest and most interpretable factor structure for a data set. The extraction method gives a

basis for judging the appropriate number of factors to interpret, while the factor loadings after varimax rotation show the relative correlations of each variable with each factor, and hence make the interpretation of factors easier (Tabachnick and Fidell, 1983.) In the absence of any compelling reason to choose alternative extraction or rotation methods, these most commonly used techniques seemed appropriate for present purposes. A case could be made for oblique rather than orthogonal rotation for the Coping measure, as it was likely that the factors involved would not necessarily be independent. However, no convergent solution was found within 25 iterations when this was tried.

Tabachnick and Fidell (1983) also make the point that in practice differences among methods of factor analysis tend to be slight; a stable solution is likely to appear, particularly with a good data set and well-chosen number of factors. In deciding how many factors to interpret, a number of criteria were used. Firstly, only those factors with eigenvalues greater than one were considered, as commonly recommended, since factors with a lower eigenvalue are no better than a single variable in terms of simplifying structure (Norusis, 1986). Secondly, only factors which accounted for at least 5% of the variance were interpreted (Tatsuoka, 1971, p.147), this being considered a minimum criterion for practical

significance. Thirdly, although of crucial importance for research at this relatively undeveloped stage, meaningfulness in terms of the proposed theory was a key factor in deciding how many factors to interpret. And fourthly, the scree plot was examined. Experimental evidence shows the variance associated with each factor tends to trail off beginning at the n th factor, where n is the true number of factors (Norusis, 1986).

Items were unit weighted when combined into scales. The factor analytic techniques capitalize on sample variance, and so it was decided not to use factor loadings as weights for the composites. However, a minimum criterion factor loading of .3 was required for an item to be included in a scale for further analysis. A criterion alpha coefficient of .7 was required to establish acceptable internal consistency for a scale to be used for testing hypotheses.

Home and Work Demands and Rewards

These four scales were conceived to be relatively independent descriptions of aspects of one's life, and all the items forming the scales were included in the factor analysis. Table 5.1 presents the results, which confirm the expected structure. Home and work demands and rewards emerge as four separate factors, each consisting of the original scale items. Obtained alpha coefficients ranged between .83 and .93 for the four scales.

TABLE 5.1. Factor Structure of Work and Home Demands and Rewards

		Factor Loadings			
a					
Item		Work Rewards	Home Rewards	Home Demands	Work Demands
10. My work life is rewarding	.91		.08	-.00	-.00
3. I feel worthwhile	.86		.04	.01	-.02
9. I feel successful	.84		.20	-.03	.01
4. My mind is stimulated	.84		-.00	-.02	.14
2. I enjoy what I do	.80		.00	.01	-.10
8. I feel like I belong	.75		.10	-.00	-.11
5. I feel independent	.70		.09	-.01	-.02
6. feel confident about future	.70		.23	-.00	-.05
7. I have a good income	.32		.11	-.02	.14
1. I earn less than I deserve	.12		-.01	-.03	-.08
3. I feel worthwhile	.13		.86	.04	.00
9. My home life is rewarding	.13		.85	-.05	-.03
8. I feel successful	.16		.84	-.06	-.03
7. I enjoy what I do	.07		.80	-.05	-.06
6. I feel independent	.16		.76	-.16	.01
2. My mind is stimulated	.04		.75	.06	-.02
1. I feel important	.10		.75	.09	-.04
4. control over things	.02		.67	-.15	.05
5. I feel independent	-.02		.62	-.18	.04

TABLE 5.1. (Continued)

a Item	Factor Loadings			
	Work Rewards	Home Rewards	Home Demands	Work Demands
3. long hours of effort	-.04	.02	.87	.08
8. My home life is demanding	.00	-.15	.86	.16
5. tight scheduling	.02	.01	.80	.20
6. needs of others above own	-.05	-.06	.80	.10
4. takes a lot emotionally	-.02	-.22	.78	.22
2. a lot of responsibility	-.03	.04	.77	.04
1. takes physical effort	-.01	-.04	.73	.14
7. takes compromising	-.00	-.12	.73	.17
8. My work life is demanding	.17	-.00	.14	.81
6. environment is stressful	-.19	-.04	.12	.77
4. takes a lot emotionally	-.13	-.04	.11	.77
3. constant conflict	-.19	-.05	.06	.76
7. tight scheduling	.16	-.02	.16	.73
5. requires competing	-.07	-.01	.16	.65
2. need new ideas regularly	.39	.00	.10	.50
1. takes physical effort	.02	.08	.20	.33

a

Some items have been abbreviated to save space. See Appendices A-D for full text.

Interrole Interactions

All the items concerning role interactions were analyzed, with the expectation of finding the three factors of interrole conflict, role overload and interrole enhancement. The enhancement items clearly formed a distinct factor, but the conflict and overload items were not distinguishable as separate factors.

This result is contrary to previous research which has dealt with related constructs and overlapping but not identical items (Thompson, 1984; Wiley, 1983). A particular feature of the present set of interrole conflict items was the addition of parallel items concerning "home interfering with work" to the generally included ones referring to "work interfering with home." Researchers interested in the structure of work/home interrole conflict might well explore further how work-home and home-work interference relate to each other and to role overload.

For present purposes, however, a two-factor solution was interpreted, which is summarized in Table 5.2. This shows a clear distinction between the positive and negative interaction of home and work life. Factor 1, including all the interrole conflict and role overload items, is labeled "Interrole Stress." Factor 2 includes the positive interaction items and is labeled "Interrole Enhancement."

TABLE 5.2. Factor Loadings of Home and Work Interactions

a item	Factor	
	Stress	Enhancement
22. feel overloaded beause of work and family responsibilities	.77	-.11
13. too many things constantly demanding my attention	.75	-.04
6. work makes it difficult to be the wife/mother I'd like to be	.73	-.10
26. I feel rushed to do the things I have to do	.71	.02
20. My work schedule conflicts with my family life	.71	-.05
24. work takes time I'd like to spend with family	.71	.02
18. I don't have time for myself	.68	-.09
1. I don't have time to do everything expected of me	.66	.03
9. Family demands cause me problems with my work schedule	.64	-.14
15. Work keeps me away from home too much	.64	.04
19. demands of family makes it difficult to concentrate at work	.62	-.14
8. I feel like I'm working two full-time jobs	.59	.02
3. I think about home and family at work	.41	.11
23. I can't act the same way at work as I do at home	.40	-.21
10. I can't act the same way at home as I do at work	.36	-.10
5. My home interests take too much time away from my work	.35	-.01
11. I'm preoccupied with work when I'm at home	.32	-.11
14. My family takes up time I'd like to spend working	.24	-.21
16. Having a rewarding home life helps me do my work well	-.09	.71
4. when I have problems at work, family helps my perspective	-.12	.69
7. having family to talk to helps with frustrations at work	-.06	.67
2. I'm a more loving wife/mother because my work is rewarding	-.19	.56
12. My work life benefits from my being a wife/mother	.00	.54
17. My home life benefits from my working	-.04	.46
25. when I have problems at home, work helps my perspective	.09	.17
21. having people to talk to at work helps frustrations at home	.17	-.04

a

Some items have been abbreviated to save space. See Appendix E for full text. 98

One item did not load at the criterion value of .3 on Factor 1 and was not included in the Interrole Stress scale, which yielded an alpha coefficient of .89.

Two positive interaction items did not load at the required .3 level on the Interrole Enhancement factor, and the internal consistency of the remaining 6-item scale did not reach the criterion level of .7 to justify its use for hypothesis testing. This confirmed the conclusion based on the pilot study that interrole enhancement may be a fertile area of study, but that more thorough item derivation and scale development are needed for empirical research. (See Appendix K for the correlations between the interrole enhancement scale and other variables used in the study.)

Social Support

The two social support items dealing with practical and emotional support from "other community members" were eliminated from the analysis because a large number of subjects either left them out or indicated they were inapplicable or meaningless. Factor analysis of the remaining 16 items was expected to yield a two-factor solution of Home Support and Work Support. However, a five-factor solution as shown in Table 5.3 best described the data, using the criteria discussed at the beginning of this section. As in the pilot study, no distinction between emotional and practical support was found, the source of

TABLE 5.3. Factor Structure of Social Support

Type of Support	Source of Support	Factor Loadings				
		Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
emotional	clients/students	.85	.09	.08	.10	.06
practical	clients/students	.82	.10	.11	.13	.07
emotional	subordinates	.81	.03	.24	.01	.01
practical	subordinates	.79	.02	.25	.01	.02
emotional	relatives	.06	.82	.09	.13	.03
practical	relatives	-.01	.81	.10	.20	.13
emotional	friends	.14	.70	.26	-.07	-.00
practical	friends	.08	.68	.31	-.05	.16
practical	boss/employer	.09	.16	.83	.15	.08
emotional	boss/employer	.16	.15	.80	.12	.04
practical	colleagues/coworkers	.31	.27	.66	.03	.05
emotional	colleagues/coworkers	.36	.26	.61	.01	-.02
practical	husband	.08	.09	.12	.94	.02
emotional	husband	.12	.08	.11	.93	-.04
practical	child/ren	.07	.13	.07	.02	.95
emotional	child/ren	.06	.10	.05	-.03	.94

support being the critical variable instead. Each of the five factors consisted of the emotional and practical support items for the individuals mentioned: Factor 1, boss and coworkers' support; Factor 2, relatives' and friends' support; Factor 3, support from employees or subordinates and from clients, patients or students; Factor 4, husband's support; Factor 5, children's support.

A two-factor solution was not clearly interpretable. However, division of the social support items into five scales for hypothesis testing was problematic in that two of the measures (husband support and children's support) would consist of only two items each, with attendant problems of reliability, and even the remaining scales would comprise only four items each. Combining the items loading on Factors 1 and 3 into a Work Support scale yielded an 8-item measure with an alpha coefficient of .85. A Home Support scale formed with the items loading on the remaining factors yielded an 8-item measure with an alpha coefficient of .73. These coefficients were above the criterion established for acceptable internal consistency, all the item-total correlations were above .3 for the two scales (see Table 5.4), and the measures covered the domain of the constructs, so the Home Support and Work Support scales were retained for hypothesis testing.

TABLE 5.4. Item-Scale Correlations for Home Support and Work Support Scales

Type of Support	Source of Support	Item-Scale Correlation
HOME SUPPORT		
Emotional	husband	.33
Practical	husband	.36
Emotional	child/ren	.37
Practical	child/ren	.42
Emotional	relatives	.53
Practical	relatives	.57
Emotional	friends	.42
Practical	friends	.48
WORK SUPPORT		
Emotional	boss/employer	.54
Practical	boss/employer	.50
Emotional	subordinates	.65
Practical	subordinates	.64
Emotional	colleagues/coworkers	.58
Practical	colleagues/coworkers	.58
Emotional	clients/students	.62
Practical	clients/students	.62

Coping

Factor analysis of the thirty items on the Coping scale yielded four factors with eigenvalues above 1, each accounting for more than 5% of the variance (see Table 5.5). Factor 1 consisted of all the items that involved making efforts to meet the demands being made of one, such as working hard, being efficient and making backup plans. This was labeled "Organized Coping," and was one of the two clear clusters identified in the pilot study. The other was the group of items loading on Factor 2, which referred to coping by taking care of oneself, such as eating nutritiously, exercising, and making time for oneself and one's personal life. This was labeled "Self-Care Coping." Factor 3 included a variety of coping strategies that involve other people in some way. These include getting help from others, discussing and resolving conflicts with them, negotiating role behavior at work and seeking social support, and the factor was labeled "Socially-Oriented Coping."

Items loading high on the fourth factor generally described ways of controlling one's own perceptions, and the factor was labeled "Perspective-Oriented Coping." This includes such strategies as redefining what's important, changing expectations, focusing on the big picture, positive thinking, and praying. However, this factor included strategies of negotiating home roles with others

TABLE 5.5. Factor Structure of Coping.

a,b Item	Coping Factor Loading			
	Organized	Self-Care	Social	Perspective
20. I organize my time carefully	.81	.14	-.04	.04
23. organize daily life for efficiency	.79	.19	-.00	.12
1. careful not to waste any time	.74	.16	-.06	.00
3. work extra hard at home	.60	-.08	-.04	-.04
9. work extra hard at work	.51	-.17	.08	.02
13. make backup plans in case	.40	.04	.17	.14
24. take good care of myself physically	.29	.72	-.04	.16
10. make time for myself	-.15	.70	.22	.19
29. I exercise regularly	.16	.68	.02	.09
19.* give up my leisure activities	-.21	.54	.25	-.02
32. eat nutritious food, take vitamins	.18	.50	.02	.27
27. make sure to get enough sleep	.02	.42	.18	.19
5.* no social/extra activities at work	-.02	.34	.32	-.21
15. clarify at work what to expect of me	.12	.01	.73	.06
17. seek moral support from people at work	-.03	.01	.71	-.02
18. resolve conflicts with people at work	.13	-.00	.70	.12
16. enjoy myself with my friends	-.09	.43	.50	.07
28. get help from others at work	-.08	.19	.50	.08
21. seek support from family and friends	-.00	.08	.45	.22
14. I express my feelings	.04	.14	.43	.21

TABLE 5.5. (Continued)

a,b Item	Coping Factor Loading			
	Organized	Self-Care	Social	Perspective
8. drop/reduce unimportant activities	-.10	-.19	.11	.63
2. stop expecting to do things perfectly	-.24	-.05	-.01	.60
26. put things in perspective	.28	.24	.12	.57
6. concentrate on the positive	.17	.17	.00	.55
31. remind myself how worthwhile life is	.20	.27	.05	.51
7. get others to be responsible at home	-.04	.08	.20	.50
25. clarify at home what to expect of me	.16	.26	.36	.41
30. ask family to change home expectations	-.03	.10	.25	.41
33. use ritual to "change gears"	.15	.27	.01	.32
4. use relaxation, meditation, prayer	.13	.18	.05	.32

a
Items have been abbreviated to save space. See Appendix F for full text.

b
Items marked * are reverse scored.

(three items), which should logically cluster with the other socially-oriented means of coping. One of these items did indeed load above .3 on factor 3, but not as highly as it did on factor 4, and the other two items were even more definitely part of the perspective- rather than socially-oriented cluster. Of course this could be an artifact of item wording or other measurement problems, and it leaves this factor more heterogeneous than the others. It might be that roles in the work domain are more clearly defined by and hence negotiable with role senders, while the roles of wife or mother are self-sent to a larger degree, and changing them involves a personal redefinition of expected behavior more than a "deal" with others in the system. It is noteworthy that parallel items about coping behavior at home and work were answered very differently in the pilot study, indicating that some ways of dealing with role conflict or overload are acceptable in one domain but not the other. For example, "asking others at work to change what they expect of me" was hardly ever endorsed, and hence deleted after the pilot study, while "asking others at home to change what they expect of me" was retained and loads .41 on the perspective-oriented factor.

The alpha coefficients obtained for the Coping subscales were .75 for Organized Coping; .74 for Self-Care Coping; .75 for Socially-Oriented Coping; and .70 for Perspective-Oriented Coping. All the subscales were retained for hypothesis testing.

Outcome Measures

The tedium measure, when factor analyzed, showed a strong general factor accounting for 48% of the variance. The alpha coefficient obtained for the scale was .94. This is similar to the reported coefficients ranging from .91 to .93 reported in Pines et al. (1981), who presented the results of 30 separate samples in which tedium was studied. The obtained mean value of tedium for the present sample was 3.36, which compares with the overall normative mean value of 3.3. The standard deviation was .93, which is within the range of .4 to 1.0 reported by previous researchers. Use of the tedium scale for hypothesis testing in the present study is therefore justified in light of its conceptual appropriateness, demonstrated internal consistency and concordance with previously reported psychometric data in the present sample, and the empirical evidence for its construct validity discussed previously (see page 57).

All the satisfaction items included in the present study were subjected to a factor analysis, the results of which are presented in Table 5.6. Two factors were extracted; one included all the job satisfaction items, the other consisted of the remaining measures of satisfaction. The job satisfaction scale, previously developed and used for empirical research, yielded an internal consistency coefficient of .85, and was retained

TABLE 5.6. Factor Structure of Satisfaction Items

Item	Loading on Factor 1	Loading on Factor 2
LIFE DESCRIPTION		
2. Enjoyable-Miserable	.83	.22
7. Rewarding-Disappointing	.81	.24
5. Full-Empty	.79	.15
6. Hopeful-Discouraging	.79	.07
8. Brings out the best in me-Doesn't give me a chance	.77	.26
3. Worthwhile-Useless	.75	.22
4. Friendly-Lonely	.72	.11
1. Interesting-Boring	.70	.27
FACET SATISFACTION		
1. Home life in general	.77	.00
4. Your family life	.74	-.03
2. Your marriage	.69	-.02
3. The number of good close friends you have	.44	.01
5. The income you and your family have	.42	.12
GENERAL SATISFACTION		
7. Taking all things together, how would you say things are these days? "I'm very happy" to "I'm not too happy"	.64	.42
8. In general, how satisfying do you find the ways you're spending your life these days? "Completely satisfying" to "Not very satisfying"	.63	.30

TABLE 5.6. (Continued)

Item	Loading on Factor 1	Loading on Factor 2
JOB SATISFACTION		
1. All in all, how satisfied are you with your job?	.21	.83
4. In general how well does your job measure up to the sort of job you wanted when you took it?	.10	.81
3. Knowing what you know now, if you had to decide all over again whether to take the job you now have, what would you decide?	.15	.79
5. If a good friend of yours told you he or she was interested in working in a job like yours for your employer, what would you tell him or her?	.09	.75
6. Taking everything into account, how likely is it that you will make a genuine effort to find a new job within the next year?	.03	.66
2. If you were free to go into any type of job you wanted, what would your choice be?	.14	.65

for hypothesis testing. It was decided to retain a general life satisfaction measure for use in testing hypotheses. This involved combining the eight "life description" items with the two items tapping general satisfaction with life. The items concerned with satisfaction with specific nonwork life facets were eliminated as adding nothing unique to the general construct being measured, in addition to being previously untested. The alpha coefficient obtained for the retained life satisfaction scale was .93.

Psychometric Properties of the Scales and Descriptive Statistics

Table 5.7 presents descriptive statistics for all the variables investigated, along with internal consistency measures of reliability (coefficient alpha) for each scale. Intercorrelations among all the measures used in the study are presented in Table 5.8.

Table 5.7. Descriptive Statistics and Reliability Estimates for Scales.

Measure	Mean	Standard Deviation	Score Range	Alpha
Demands				
Home Demands	5.40	1.28	1.13 to 7.00	.93
Work Demands	4.63	1.22	1.00 to 7.00	.83
Rewards				
Home Rewards	5.58	1.06	1.00 to 7.00	.91
Work Rewards	5.10	1.10	1.50 to 7.00	.88
Support				
Home Support	4.72	1.16	1.25 to 7.00	.73
Work Support	3.65	1.39	1.00 to 7.00	.85
Coping				
Self-Care	4.34	1.13	1.00 to 6.88	.74
Organized	5.14	1.05	1.83 to 7.00	.75
Social	4.58	1.04	1.00 to 7.00	.75
Perspective	4.52	0.94	1.70 to 7.00	.70
Interaction				
Interrole Stress	4.04	0.98	1.00 to 6.53	.89
Interrole Enhancement	4.92	0.80	2.38 to 6.75	.63
Outcomes				
Tedium	3.36	0.93	1.14 to 6.19	.94
Life Satisfaction	4.69	0.97	1.00 to 6.20	.93
Job Satisfaction	2.40	0.58	1.00 to 3.17	.85

Table 5.8. Intercorrelations Among Major Variables.

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Home Demands	100	36*	53*	-16	-04	-03	-10+	-27*	20*	-13*	00	29*	-09	-07
2. Work Demands		100	49*	-04	-01	-10+	-00	-15*	07	-02	02	22*	-04	-18*
3. Interrole Stress			100	-25*	-17*	-17*	-14*	-40*	01	-16*	-12+	51*	-27*	-24*
4. Home Rewards				100	22*	39*	18*	30*	13*	21*	32*	-47*	58*	09+
5. Work Rewards					100	19*	46*	17*	11+	21*	20*	-42*	48*	69*
6. Home Support						100	41*	20*	09+	28*	28*	-28*	41*	11+
7. Work Support							100	27*	09+	31*	26*	-34*	41*	37*
8. Self-Care Coping								100	14*	52*	42*	-41*	32*	15*
9. Organized Coping									100	09+	21*	-07	16*	05
10. Social Coping										100	46*	-21*	25*	14*
11. Perspective Coping											100	-30*	36*	07
12. Tedium												100	-66*	-42*
13. Life Satisfaction													100	38*
14. Job Satisfaction														100

* one-tailed significance level .001

+ one-tailed significance level .01

Decimals have been omitted

Hypothesis Testing

The research focuses on interrole stress - how it relates to the demands of a multiple-role lifestyle (hypothesis 1); its association with the well-being of working family women (hypotheses 2 and 3) and the effects of coping behavior (hypotheses 4, 7, 10 and 13), social support (hypotheses 5, 8, 11 and 14) and personal rewards (hypotheses 6, 9, 12 and 15) in light of these relationships. Two sets of hypotheses were explored, the first concerned with predicting interrole stress itself, the second with predicting three measures of well-being, taking interrole stress into account. Figures 3.2 and 3.3 (pp. 26-27) illustrate the relationships researched.

Hypothesis 1

Hypothesis 1 proposed that home and work demands would be significant predictors of interrole stress, and was tested by regressing interrole stress on home demands and work demands (see Table 5.9). The two demands scales were first entered into the equation together to test the simple additive model, and then their interaction was included to see whether it contributed significantly to the prediction beyond any direct effects.

Table 5.9. Regression Analysis of Interrole Stress on
Home and Work Demands

Variable(s) in the equation	<u>R</u>	² <u>R (F)</u>	^a <u>Beta (t)</u>
Demands	.62	.38 (190.08) ***	
Home Demands			.40 (11.99) ***
Work Demands			.34 (10.14) ***

^a ²
F to test associated R coefficient

^b
t to test associated beta coefficient

*** significant at the .001 level

A significant multiple R of .62 was obtained when the two demands scales were used as predictors of interrole stress. The R-squared value indicated that approximately 38% of the variance in the interrole stress measure could be accounted for by home and work demands in a simple additive model. Significant beta weights (.40 for home demands, .34 for work demands) demonstrated that each variable contributed uniquely to interrole stress. The R-squared value of the equation did not increase significantly when the interactive term was included. (The change in R-squared of .0012 had a chance value greater

than .26). This implied that the joint effects of home and work demands did not add to the prediction of interrole stress beyond their individual direct effects. Hypothesis 1 was therefore supported, by an additive rather than an interactive model.

Hypothesis 2

Hypotheses 2a, b and c proposed a significant association between interrole stress and, respectively, tedium, life satisfaction and job satisfaction. The bivariate correlations of each outcome measure with interrole stress are presented in Table 5.10.

TABLE 5.10. Correlational Analyses of Outcome Measures with Interrole Stress.

Outcome variable	Correlation with interrole stress	r-squared (F) ^a
(a) Tedium	.51	.26 (218.84)***
(b) Life Satisfaction	-.27	.07 (47.75)***
(c) Job Satisfaction	-.24	.06 (38.27)***

*** significant at the .001 level.

^a F to test the associated r^2 coefficient.

Significant correlations were found between interrole stress and each of the outcome variables under study. A strong positive association was found between tedium and interrole stress, the R-squared value indicating that almost 26% of the variance in tedium could be predicted by this relationship. The two satisfaction measures were negatively associated with interrole stress. While statistically significant, these relationships could account for only a small portion of the variance in the outcome measures, 7% in the case of job satisfaction and 6% for life satisfaction.

Hypothesis 2 was therefore supported, although the size of the effects for Hypotheses 2b and 2c was small.

Hypothesis 3

Hypothesis 3 proposed that interrole stress would mediate the relationship between the demands and the outcome measures. To test for mediation, three pieces of evidence were examined. Firstly, interrole stress was significantly related to the demands measures and to each of the outcomes, as shown by the results of hypotheses 1 through 2c. Next, a series of hierarchical regression analyses was conducted regressing each of the three outcome measures on home and work demands, with and without partialling out the effect of interrole stress (see Table 5.11). (As recommended by James and Brett (1984), such

Table 5.11. Hierarchical Regression Analysis of the Outcome Variables on Demands and Interrole Stress .

Equation number	Variable(s) in the equation	R	² R	² R change (F)	a	b Beta (t)
<u>Dependent Variable: Tedium</u>						
1.	Interrole Stress	.51		.26 (218.84)***		
2.	Demands	.31		.10 (35.93)***		
	Home Demands					.24 (6.09)***
	Work Demands					.13 (3.34)***
3.	<u>Demands and Interrole Stress</u>	.51	.26	.16 (144.15)***		
	Interrole Stress					.51 (12.01)***
	Home Demands					.03 (.87)
	Work Demands					-.04 (-1.10)
<u>Dependent Variable: Life Satisfaction</u>						
4.	Interrole Stress	.27		.07 (47.37)***		
5.	Demands	.09		.01 (2.51)		
	Home Demands					-.08 (-1.95)
	Work Demands					-.01 (-.33)

Table 5.11. (Continued)

Equation number	Variable(s) in the equation	R	² R	² R	^a change (F)	^b Beta (t)
<u>Dependent Variable: Job Satisfaction</u>						
6.	Interrole Stress	.24		.06	(38.27)***	
7.	Demands	.18		.03	(11.26)***	
	Home Demands					-.01 (-.27)
	Work Demands					-.18 (-4.33)***
8.	<u>Demands and Interrole Stress</u>	.26	.07	.04	(24.93)***	
	Interrole Stress					-.24 (-4.99)***
	Home Demands					.09 (1.91)
	Work Demands					-.10 (-2.21)*

^a ²
F to test R -change

^b
t to test beta coefficient

*** significant at the .001 level.

* significant at the .05 level.

analyses are appropriately regarded as exploratory tests of correlational mediation hypotheses, and not as confirmatory causal analyses.)

A significant association between demands and an outcome measure, when interrole stress was not taken into account, showed there was a relationship to be mediated. When the effect of interrole stress was controlled for, finding no significant relationship between the demands and the outcome measure indicated a mediating effect of interrole stress.

Home and work demands were significantly related to tedium, with an R-squared value of .10. The beta weights for home demands (.24) and work demands (.13) were each significant beyond the .0001 level, implying that each contributed uniquely to the relationship. When interrole stress was included in the equation with demands, the value of R-squared increased to .26, indicating a strong direct effect of interrole stress on tedium. The beta weights for home demands (.03, $p > .38$) and work demands (-.04, $p > .27$) were no longer significant once the effect of interrole stress was partialled out, while that for interrole stress (.51) was highly significant after accounting for the effects of home and work demands. These results indicate that interrole stress mediated the relationship between the demands scales and tedium. Hypothesis 3a was therefore supported.

There was no significant relationship between home and work demands, and life satisfaction. Hypothesis 3b was therefore not supported.

Home and work demands were significantly related to job satisfaction, although the R-squared value of .06 indicated the effect size was small. The beta value for work demands (-.18) was very highly significant ($p < .00001$) while that for home demands (-.01) was nonsignificant, implying that work demands was the key contributor to the relationship between demands and job satisfaction. When interrole stress was entered into the equation the R-squared value increased significantly to .07, indicating that interrole stress added to the prediction of job satisfaction. The beta value for work demands was reduced to -.10, no longer very highly significant but still significant at $p < .05$. Thus interrole stress partially mediated the relationship between work demands and job satisfaction, and hypothesis 3c was partially supported.

Hypotheses 4, 5 and 6

Hypotheses 4, 5 and 6 proposed that coping, social support and personal rewards, respectively, would each add (a) significantly, and (b) uniquely, among the resources studied, to the prediction of interrole stress, after accounting for the effects of home and work demands. To test these hypotheses a series of hierarchical regression

analyses were performed. Interrole stress was first regressed on each resource after partialling out the effects of home and work demands, to test whether coping, support and rewards separately added significantly to the prediction. Thereafter, interrole stress was regressed on each resource after additionally partialling out the effects of the other two resources being investigated, as well as the demands, to test whether any unique variance was accounted for. Results are presented in Table 5.12.

Table 5.12 shows that each resource, considered separately, added significantly to the prediction of interrole stress, after accounting for the effects of home and work demands. Coping added 6%, rewards 4% and social support 2% to the variance accounted for by the prediction equation. Hypotheses 4a, 5a and 6a were therefore supported. Coping and rewards each accounted for a unique portion of the variance, adding to the prediction of interrole stress even after the effects of the other two resources in the model had been partialled out, in addition to the demands. So hypotheses 4b and 6b were supported. Hypothesis 5b was not supported; adding social support to the prediction equation did not increase the value of R-squared significantly when coping and rewards were included in the model.

Table 5.12 Hierarchical Regression Analyses of Interrole Stress on Demands and Resources.

<u>Equation number</u>	<u>Variable(s) in the equation (d.f.)</u>	<u>² R</u>	<u>² R change (F)</u> ^a
1.	Demands (2)		.38 (190.08)***
2a.	Demands <u>and Coping</u> (6)	.44	.06 (17.60)***
2b.	Demands <u>and Support</u> (4)	.40	.02 (9.04)***
2c.	Demands <u>and Rewards</u> (4)	.42	.04 (22.67)***
3a.	Demands, Rewards and Support (6)	.42	
3b.	Demands, Rewards, Support <u>and Coping</u> (10)	.46	.04 (11.73)***
4a.	Demands, Rewards and Coping (8)	.46	
4b.	Demands, Rewards, Coping <u>and Support</u> (10)	.46	.00 (.89)
5a.	Demands, Coping and Support (8)	.45	
5b.	Demands, Coping, Support <u>and Rewards</u> (10)	.46	.02 (9.00)***

^a ²
F to test R -change.

*** significant at the .001 level.

Research Issue 1

To assess the relative and combined effects of the resources in predicting interrole stress after accounting for demands, an hierarchical and stepwise regression procedure was used. Note that each resource variable consisted of more than one scale, and the set of scales making up the variable was always entered as a unit for the stepwise analysis. Results are presented in Table 5.13.

First, interrole stress was regressed on home and work demands entered in a single step, as per hypothesis 1. Then, a separate equation was calculated for each of the resources, to assess the increase in R-squared for each variable, if it were to be included in the equation (as per hypotheses 4a, 5a and 6a). The set contributing the largest significant increase in R-squared was then included in the prediction equation at step 2. For step 3, separate equations were again calculated for each of the two remaining variables. The increase in R-squared that would result from including each in the prediction equation after steps 1 and 2 was examined. Again, the set of measures yielding the larger significant increase in R-squared was included at step 3. The remaining variable was included at step 4 if it contributed significantly to the variance accounted for by the equation after the first three steps.

Home and work demands, entered jointly in the first step, accounted for 38% of the variance in interrole

Table 5.13 Hierarchical and Stepwise Regression Analysis of Interrole Stress on Demands and Resources.

<u>Equation number</u>	<u>Variable(s) in the equation (d.f.)</u>	<u>² R</u>	<u>² R change (F)</u>	<u>^a</u>
1.	Demands (2)		.38 (190.08) ***	
<u>Step 2.</u>				
2a.	Demands <u>and Coping</u> + (6)	.44	.06 (17.60) ***	
2b.	Demands <u>and Support</u> (4)	.40	.02 (9.04) ***	
2c.	Demands <u>and Rewards</u> (4)	.42	.04 (22.67) ***	
<u>Step 3.</u>				
3a.	Demands, Coping <u>and Rewards</u> + (8)	.46	.02 (11.52) ***	
3b.	Demands, Coping <u>and Support</u> (8)	.45	.01 (3.34) *	
<u>Step 4.</u>				
4.	Demands, Coping, Rewards <u>and Support</u> (10)	.46	.00 (.89)	

^a ²
F to test R -change

*** significant at the .001 level

* significant at the .05 level

+ retained in the prediction equation at this step

stress. Coping was included at step 2, adding 6% to the variance attributable to the prediction equation, rather than rewards (which would have added 4%), or support (which could add only 2%). Rewards, adding 2% to the variance accounted for by the equation, was included at step 3 (in preference to support, which would have increased the value of R-squared by only .01). Support was not included at step 4, as it made no significant contribution to the predictive power of the regression equation once coping and rewards had been included. The final equation included home and work demands, coping, and rewards, and had an R-squared value of .46.

Examining the beta weights for the variables included in the final equation (Table 5.14), it is apparent that not all the coping subscales contribute significantly to predictions based on the regression equation as a whole. The individual effects of the different types of coping on interrole stress are of interest; they might overlap with each other, or with those of other resources, or some types of coping may have no effect in this situation. The relative effects of the coping subscales were explored further by analyzing them separately. Table 5.15 presents the individual effects of different types of coping in predicting interrole stress (a) after accounting for demands alone, and (b) when the effects of support and rewards are partialled out in addition to demands.

TABLE 5.14. Standardized Regression Weights for Final Equation Predicting Interrole Stress.

Variable	Beta (t) ^a	
Home Demands	.34	(10.03)***
Work Demands	.33	(10.33)***
Perspective Coping	.00	(.15)
Organized Coping	-.03	(-.10)
Social Coping	.06	(1.66)
Self-Care Coping	-.24	(-6.31)***
Home Rewards	-.10	(-3.00)**
Work Rewards	-.10	(-3.25)**

^a

t to test beta coefficient

*** significant at the .001 level

** significant at the .01 level

TABLE 5.15. Individual Effects of Different Types of Coping
in Predicting Interrole Stress.

Equation number	Variable(s) in the equation	2 R	2 R -change (F)	a Beta (t)	b
<u>CONTROLLING FOR DEMANDS</u>					
1.	Demands		.38 (190.08)***		
	Home Demands			.40 (11.99)***	
	Work Demands			.34 (10.14)***	
2.	<u>Demands and Coping</u> (as a set)	.44	.06 (17.60)***		
	Home Demands			.34 (10.03)***	
	Work Demands			.33 (10.33)***	
	Self-Care Coping			-.24 (-6.31)***	
	Organized Coping			-.03 (-.10)	
	Social Coping			.06 (1.66)	
	Perspective Coping			.00 (.15)	
3a.	<u>Demands and Self-Care Coping</u>	.44	.06 (65.92)***		
	Home Demands			.40 (11.99)***	
	Work Demands			.34 (10.14)***	
	Self Care Coping			-.25 (-8.12)***	
3b.	<u>Demands and Organized Coping</u>	.39	.01 (9.79)**		
	Home Demands			.42 (12.44)***	
	Work Demands			.34 (10.20)***	
	Organized Coping			-.10 (-3.13)**	

TABLE 5.15. (Continued)

Equation number	Variable(s) in the equation	² R	² R -change (F)	^a Beta (t)	^b Beta (t)
3c.	<u>Demands and Social Coping</u>	.39	.01 (9.32)**		
	Home Demands				.39 (11.57)***
	Work Demands				.34 (10.27)***
	Social Coping				-.10 (-3.05)**
3d.	<u>Demands and Perspective Coping</u>	.40	.02 (16.52)***		
	Home Demands				.40 (12.11)***
	Work Demands				.35 (10.36)***
	Perspective Coping				-.13 (-4.06)***

CONTROLLING FOR DEMANDS, REWARDS AND SUPPORT

4.	Demands, Rewards, and Support	.42			
5.	<u>Demands, Rewards, Support and Coping (as a set)</u>	.46	.04 (11.73)***		
	Self-Care Coping				-.24 (-6.37)***
	Organized Coping				-.03 (-1.00)
	Social Coping				.07 (1.78)
	Perspective Coping				.00 (.24)

TABLE 5.15. (Continued)

Equation number	Variable(s) in the equation	^a R ²	^a R ² -change (F)	^b Beta (t)
6a.	<u>Demands, Rewards, Support and Self-Care Coping</u>	.46	.04 (42.10)***	-.21 (-6.49)***
6b.	<u>Demands, Rewards, Support and Organized Coping</u>	.43	.00 (3.70)	
6c.	<u>Demands, Rewards, Support and Social Coping</u>	.42	.00 (1.33)	
6d.	<u>Demands, Rewards, Support and Perspective Coping</u>	.43	.00 (2.85)	

^a
F to test R² -change

^b
t to test beta coefficient

*** significant at the .001 level

** significant at the .01 level

When all four coping scales were entered into the equation together, after accounting for demands, only self-care coping contributed significantly to predicting interrole stress. However, when the different types of coping were entered independently after demands, each increased the predictable variance in interrole stress significantly, indicating there was some overlap among them. It is nevertheless clear that self-care coping had by far the largest effect, increasing the value of R-squared for the equation by .06, in contrast to an increase of .02 or .01 for other types of coping. And once the effects of rewards and support were also included in the prediction equation, only self-care coping still accounted for a significant and unique portion of the variance in interrole stress.

Research Issue 2

The direct effects of the resources on the relationship between demands and interrole stress were explored above. The further issue arises whether any of the resources moderate the relationship between demands and interrole stress. That is, is there any evidence of interactive effects between the resources and demands that could further add to the prediction of interrole stress? A series of hierarchical regression analyses was performed to test for such effects. Interrole stress was regressed

first on demands and each resource, and then the corresponding demands-by-resource interaction terms were included in each equation. A moderating effect was indicated by a significant increase in the value of R-squared for an equation when the set of interactions was entered. Results are presented in Table 5.16. Coping and support both showed some evidence of moderating the relationship between demands and interrole stress, while no significant interactive effect was found for rewards.

To further explore the moderating effects of coping and social support, separate equations were calculated for each type of demands (home and work) with (a) each type of coping and (b) each type of support. The results are presented in Tables 5.17 and 5.18 respectively. Three of the four types of coping (those with the smaller direct effects) showed evidence of acting as moderators of the relationship between home demands and interrole stress, while none of the coping methods interacted significantly with work demands in this way. The interaction of work support with home demands was also significant.

To assess the direction of the interactive effects, the sample was divided into high, medium and low scorers on each of the coping and support scales, and the correlation between demands and interrole stress calculated for each subgroup and type of demands (see Tables 5.19 and 5.20). This strategy was chosen on the basis of James & Brett's

Table 5.16 Hierarchical Regression Analyses of Interrole Stress
on Demands, Resources and Interactions.

Equation number	Variable(s) in the equation	² R	² R -change (F)	^a Beta (t)	^b Beta (t)
1a.	Demands and Coping	.44			
	Home Demands (1)			.36 (10.47)***	
	Work Demands (2)			.33 (10.08)***	
	Self-Care Coping (3)			-.25 (-6.71)***	
	Organized Coping (4)			-.05 (-1.50)	
	Social Coping (5)			.05 (1.30)	
	Perspective Coping (6)			-.03 (-0.84)	
1b.	Demands, Coping, and Interactions	.46	.02 (2.52)**		
	Home Demands (1)			1.21 (5.13)***	
	Work Demands (2)			.20 (.92)	
	Self-Care Coping (3)			-.18 (-0.96)	
	Organized Coping (4)			.19 (1.19)	
	Social Coping (5)			.06 (.34)	
	Perspective Coping (6)			.33 (1.82)	
	(1) by (3)			.05 (.27)	
	(1) by (4)			-.64 (-3.02)**	
	(1) by (5)			-.32 (-1.38)	
	(1) by (6)			-.28 (-1.25)	
	(2) by (3)			-.16 (-0.79)	
	(2) by (4)			.25 (1.13)	
	(2) by (5)			.36 (1.53)	
	(2) by (6)			-.28 (-1.24)	
2a.	Demands and Rewards	.42			
2b.	Demands, Rewards, and Interactions	.43	.01 (8.63)		

Table 5.16 (Continued)

Equation number	Variable(s) in the equation	² R	² R change (F)	^a Beta (t)	^b Beta (t)
3a.	Demands and Support	.40			
	Home Demands (1)			.40	(11.84)***
	Work Demands (2)			.33	(9.95)***
	Home Support (7)			-.09	(-2.71)**
	Work Support (8)			-.06	(-1.86)
3b.	Demands, Support, and Interactions	.41	.02 (53.99)**		
	Home Demands (1)			.68	(4.83)***
	Work Demands (2)			.59	(4.38)***
	Home Support (7)			.20	(1.26)
	Work Support (8)			.28	(1.86)
	(1) by (7)			-.02	(-.0.10)
	(1) by (8)			-.48	(-2.92)**
	(2) by (7)			-.39	(-2.19)*
	(2) by (8)			.08	(.47)

a ²
F to test R -change

b
t to test beta coefficient

*** significant at the .001 level.

** significant at the .01 level

* significant at the .05 level

TABLE 5.17. Moderated Regression Analyses for Different Types of Coping and Demands in Predicting Interrole Stress

Equation number	Variable(s) in the equation	² R	² R -change (F) ^a
1a.	Home Demands		.28 (253.37)***
1b.	Home Demands <u>and Self-Care Coping</u>	.35	.07 (69.82)***
1c.	Home Demands, <u>Self-Care Coping, and their interaction</u>	.35	.00 (1.77)
2a.	Home Demands		.28 (253.37)***
2b.	Home Demands <u>and Organized Coping</u>	.29	.01 (9.11)**
2c.	Home Demands, <u>Organized Coping, and their interaction</u>	.29	.01 (5.68)*
3a.	Home Demands		.28 (253.37)***
3b.	Home Demands <u>and Social Coping</u>	.28	.01 (7.18)**
3c.	Home Demands, <u>Social Coping, and their interaction</u>	.29	.01 (4.99)*
4a.	Home Demands		.28 (253.37)***
4b.	Home Demands <u>and Perspective Coping</u>	.29	.01 (13.14)***
4c.	Home Demands, <u>Perspective Coping, and their interaction</u>	.30	.01 (7.36)**
5a.	Work Demands		.24 (204.69)***
5b.	Work Demands <u>and Self-Care Coping</u>	.34	.11 (106.54)***
5c.	Work Demands, <u>Self-Care Coping, and their interaction</u>	.34	.00 (0.19)
6a.	Work Demands		.24 (204.69)***
6b.	Work Demands <u>and Organized Coping</u>	.24	.00 (0.61)
6c.	Work Demands, <u>Organized Coping, and their interaction</u>	.24	.00 (0.07)

Table 5.17 (Continued)

Equation number	Variable(s) in the equation	² R	² R -change (F) ^a
7a.	Work Demands		.24 (204.69)***
7b.	Work Demands <u>and Social Coping</u>	.26	.02 (18.39)***
7c.	Work Demands, <u>Social Coping, and their interaction</u>	.26	.00 (0.08)
8a.	Work Demands		.24 (204.69)***
8b.	Work Demands <u>and Perspective Coping</u>	.25	.02 (14.76)***
8c.	Work Demands, <u>Perspective Coping, and their interaction</u>	.25	.00 (1.37)

^a
F to test ²
R -change

*** significant at the .001 level

** significant at the .01 level

* significant at the .05 level

TABLE 5.18. Moderated Regression Analyses for Different Types of Support and Demands in Predicting Interrole Stress

Equation number	Variable(s) in the equation	² R	² R -change (F) ^a
1a.	Home Demands		.28 (238.81)***
1b.	Home Demands <u>and Home Support</u>	.30	.02 (19.90)***
1c.	Home Demands, Home Support, <u>and their interaction</u>	.30	.00 (0.42)
2a.	Home Demands		.28 (238.81)***
2b.	Home Demands <u>and Work Support</u>	.29	.01 (7.19)**
2c.	Home Demands, Work Support, <u>and their interaction</u>	.30	.01 (10.11)*
3a.	Work Demands		.24 (204.69)***
3b.	Work Demands <u>and Home Support</u>	.25	.01 (11.55)***
3c.	Work Demands, Home Support <u>and their interaction</u>	.25	.00 (2.67)
4a.	Work Demands		.24 (204.69)***
4b.	Work Demands <u>and Work Support</u>	.26	.02 (16.59)***
4c.	Work Demands, Work Support, <u>and their interaction</u>	.26	.00 (1.36)

^a
F to test ²
R -change

*** significant at the .001 level

**significant at the .01 level

* significant at the .05 level

Table 5.19. Correlations Between Demands and Interrole Stress
at High, Medium and Low Levels of Coping.

Type of Demands	Type of Coping	Correlation between Demands and Interrole Stress		
		a	b	c
		Low Level Coping (n)	Medium Level Coping (n)	High Level Coping (n)
Home	Self-Care	.40 (121)	.53 (419)	.40 (122)
Home	Organized*	.67 (117)	.52 (439)	.40 (106)
Home	Social*	.58 (107)	.52 (440)	.49 (115)
Home	Perspective*	.60 (101)	.57 (451)	.24 (110)
Work	Self-Care	.44 (121)	.49 (419)	.48 (122)
Work	Organized	.52 (117)	.47 (439)	.52 (106)
Work	Social	.53 (107)	.46 (440)	.55 (115)
Work	Perspective	.57 (101)	.48 (451)	.46 (110)

* significant moderating effect indicated in Table 5.31

a
scoring lower than one standard deviation below the group mean

b
scoring within one standard deviation of the group mean

c
scoring higher than one standard deviation above the group mean

Table 5.20. Correlations Between Demands and Interrole Stress
at High, Medium and Low Levels of Support.

Type of Demands	Type of Support	Correlation between Demands and Interrole Stress		
		a Low Level Support (n)	b Medium Level Support (n)	c High Level Support (n)
Home	Home	.65 (101)	.54 (431)	.48 (110)
Home	Work*	.69 (116)	.48 (407)	.42 (110)
Work	Home	.46 (101)	.48 (431)	.51 (110)
Work	Work	.44 (116)	.50 (407)	.46 (110)

* significant moderating effect indicated in Table 5.31

a
scoring lower than one standard deviation below the group mean

b
scoring within one standard deviation of the group mean

c
scoring higher than one standard deviation above the group mean

(1984) definition, that a variable moderates a relationship if the relationship depends on the level of that variable. The results in Tables 5.19 and 5.20 indicate that in each significant case the correlation between demands and interrole stress was reduced with higher levels of the moderating variable.

Hypotheses 7, 8 and 9

Hypotheses 7, 8 and 9 proposed that coping, social support and personal rewards, respectively, would each add (a) significantly, and (b) uniquely, among the resources studied, to the prediction of tedium, after accounting for the effect of interrole stress. To test these hypotheses a series of hierarchical regression analyses were performed. Tedium was first regressed on each resource individually, after partialling out the effect of interrole stress, to test whether coping, support and rewards separately added significantly to the prediction. Thereafter, tedium was regressed on each resource after additionally partialling out the effects of the other two resources being investigated, as well as interrole stress, to test whether any unique variance was accounted for. Results are presented in Table 5.21.

Table 5.21 Hierarchical Regression Analysis of Tedium on Interrole Stress and Resources.

<u>Equation number</u>	<u>Variable(s) in the equation (d.f.)</u>	<u>² R</u>	<u>² R change (F)</u>	^a
1.	Interrole Stress (1)		.26 (218.84) ***	
2a.	Interrole Stress and Coping (5)	.34	.08 (18.65) ***	
2b.	Interrole Stress and Support (3)	.34	.08 (38.33) ***	
2c.	Interrole Stress and Rewards (3)	.46	.20 (118.26) ***	
3a.	Interrole Stress, Rewards and Support (5)	.47		
3b.	Interrole Stress, Rewards Support and Coping (9)	.50	.02 (6.70) ***	
4a.	Interrole Stress, Rewards and Coping (7)	.49		
4b.	Interrole Stress, Rewards, Coping and Support (9)	.50	.01 (4.54) *	
5a.	Interrole Stress, Coping and Support (7)	.39		
5b.	Interrole Stress, Coping, Support and Rewards (9)	.50	.11 (67.85) ***	

^a ²
F to test R -change

*** significant at the .001 level.

* significant at the .05 level.

Table 5.21 shows that each resource, considered separately, added significantly to the prediction of tedium, after accounting for the effect of interrole stress. Coping and social support each added 8%, and rewards added 20% to the variance accounted for by the prediction equation. Hypotheses 7a, 8a and 9a were therefore supported. Coping, rewards and support each also accounted for a unique portion of the variance, adding to the prediction of tedium even after the effects of the other two resources in the model had been partialled out, in addition to interrole stress. Hypotheses 7b, 8b and 9b were therefore also supported.

Hypotheses 10, 11 and 12

Hypotheses 10, 11 and 12 proposed that coping, social support and personal rewards, respectively, would each add (a) significantly, and (b) uniquely, among the resources studied, to the prediction of life satisfaction, after accounting for the effect of interrole stress. To test these hypotheses a series of hierarchical regression analyses were performed. Life satisfaction was first regressed on each resource individually after partialling out the effect of interrole stress, to test whether coping, support and rewards separately added significantly to the prediction. Thereafter, life satisfaction was regressed on each resource after additionally partialling out the

effects of the other two resources being investigated, as well as interrole stress, to test whether any unique variance was accounted for. Results are presented in Table 5.22. Table 5.22 shows that each resource, considered separately, added significantly to the prediction of life satisfaction, after accounting for the effect of interrole stress. Coping added 13%, social support 20% and rewards 41% to the variance accounted for by the prediction equation. Hypotheses 10a, 11a and 12a were therefore supported. Coping, rewards and support each also accounted for a unique portion of the variance, adding to the prediction of life satisfaction even after the effects of the other two resources in the model had been partialled out, in addition to interrole stress. Hypotheses 10b, 11b and 12b were therefore also supported.

Hypotheses 13, 14 and 15

Hypotheses 13, 14 and 15 proposed that coping, social support and personal rewards, respectively, would each add (a) significantly, and (b) uniquely, among the resources studied, to the prediction of job satisfaction, after accounting for the effect of interrole stress. To test these hypotheses a series of hierarchical regression analyses were performed. Job satisfaction was first regressed on each resource individually after partialling out the effect of interrole stress, to test whether coping,

Table 5.22 Hierarchical Regression Analysis of Life Satisfaction on Interrole Stress and Resources.

<u>Equation number</u>	<u>Variable(s) in the equation (d.f.)</u>	<u>² R</u>	<u>² R change (F)</u>	^a
1.	Interrole Stress (1)		.07 (47.37) ***	
2a.	Interrole Stress and Coping (5)	.20	.13 (25.61) ***	
2b.	Interrole Stress and Support (3)	.27	.20 (86.45) ***	
2c.	Interrole Stress and Rewards (3)	.48	.41 (242.20) ***	
3a.	Interrole Stress, Rewards and Support (5)	.52		
3b.	Interrole Stress, Rewards Support and Coping (9)	.53	.01 (4.29) **	
4a.	Interrole Stress, Rewards and Coping (7)	.50		
4b.	Interrole Stress, Rewards, Coping and Support (9)	.53	.03 (19.48) ***	
5a.	Interrole Stress, Coping and Support (7)	.33		
5b.	Interrole Stress, Coping, Support and Rewards (9)	.53	.20 (132.21) ***	

^a ²
F to test R -change

*** significant at the .001 level.

** significant at the .01 level.

support and rewards separately added significantly to the prediction. Thereafter, job satisfaction was regressed on each resource after additionally partialling out the effects of the other two resources being investigated, as well as interrole stress, to test whether any unique variance was accounted for. Results are presented in Table 5.23.

Table 5.23 shows that social support and rewards, considered separately, added significantly to the prediction of life satisfaction, after accounting for the effect of interrole stress. Social support added 12% and rewards 44% to the variance accounted for by the prediction equation. Hypotheses 14a and 15a were therefore supported. Coping, however, did not increase the value of R-squared for the equation significantly after interrole stress had been controlled for, and hypothesis 13 was therefore not supported. Rewards and support each also accounted for a unique portion of the variance, adding to the prediction of life satisfaction even after the effects of the other two resources in the model had been partialled out, in addition to interrole stress. Hypotheses 14b and 15b were therefore supported.

Research Issue 3

To assess the relative and combined effects of the resources in predicting each outcome after accounting for

Table 5.23 Hierarchical Regression Analysis of Job Satisfaction on Interrole Stress and Resources.

<u>Equation number</u>	<u>Variable(s) in the equation (d.f.)</u>	<u>2</u> <u>R</u>	<u>2</u> <u>R change (F)</u>	^a
1.	Interrole Stress (1)		.06 (38.27) ***	
2a.	Interrole Stress and Coping (5)	.07	.01 (2.08)	
2b.	Interrole Stress and Support (3)	.18	.12 (45.06) ***	
2c.	Interrole Stress and Rewards (3)	.49	.44 (269.54) ***	
3a.	Interrole Stress, Rewards and Support (5)	.50		
3b.	Interrole Stress, Rewards Support and Coping (9)	.50	.00 (1.34)	
4a.	Interrole Stress, Rewards and Coping (7)	.50		
4b.	Interrole Stress, Rewards, Coping and Support (9)	.50	.01 (3.25) *	
5a.	Interrole Stress, Coping and Support (7)	.18		
5b.	Interrole Stress, Coping, Support and Rewards (9)	.50	.32 (201.63) ***	

^a 2
F to test R²-change

*** significant at the .001 level.

* significant at the .05 level.

interrole stress, the same hierarchical and stepwise regression procedure was used as for research issue 1, when interrole stress was the dependent variable of interest. Note that each resource variable consisted of more than one scale, and the set of scales making up the variable was always entered as a set for the stepwise analyses.

For each outcome variable the following procedure was used. First, the outcome variable was regressed on interrole stress, as per hypothesis 2. Then, a separate equation was calculated for each of the resources, to assess the increase in R-squared for each variable, if it were to be included in the equation after partialling out interrole stress. The set contributing the largest significant increase in R-squared was then included in the prediction equation at step 2. For step 3, separate equations were again calculated for each of the two remaining variables. The increase in R-squared that would result from including each in the prediction equation after steps 1 and 2 was examined. Again, the set of measures yielding the larger significant increase in R-squared was included at step 3. The remaining variable was included at step 4 if it contributed significantly to the variance accounted for by the equation after the first three steps.

Predicting tedium. Table 5.24 presents the results of the hierarchical and stepwise analysis for predicting tedium. An R-squared value of .26 was obtained when

Table 5.24. Hierarchical and Stepwise Regression Analysis of Tedium on Interrole Stress and Resources.

<u>Equation number</u>	<u>Variable(s) in the equation (d.f.)</u>	<u>R^2</u>	<u>R^2</u>	<u>change (F)</u> ^a
1.	Interrole Stress (1)		.26	(218.84)***
<u>Step 2.</u>				
2a.	Interrole Stress <u>and Coping</u> (5)	.34	.08	(18.65)***
2b.	Interrole Stress <u>and Support</u> (3)	.34	.08	(38.33)***
2c.	Interrole Stress <u>and Rewards</u> + (3)	.46	.20	(118.26)***
<u>Step 3.</u>				
3a.	Interrole Stress, Rewards <u>and Coping</u> + (7)	.49	.03	(7.82)***
3b.	Interrole Stress, Rewards <u>and Support</u> (5)	.47	.01	(6.70)**
<u>Step 4.</u>				
4.	Interrole Stress, Rewards, Coping <u>and Support</u> + (9)	.50	.01	(4.54)**

^a F to test R^2 -change

*** significant at the .001 level

** significant at the .01 level

+ retained in the prediction equation at this step

interrole stress was entered into the equation at step 1. At step 2 the rewards scales were included, increasing the predictable variance in tedium by 20%. Either support or coping would have added only 8% to the variance accounted for by interrole stress. Coping entered the equation at step 3, enhancing R-squared by .03, in preference to support, which would have added only .01. Support, however, contributed significantly at step 4. It accounted uniquely for 1% of the variance in tedium and was included in the equation, which had a final R-squared value of .50.

The individual beta weights in the final prediction equation (Table 5.25) indicate that interrole stress contributed most to the prediction of tedium. Next in importance, almost equally, were home rewards and work rewards. All the coping subscales except for organized coping had significant beta weights, with those for self-care and perspective-oriented coping being negative as expected. However, socially-oriented coping had a significant, positively-signed beta weight, which paradoxically implied that this type of coping might actually have a detrimental effect on well-being. Work support contributed significantly to the final prediction equation, but home support had a nonsignificant beta weight. Exploring further, separate analyses were conducted for each type of coping and each type of support. The individual effects of different types of

TABLE 5.25. Standardized Regression Weights for Final Equation Predicting Tedium.

Variable	Beta (t) ^a
Interrole Stress	.34 (10.50)***
Work Rewards	-.24 (-7.37)***
Home Rewards	-.26 (-7.94)***
Perspective Coping	-.09 (-2.71)**
Organized Coping	.03 (1.17)
Social Coping	.10 (2.69)**
Self-Care Coping	-.14 (-3.78)***
Home Support	-.00 (-0.24)
Work Support	-.10 (-2.76)**

^a
t to test beta coefficient

*** significant at the .001 level

** significant at the .01 level

coping in predicting tedium (a) after accounting for interrole stress, and (b) when the effects of rewards and support were partialled out in addition to interrole stress, are presented in Table 5.26. Table 5.27 presents the individual effects of home and work support in predicting tedium (a) after accounting for interrole stress and (b) when the effects of rewards and coping were partialled out in addition to interrole stress.

Table 5.26 indicates that individually each type of coping did add to the prediction of tedium, after accounting for interrole stress, although self-care and perspective-oriented coping had the greatest effects. The beta weights for all the subscales were negative, including that for socially-oriented coping, showing no general detrimental effect of social coping on physical and mental well-being. Once the effects of rewards and support were partialled out, in addition to interrole stress, only self-care and perspective-oriented coping contributed significantly to predicting tedium when examined individually. These two types of coping also had significant negative beta weights in the final equation, indicating that each accounted for some unique variance in tedium. In sum, it appears that self-care and perspective-oriented coping each contributed uniquely to the prediction of tedium after controlling for interrole stress and the other resources. Organized coping had a weak direct effect

TABLE 5.26. Individual Effects of Different Types of Coping
in Predicting Tedium.

Equation number	Variable(s) in the equation	² R	² R -change (F)	^a Beta (t)	^b Beta (t)
<u>CONTROLLING FOR INTERROLE STRESS</u>					
1.	Interrole Stress		.26 (218.84)***		
2.	Interrole Stress <u>and Coping</u> (as a set)	.34	.08 (18.65)***		
	Interrole Stress			.42 (11.84)***	
	Self-Care Coping			-.18 (-4.13)***	
	Organized Coping			-.00 (-0.17)	
	Social Coping			.04 (1.00)	
	Perspective Coping			-.20 (-5.13)***	
3a.	Interrole Stress <u>and Self-Care Coping</u>	.31	.05 (45.03)***		
	Interrole Stress			.41 (11.40)***	
	Self Care Coping			-.24 (-6.71)***	
3b.	Interrole Stress <u>and Organized Coping</u>	.26	.005 (4.13)*		
	Interrole Stress			.51 (14.84)***	
	Organized Coping			-.07 (-2.03)*	
3c.	Interrole Stress <u>and Social Coping</u>	.28	.02 (14.43)***		
	Interrole Stress			.49 (14.18)***	
	Social Coping			-.13 (-3.80)***	

TABLE 5.26. (Continued)

Equation number	Variable(s) in the equation	² R	² R -change (F)	^a Beta (t)	^b Beta (t)
3d.	<u>Interrole Stress and Perspective Coping</u>	.32	.06 (55.52)***		
	Interrole Stress				.48 (14.44)***
	Perspective Coping				-.25 (-7.45)***
<u>CONTROLLING FOR INTERROLE STRESS, REWARDS AND SUPPORT</u>					
4.	Interrole Stress, Rewards, and Support	.47			
5.	<u>Interrole Stress, Rewards, Support and Coping (as a set)</u>	.50	.02 (6.70)***		
	Self-Care Coping				-.14 (-3.78)***
	Organized Coping				.03 (1.17)
	Social Coping				.10 (2.69)**
	Perspective Coping				-.09 (-2.71)**
6a.	<u>Interrole Stress, Rewards, Support and Self-Care Coping</u>	.49	.01 (14.48)***		
6b.	<u>Interrole Stress, Rewards, Support and Organized Coping</u>	.47	.00 (0.09)		

TABLE 5.26. (Continued)

Equation number	Variable(s) in the equation	² R	² R -change (F) ^a	^b Beta (t)
6c.	Interrole Stress, Rewards, Support and <u>Social Coping</u>	.47	.00 (0.01)	
6d.	Interrole Stress, Rewards, Support and <u>Perspective Coping</u>	.48	.01 (9.73)**	

^a
F to test ²
R -change

^b
t to test beta coefficient

*** significant at the .001 level

** significant at the .01 level

* significant at the .05 level

TABLE 5.27. Individual Effects of Different Types of Support
in Predicting Tedium.

Equation number	Variable(s) in the equation	² R	² R -change (F)	^a	^b Beta (t)
<u>CONTROLLING FOR INTERROLE STRESS</u>					
1.	Interrole Stress		.26 (218.84)***		
2.	<u>Interrole Stress and Support</u> (as a set)	.34	.08 (38.33)***		
	Interrole Stress				.46 (13.86)***
	Home Support				-.11 (-3.05)**
	Work Support				-.23 (-6.33)***
3a.	<u>Interrole Stress and Home Support</u>	.30	.04 (34.43)***		
	Interrole Stress				.48 (14.00)***
	Home Support				-.20 (-5.87)***
3b.	<u>Interrole Stress and Work Support</u>	.33	.07 (66.46)***		
	Interrole Stress				.47 (14.24)***
	Work Support				-.27 (-8.15)***

TABLE 5.27. (Continued)

Equation number	Variable(s) in the equation	² R	² R -change (F)	^a Beta (t)	^b Beta (t)
<u>CONTROLLING FOR INTERROLE STRESS, REWARDS AND COPING</u>					
4.	Interrole Stress, Rewards, and Coping	.49			
5.	Interrole Stress, Rewards, Coping, and Support (as a set)	.50	.01 (4.54)*		
	Home Support				-.00 (-.24)
	Work Support				-.10 (-2.76)**
6a.	Interrole Stress, Rewards, Coping, and Home Support	.49	.00 (1.46)		
6b.	Interrole Stress, Rewards, Coping, and Work Support	.50	.01 (9.03)**		

^a
F to test ²
R -change

^b
t to test beta coefficient

*** significant at the .001 level

** significant at the .01 level

* significant at the .05 level

on tedium, and only in the absence of other types of coping or resources. The role of socially-oriented coping was equivocal and unclear.

Table 5.27 indicates that, individually, both home and work support added to the prediction of tedium after controlling for interrole stress. Once other resources were accounted for, home support made no unique contribution. Work support, on the other hand, continued to have a significant effect in predicting tedium.

Predicting life satisfaction. Table 5.28 presents the results of the hierarchical and stepwise regression analysis for predicting life satisfaction. The same procedure was used as in predicting tedium (see page 116); interrole stress was entered into the equation at step 1, then the resources (coping, support and rewards) were entered in a stepwise fashion on the basis of their contribution to the value of R-squared at steps 2, 3 and 4.

Interrole stress accounted for 7% of the variance in life satisfaction, at step 1. Rewards enhanced the predictable variance by 41% at step 2, and entered the equation. (Support and coping, in contrast, would have added only .20 and .13 respectively to the value of R-squared.) Support was included in the equation at step 3, increasing the variance accounted for by 4%, in preference to coping, which would have added 2%. Coping was included at step 4, contributing a significant .01 to the final R-squared value of .53 for the prediction equation.

Table 5.28. Hierarchical and Stepwise Regression Analysis of Life Satisfaction on Interrole Stress and Resources.

<u>Equation number</u>	<u>Variable(s) in the equation (d.f.)</u>	<u>² R</u>	<u>² R</u>	<u>^a change (F)</u>
1.	Interrole Stress (1)		.07	(47.37)***
<u>Step 2.</u>				
2a.	Interrole Stress <u>and Coping</u> (5)	.20	.13	(25.61)***
2b.	Interrole Stress <u>and Support</u> (3)	.27	.20	(86.45)***
2c.	Interrole Stress <u>and Rewards+</u> (3)	.48	.41	(242.20)***
<u>Step 3.</u>				
3a.	Interrole Stress, Rewards <u>and Coping</u> (7)	.50	.02	(6.63)***
3b.	Interrole Stress, Rewards <u>and Support+</u> (5)	.52	.04	(24.43)***
<u>Step 4.</u>				
4.	Interrole Stress, Rewards, Support <u>and Coping+</u> (9)	.53	.01	(4.29)**

^a
F to test ²R -change

*** significant at the .001 level

** significant at the .01 level

+ retained in the prediction equation at this step

Table 5.29 shows the beta weights for the final equation predicting life satisfaction, which included all of the resources in addition to interrole stress. The beta value for interrole stress became nonsignificant with the inclusion of coping, support and rewards in the equation, and the value of R-squared did not decrease significantly if interrole stress was removed. This indicated that the small but significant association between interrole stress and life satisfaction, which supported hypothesis 2b, lost its predictive value in the presence of coping, support and rewards. These latter variables, particularly rewards, had a far greater effect in predicting life satisfaction than did interrole stress.

The beta weights for the coping subscales in Table 5.29 indicate that only perspective-oriented coping was a significant predictor when the set of subscales was entered into the equation at step 4. Separate equations were calculated for each of the subscales, to investigate whether only this type of coping had an effect, or whether there were overlapping effects of different types of coping on life satisfaction. Table 5.30 presents the individual analyses of the coping scales in predicting life satisfaction (a) after accounting for interrole stress and (b) after partialling out the effects of support and rewards in addition to interrole stress. Each type of coping, taken separately, added to the value of R-squared

TABLE 5.29. Standardized Regression Weights for Final Equation Predicting Life Satisfaction.

Variable	Beta (t) ^a
Interrole Stress	-.06 (-1.80)
Work Rewards	.28 (8.74)***
Home Rewards	.40 (12.40)***
Perspective Coping	.10 (2.93)**
Organized Coping	.03 (1.01)
Social Coping	-.05 (-1.58)
Self-Care Coping	.06 (1.72)
Home Support	.11 (3.48)***
Work Support	.13 (3.75)***

^a
t to test beta coefficient

*** significant at the .001 level

** significant at the .01 level

TABLE 5.30. Individual Effects of Different Types of Coping
in Predicting Life Satisfaction.

Equation number	Variable(s) in the equation	² R	² R -change (F)	^a Beta (t)	^b Beta (t)
<u>CONTROLLING FOR INTERROLE STRESS</u>					
1.	Interrole Stress		.07 (47.37)***		
2.	<u>Interrole Stress and Coping</u> (as a set)	.20	.13 (25.61)***		
	Interrole Stress			-.19 (-4.75)***	
	Self-Care Coping			.11 (2.37)*	
	Organized Coping			.09 (2.34)*	
	Social Coping			.03 (0.77)	
	Perspective Coping			.26 (6.16)***	
3a.	<u>Interrole Stress and Self-Care Coping</u>	.13	.06 (40.85)***		
	Interrole Stress			-.16 (-3.99)***	
	Self Care Coping			.26 (6.39)***	
3b.	<u>Interrole Stress and Organized Coping</u>	.10	.03 (17.93)***		
	Interrole Stress			-.27 (-7.00)***	
	Organized Coping			.16 (4.24)***	
3c.	<u>Interrole Stress and Social Coping</u>	.11	.04 (30.60)***		
	Interrole Stress			-.23 (-6.10)***	
	Social Coping			.21 (5.53)***	

TABLE 5.30. (Continued)

Equation number	Variable(s) in the equation	² R	² R -change (F)	^a	^b Beta (t)
3d.	<u>Interrole Stress and Perspective Coping</u>	.18	.11 (85.25)***		
	Interrole Stress				-.23 (-6.19)***
	Perspective Coping				.34 (9.23)***
<u>CONTROLLING FOR INTERROLE STRESS, REWARDS AND SUPPORT</u>					
4.	Interrole Stress, Rewards, and Support	.52			
5.	Interrole Stress, Rewards, <u>Support and Coping</u> (as a set)	.53	.01 (4.29)**		
	Perspective Coping				.10 (2.93)**
	Organized Coping				.03 (1.01)
	Social Coping				-.05 (-1.58)
	Self-Care Coping				.06 (1.72)
6a.	Interrole Stress, Rewards, Support <u>and Self-Care Coping</u>	.52	.004 (5.70)*		

TABLE 5.30. (Continued)

Equation number	Variable(s) in the equation	^a R ²	^b R ² -change (F)	Beta (t)
6b.	Interrole Stress, Rewards, Support and <u>Organized Coping</u>	.52	.002 (2.94)	
6c.	Interrole Stress, Rewards, Support and <u>Social Coping</u>	.52	.000 (0.11)	
6d.	Interrole Stress, Rewards, Support and <u>Perspective Coping</u>	.52	.01 (11.79)***	

a ²
F to test R -change

b
t to test beta coefficient

*** significant at the .001 level

** significant at the .01 level

* significant at the .05 level

after interrole stress was accounted for. Organized and socially-oriented coping, taken individually, added nothing to the predictive value of the equation after interrole stress, support and rewards were controlled. However, there was a significant increase at the .05 level in the value of R-squared when self-care coping was included individually. This indicated a small overlapping effect of self-care with perspective-oriented coping in predicting life satisfaction in the presence of the other resources.

Predicting job satisfaction. Table 5.31 presents the results of the hierarchical and stepwise regression analysis for predicting job satisfaction. The same procedure was used as in predicting tedium (see page 116); interrole stress was entered into the equation at step 1, then the resources (coping, support and rewards) were entered in a stepwise fashion on the basis of their contribution to the value of R-squared at steps 2, 3 and 4. Each resource variable consisted of a set of subscales and was always entered as a unit in the stepwise analysis.

Interrole stress accounted for 6% of the variance in job satisfaction, at step 1. Rewards increased the value of R-squared by .44 at step 2, and entered the equation. At this step support would have added 12% to the variance accounted for, while coping would not have increased the value of R-squared significantly. Support was included in the equation at step 3, enhancing R-squared by .005, which

Table 5.31. Hierarchical and Stepwise Regression Analysis of Job Satisfaction on Interrole Stress and Resources.

<u>Equation number</u>	<u>Variable(s) in the equation (d.f.)</u>	<u>² R</u>	<u>² R</u>	<u>change (F)</u> ^a
1.	Interrole Stress (1)			.06 (38.27)***
<u>Step 2.</u>				
2a.	Interrole Stress <u>and Coping</u> (5)	.07	.01	(2.08)
2b.	Interrole Stress <u>and Support</u> (3)	.18	.12	(45.06)***
2c.	Interrole Stress <u>and Rewards</u> + (3)	.49	.44	(269.54)***
<u>Step 3.</u>				
3a.	Interrole Stress, Rewards <u>and Support</u> + (5)	.50	.01	(3.01)*

^a ²
F to test R -change

*** significant at the .001 level

* significant at the .05 level

+ retained in the prediction equation at this step

was significant at the .05 level. Coping made no significant contribution and was excluded from the final prediction equation, which accounted for 50% of the variance in job satisfaction, and included interrole stress, rewards and support.

The beta values for the final regression equation (Table 5.32), indicate an interesting difference in the functioning of the home and work domains in predicting job satisfaction. The beta weight for work, but not home support was significant. That for work rewards was large and positive, as expected, but the sign of the smaller significant beta for home rewards was negative. This indicated that the lack of home rewards contributed to predicting job satisfaction, possibly by enhancing the power of job rewards to affect the individual if home life provided few of its own. To investigate further, an hierarchical regression analysis was performed. After interrole stress, work rewards entered the equation for predicting job satisfaction, then home rewards at the next step. Home rewards entered with a significant beta of $-.10$. The beta weight for work rewards was .66 before, and .68 after including home rewards; that for interrole stress also increased from $-.13$ to $-.15$. These results suggest that a lack of home rewards might affect job satisfaction by leaving the individual more vulnerable to the effects of both interrole stress and work rewards.

TABLE 5.32. Standardized Regression Weights for Final Equation Predicting Job Satisfaction.

Variable	Beta (t) ^a
Interrôle Stress	-.15 (-4.99)***
Work Rewards	.65 (20.02)***
Home Rewards	-.09 (-2.75)**
Work Support	.08 (2.41)*
Home Support	-.04 (-1.28)

^a F to test R^2 -change

*** significant at the .001 level

** significant at the .01 level

* significant at the .05 level

Research Issue 4

The direct effects of the resources on the relationship between interrole stress and the working family woman's well-being were explored above. The further issue arises whether any of the resources moderate any of the relationships between interrole stress and the outcomes. That is, is there any evidence of interactive effects between the resources and interrole stress that could further add to the prediction of well-being. A series of hierarchical regression analyses was performed to test for such effects (see Table 5.33). Each outcome was analyzed separately for each resource. First the outcome was regressed on interrole stress and each resource individually. The corresponding interrole-stress-by-resource interaction terms were then included in each equation. A moderating effect was indicated by a significant increase in the value of R-squared for an equation when the set of interactions was entered.

No evidence was found of any of the resources moderating the relationships between interrole stress and job satisfaction or life satisfaction. Nor was a significant interactive effect found between interrole stress and coping or rewards in predicting tedium. However, there was evidence that social support might moderate the relationship between interrole stress and

Table 5.33 Hierarchical Regression Analyses of Outcomes on Interrole Stress, Resources and Interactions.

Equation number	Variable(s) in the equation	² R	² R -change (F) ^a
<u>DEPENDENT VARIABLE: TEDIUM</u>			
1a.	Interrole Stress and Coping	.34	
1b.	Interrole Stress, Coping <u>and Interactions</u>	.34	.01 (1.29)
2a.	Interrole Stress and Support	.34	
2b.	Interrole Stress, Support <u>and Interactions</u>	.35	.01 (3.54)*
3a.	Interrole Stress and Rewards	.46	
3b.	Interrole Stress, Rewards <u>and Interactions</u>	.46	.00 (0.20)
<u>DEPENDENT VARIABLE: LIFE SATISFACTION</u>			
4a.	Interrole Stress and Coping	.20	
4b.	Interrole Stress, Coping <u>and Interactions</u>	.21	.00 (0.92)
5a.	Interrole Stress and Support	.27	
5b.	Interrole Stress, Support <u>and Interactions</u>	.27	.00 (0.53)
6a.	Interrole Stress and Rewards	.48	
6b.	Interrole Stress, Rewards <u>and Interactions</u>	.48	.00 (1.07)

Table 5.33 (Continued)

Equation number	Variable(s) in the equation	² R	² R -change (F) ^a
<u>DEPENDENT VARIABLE: JOB SATISFACTION</u>			
7a.	Interrole Stress and Coping	.07	
7b.	Interrole Stress, Coping <u>and Interactions</u>	.08	.01 (0.84)
8a.	Interrole Stress and Support	.18	
8b.	Interrole Stress, Support <u>and Interactions</u>	.18	.01 (2.01)
9a.	Interrole Stress and Rewards	.49	
9b.	Interrole Stress, Rewards <u>and Interactions</u>	.50	.00 (0.99)

^a
F to test ²R -change

* significant at the .05 level.

tedium. To further explore this effect, separate equations were calculated for each type of support (see Table 5.34). A significant interaction was found for home but not work support. To assess the direction of the interactive effects, the sample was divided into high, medium and low scorers on each of the support scales, and the correlation between interrole stress and tedium was calculated for each subgroup (see Table 5.35). As with research issue 2, this strategy was chosen on the basis of James & Brett's (1984) definition, that a variable moderates a relationship if the relationship depends on the level of that variable. The obtained correlation between interrole stress and tedium was lower with increasing levels of home support.

Summary of Hypothesis Testing

Table 5.36 summarizes the results of the hypothesis testing. Results of investigating research issues 2 and 4 are summarized in Table 5.37.

TABLE 5.34. Moderated Regression Analysis for Predicting Tedium
from Interrole Stress and Different Types of Support.

Equation number	Variable(s) in the equation	² R	² R -change (F) ^a
1a.	Interrole Stress		.26 (218.84)***
1b.	Interrole Stress <u>and Home Support</u>	.30	.04 (34.43)***
1c.	Interrole Stress, <u>Home Support, and their interaction</u>	.30	.01 (5.21)*
2a.	Interrole Stress		.26 (218.84)***
2b.	Interrole Stress <u>and Work Support</u>	.33	.07 (66.46)***
2c.	Interrole Stress, <u>Work Support, and their interaction</u>	.33	.00 (0.28)

^a ²
F to test R -change

*** significant at the .001 level

* significant at the .05 level

Table 5.35. Correlations Between Interrole Stress and Tedium at Different Levels of Social Support

Type of Support	^a	^b	^c
	Low Level (n)	Medium Level (n)	High Level (n)
Home*	.54 (101)	.48 (431)	.44 (110)
Work	.43 (116)	.48 (407)	.59 (110)

* significant moderating effect indicated in Table 5.33

^a lower than one standard deviation below the group mean

^b within one standard deviation of the group mean

^c higher than one standard deviation above the group mean

Table 5.36. Summary of the Results of Hypothesis Testing.

<u>Hypothesis</u>	<u>Supported</u>	<u>Partly Supported</u>	<u>Unsupported</u>
1	x		
2a	x		
b	x		
c	x		
3a	x		
b			x
c		x	
4a	x		
b	x		
5a	x		
b			x
6a	x		
b	x		
7a	x		
b	x		
8a	x		
b	x		
9a	x		
b	x		
10a	x		
b	x		
11a	x		
b	x		
12a	x		
b	x		
13a			x
b			x
14a	x		
b	x		
15a	x		
b	x		

Table 5.37. Summary of Results of Research Issues 2 and 4.

Relationship Investigated	Resource	Moderating Effect	No Moderation
Demands-Interrole Stress	Coping	x	
Demands-Interrole Stress	Support	x	
Demands-Interrole Stress	Rewards		x
Interrole Stress-Tedium	Coping		x
Interrole Stress-Tedium	Support	x	
Interrole Stress-Tedium	Rewards		x
Interrole Stress-Life Satisfaction	Coping		x
Interrole Stress-Life Satisfaction	Support		x
Interrole Stress-Life Satisfaction	Rewards		x
Interrole Stress-Job Satisfaction	Coping		x
Interrole Stress-Job Satisfaction	Support		x
Interrole Stress-Job Satisfaction	Rewards		x

CHAPTER 6

DISCUSSION

In the present study, the relationship between the life-style of working family women and their well-being was examined. The empirical literature reviewed had so far focused on the negative interaction of home and work roles, and their potentially adverse effects on the individual, family and workplace. One objective of the current research was to test some propositions from the literature about interrole stress, its possible antecedent conditions and outcomes. Another major goal was to investigate some resource variables with potentially constructive effects in the multiple-role situation. Coping behavior, social support and personal rewards were the resource variables included in this study, together with life demands and interrole stress, in investigating the well-being of working family women. In the following section, the dimensionality of the measures used will be discussed first, as many of the scales were constructed for the present research. After limitations of the study are considered, discussion will focus on the results of the hypothesis testing. Theoretical and practical implications of the findings will be explored, and suggestions offered for future research.

Dimensionality of Measures

Home and Work Demands and Rewards

These variables were conceived to be independent aspects of an individual's life, and factor analysis strongly confirmed the expected structure of the items comprising these scales (see Table 5.1, p.65). Home and work demands and rewards appear to have been successfully measured as unitary constructs of perceived rewardingness or demandingness of each domain. The general items had the highest loadings on the work-related scales, substantially higher than the next most important item in each case. For the home-related measures the general items loaded second-highest in each case, but were very close to the item loading highest ('feeling worthwhile' in the case of home rewards, and 'requiring long hours of effort' in the case of home demands.) Interestingly, one item from the work demands scale, "I must come up with new ideas regularly" also loaded on the work rewards factor above the criterion level of .3, although not as highly as on the expected factor of work demands. This indicated that a requirement to be creative at work could be experienced as challenging, with simultaneous rewarding and demanding qualities, as proposed by growth-oriented motivation theorists.

The demands and rewards within a domain were independent of each other, as indicated by nonsignificant

correlations (see Table 5.8, p.82). However, home and work demands correlated .36 with each other, and home and work rewards .22, both significant coefficients. This could reflect method bias, in that individuals might tend to respond similarly in evaluating positive or negative aspects of their own life on self-report measures. Or it might reflect individual tendencies to perceive, seek out or evoke similar experiences in different life domains. One limitation of the present study, common to any single-method self-report research design, is an inability to evaluate these alternate possibilities adequately.

Interaction of Home and Work Life

Factor analysis of the interrole interaction items showed a clear distinction between positive and negative interaction of home and work life, but the expected factors of overload and interrole conflict were not found (see Table 5.2, p.68). Miles and Perrault (1976) and Naylor, Pritchard & Ilgen (1980) are among those who have indicated these dimensions are independent within the work domain; and Hoopes (1987), Thompson (1984) and Wiley (1983) have also found overload and interrole conflict to be independent in studying the interaction of work and nonwork.

When a two-factor solution for the negative interaction items was examined, it appeared that items

dealing with overload and with home life interfering with work loaded on one factor, while the second factor consisted of those items involving the interference of work life on home. This suggested an asymmetry in the experience of home life interfering with work, and vice versa. Parallel items for interference in each direction were specifically included in the interaction scales to ensure both aspects were represented equally, which has not been the case in much of the research on this topic.

Social or personal norms regarding the interference of home and work may well account for this result. Greenhaus and Beutell (1985) include role salience as a factor in their model of sources of conflict between home and work roles, and there are indications that home roles may be particularly salient for women. There is evidence that women tend to accommodate their work lives to family needs (Barrett, 1979; Waite & Stolzenberg, 1976; Young, 1978), and sex differences in work-family conflict have often been attributed to differences between men and women in this regard. For example, Hall (1972) characterized men as having sequential work and home roles, while social norms prescribe simultaneous roles for working family women. Even within relatively egalitarian professional couples, it seems conventional sex-role norms tend to govern difficult decisions stemming from work-home conflict (Bryson & Bryson, 1980; Wallston, Foster & Berger, 1978).

The implication is that women tend to hold on to their traditional home roles irrespective of their work situation, which could explain why role overload and home interference with work tend to cluster together in the present sample.

The current study, however, did not focus on the structure of work-home conflict, and for present purposes a unitary measure of interrole stress was adequate. Conceptually, the definition being used (of stress as a perception that demands exceed resources) is applicable without regard to what specifically the demands are. From the psychometric point of view, the obtained coefficient of internal consistency of the scale (.89) justified its use as a measure of a single construct. And with regard to the substance of the research, the outcomes being investigated are sufficiently general for a similarly broad approach to other variables in the study to be appropriate.

Social Support

The interesting feature about the factor analysis of the social support items was the lack of distinction between emotional and practical support, while support from different sources was clearly distinguished. It is possible that the scales used were not sensitive enough to pick up differences in type of support, for example, it would be possible to have subjects respond to more specific

examples of emotional and practical support rather than the relatively global items that were used. The present approach followed Thoits (1982) in regarding social support as the provision of socioemotional or instrumental aid, and the scales attempted to measure these aspects separately. However, as Thoits (1982) points out, instrumental aid has socioemotional overtones, and it may be that practical and emotional support were inferred from each other, and that subjects in fact differentiated them only occasionally or in extreme circumstances, rather than that the measures were faulty. On the other hand, who is or is not supportive in the environment appeared clearly distinguishable to participants in the study. The importance of source of support, and blurring together of types of support in the present data were the basis on which the more specific factors were combined into two scales, Home Support and Work Support. These were regarded as measuring social support perceived to be available to the woman in each domain, and the obtained alpha coefficients of .73 and .85 respectively made it tenable to regard them as unitary measures from a psychometric standpoint.

Coping

One goal of the current study was to explore and define the construct of "coping with interrole stress" more

adequately than has been done to date, so the pilot study and factor analysis of the final instrument to measure coping are important aspects of the present research. The four-factor solution that was adopted for hypothesis testing did not conform completely to the conceptual model from which it was developed, but the structure of the subscales was theoretically interpretable.

To recapitulate briefly, this research follows Lazarus and Folkman's (1984) definition of coping as "constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person" (p. 141). Four types of coping were proposed along these lines: (1) efforts to meet environmental demands (2) efforts to reduce environmental demands (3) efforts to change one's perceptions of the situation and (4) efforts to increase one's personal resources. These categories also conform broadly to the distinction between "problem-focused" (Types 1 and 2) and "emotion-focused" coping (Types 3 and 4), as proposed by Folkman and Lazarus (1980).

Table 5.5 (p. 74) shows the four factors obtained from factor analyzing the data. "Organized coping" corresponds to type 1 above, where the individual tries to meet environmental demands by working harder and/or smarter. "Self-care coping" can be interpreted as attempting to increase personal resources in terms of

energy, by meeting one's own physical and other needs. The activities involved do take time, however, and in theory this type of behavior could therefore contribute to interrole stress based on time conflicts.

Many items loading on "socially-oriented coping" would fall into the second category of coping, being efforts to reduce environmental demands by negotiating role behavior with others in the systems. However, some items are more clearly social than demand-reducing, and it seemed most accurate to label the factor as "socially-oriented" coping. Two items on this scale also loaded above the criterion level of .3 with other factors. Enjoying oneself with friends loaded on the self-care factor, which is understandable in that the item does include elements of both self-care and social behavior. Clarifying role expectations with others at home (item 25) loaded on the perspective-oriented factor, discussed below.

The perspective-oriented coping factor consisted of all the items representing ways of managing one's own perceptions. These included various approaches to positive thinking, as well as items capturing Hall and Hall's (1979) concept of "personal role redefinition". Aside from the above-mentioned item 25, which loaded on both the socially- and perspective-oriented factors, other items dealing with role negotiation in the home domain were part of the perspective-oriented scale; unexpectedly, as analogous

items dealing with the work domain fell clearly into the socially-oriented category. This suggests that home and work life might differ in their functioning as role systems for women. As discussed on page 76, it may be that the substantive change in home roles comes from their being redefined by the individual herself rather than when expectations are renegotiated with others in the system, in contrast to work roles. Expectations for role behavior in the work domain are generally more explicit than those at home, and leaving one work system for another is easier for most people. So it may be that redefining roles, as a strategy to cope with interrole stress, is primarily interpersonal at work and intrapersonal at home.

Limitations of the Study

Before one draws implications from the results of the hypothesis testing, it is important to be aware of some limitations of the study. The most obvious is the reliance on a self-report questionnaire as the sole source of data. In this particular case, self-report is an appropriate choice of method as it is the individual's perceptions and experiences that are of interest, both practically and conceptually. Even so, with no additional different method of measuring variables there is no way to connect the person's reports with external realities, nor any way to

separate the effects of method-induced response tendencies from the individual's actual perceptions and experiences. There is always the danger that common method variance may inflate or otherwise distort obtained relationships, or that spurious relationships will be overinterpreted. Some variety of simultaneous methods of measuring the variables under study would be needed to establish the validity both of the scales used and the conclusions drawn. These could include personal interviews, reports from others in the woman's home or work systems, physical measures of some kind (for example, to estimate health status), archival data (for example, as an indication of type or frequency of particular behaviors), observation of behavior, etc.

The cross-sectional nature of the research design is another limitation, making it impossible to draw causal inferences from the data, although these are what one is ultimately interested in. This type of design serves the purposes of exploratory research, suggesting which variables and relationships are worth further investment of time and effort, and giving some guidance in developing more specific models to test. But one must be aware of alternative causal models and the tentative nature of any causal implications based on cross-sectional research. Another limitation based on the research design is that the influence of time on the process under study cannot be assessed. In the present case of stress-related adverse

effects on health, the chronic nature of the stress is probably a crucial factor, as discussed by Beehr and Newman (1978) in the context of job stress. Longitudinal research is called for to overcome these difficulties and adequately test causal models in which time plays a role.

A number of the scales used were developed specifically for the present study, and this limits the confidence with which one can draw conclusions based on the results. While a pilot study was conducted to construct the measures, and estimates of internal consistency were adequate to proceed with the hypothesis testing, this does not substitute for having scales of established reliability and validity. Data on the structure and psychometric properties of the newly-developed scales must be regarded as preliminary, and the measures will undoubtedly need refinement as research on this topic progresses.

Limits to the generalizability of the results obtained must also be noted. The targeted population for recruiting participants in this study was defined as "working family women", and some demographic characteristics of the obtained sample were presented in Chapter 4. Certainly inferences should be restricted to individuals sharing that range of known characteristics. However, much is not known about the subjects. And since the sampling strategy was unsystematic, there is no way to know how unmeasured characteristics of this sample's home

or work lives might restrict the universe of generalization of the results. One known characteristic of the subjects that also limits the generalizability of the results is that all participants in the study were volunteers. This self-selection is likely to have selected out working family women who were too busy, or not able or interested in responding for one or another reason that may be related to the subject matter investigated.

The unmeasured variables problem also relates to the conceptual model of the topic being studied. The effects of relevant variables not accounted for can distort any conclusions drawn on the basis of a study, and this limitation is particularly applicable to exploratory research where all the critical factors have not yet been identified. The literature on stress is replete with variables not included in the present study that may have affected the results obtained, particularly individual difference variables such as abilities, values, experiences and personality characteristics. A variety of suggestions have been made in the interrole conflict literature specifically of systemic variables that may be relevant, such as sanctions for noncompliance with role expectations, and role salience. There is always the possibility that some of these may need to be included at a later stage. In addition, coping, social support and personal rewards, while likely candidates, were by no means the only possible

representatives of positive resources available to working family women. And the way these were operationalized may have omitted important aspects of the constructs. So an awareness of possibly important unmeasured variables is essential in drawing inferences based on the results of the research.

Hypothesis Testing

Relationships Among Demands, Interrole Stress and Well-Being

The results of this study indicate that, as hypothesized, interrole stress is associated with home and work life being demanding (Hypothesis 1), and also with adverse effects on the well-being of working family women (Hypotheses 2a, b and c).

The demands scales together accounted for a substantial portion (38%) of the variance in interrole stress, with both home and work demands contributing significantly to the prediction. However, no interactive effect was found. It appears that the level of demands experienced in each domain contributes additively to predicting the level of interrole stress, but there is no increase in the prediction by including whether or not there are high levels of demands in each area simultaneously. Greenhaus and Beutell's (1985) analysis

and model are supported by the main effects found, but their emphasis on the interactive effects of home and work demands are contrary to the present finding of no significant interaction. The results indicate that high demands in both domains would be associated with high levels of interrole stress, but it is the total burden that is critical, rather than the particular combination of demands.

Significant relationships were found between interrole stress and each of the three indices of well-being investigated, viz., tedium, life satisfaction and job satisfaction, but the size of the effects varied. Tedium reflects a state of physical, mental and emotional depletion from exposure to chronic stress, and a relatively substantial percentage of the variance in this indicator of well-being (26%) could be predicted from the level of interrole stress. On the other hand, only 7% and 6% of the variance in life and job satisfaction, respectively, could be accounted for by the level of negative home-work interaction. There is evidence that work and life stressors can produce strain symptoms such as tension, anxiety, fatigue, depression, apathy and irritability (Brief, Schuler & Van Sell, 1981; Ivancevich & Matteson, 1980), as well as contribute to strain-based interrole conflict (Greenhaus & Beutell, 1985), so it is not surprising to find a significant relationship between

tedium and interrole stress. On the other hand, Kopelman et al. (1983) found the weakest linkages in the model they tested to be between interrole conflict and job and family satisfactions. It was these low associations between satisfaction and interrole stress that suggested to them that important unmeasured variables, such as coping, should be included in future models. The present finding of small significant relationships between interrole stress and both life and job satisfaction is consistent with those of Kopelman et al., (1983) and indicates that interrole stress is related to these variables, but does not play the major role in affecting satisfaction. The stronger association found with tedium indicates that a woman's overall state of exhaustion is related to her level of interrole stress. While satisfaction levels may be primarily determined by other factors, negative interaction between home and work life can adversely affect a working family woman's ability to perform her roles in both domains.

Interrelationships among demands, interrole stress and well-being were also examined, to see whether interrole stress might mediate the association between life demands and well-being (Hypotheses 3a, b and c). Results indicated no such role in the case of the satisfaction measures, which is not surprising given the findings already discussed, but a mediating effect was found for predicting tedium. That is, negative home-work interaction was

related to both the demands and to tedium, but the significant association between the demands and tedium themselves vanished when the effect of interrole stress was controlled for. Interrole stress might therefore be the medium through which home and work demands affect an individual's state of mental, physical and emotional health, aside from other direct effects of home-work conflict itself. Further investigation of such a model would need a design that allowed causal inferences.

Hypotheses 4 through 15 dealt with the major proposition of the present study, that by including the resources of coping behavior, social support and personal rewards together with demands and interrole stress, a more complete understanding could be gained of the relationship between multiple roles and well-being. As shown in Table 5.36 (p.143) this general proposition was well supported by the results of the hypothesis testing.

Relationships Among Demands, Resources and Interrole Stress

The first set of hypotheses (4 through 6) focused on the relationship between demands and interrole stress, investigating the individual and combined effects of the resources on this relationship (see Table 5.12, p.92). Equations 2a through 2c show that each resource, taken separately and included in the equation after the demands,

significantly increased the prediction of interrole stress. This indicates that coping behavior, social support and personal rewards are each associated with the level of interrole stress a woman experiences, however demanding her life may be. Equations 3a through 5b further indicate that coping behavior and personal rewards are also related to the level of work-home conflict she experiences even after the effects of the other two resources have been taken into account. Social support, however, seems to overlap with coping and rewards, in that no additional predictive effect was found for social support after coping and rewards were controlled for. Table 5.13 (p. 94) shows that 46% of the variance in interrole stress could be predicted once coping and rewards were taken into account as well as the demands of home and work life, as compared to the 38% attributable to demands alone, and that coping behavior was more influential than rewards in adding to the prediction of interrole stress.

The encouraging implication of these findings is that there are some things working family women can do ("coping behavior") to reduce their experience of interrole stress, irrespective of the level of demands, rewards and support in their environment. Social support and personal rewards can also play a role in reducing interrole stress; it appears that rewards can operate independently, while

support apparently contributes to the functioning of rewards or coping behavior in this situation.

Four types of coping were distinguished in factor analyzing the coping items, and each type was investigated separately to see whether they functioned similarly or differently, overlapped or operated independently. As far as the relationship with interrole stress was concerned, Table 5.15 (p.97) shows that self-care coping was far more important than other approaches. Taken individually, each type of coping was associated with significantly lower levels of interrole stress after controlling for home and work demands (see equations 3a to 3d). However, the increased variance accounted for by self-care coping was three to six times greater than for any of the other coping strategies taken individually. And once the effects of social support and rewards were also partialled out, only self-care coping still contributed significantly to a lower predicted level of interrole stress.

These findings indicate that, in the absence of other positive resources, each type of coping is associated with the level of interrole stress to some degree. Self-care coping, however, is related most strongly, and makes a significant contribution to predicting interrole stress irrespective of the effects of other resources.

A further question that was examined as a research issue was whether or not any of the resources moderated the

relationship between demands and interrole stress. A resource would be a moderator if the relationship between demands and interrole stress depended on the level of the resource, and this is indicated in the regression analysis by a significant interaction between demands and the resource (James & Brett, 1984). Both coping and social support showed evidence of operating as moderators (see Table 5.16, p.102).

To explore the moderating effects of coping and social support on the relationship between demands and interrole stress in more detail, separate equations were calculated for each type of demands (home and work) with (a) each type of coping (Table 5.17, p.104) and (b) each type of support (Table 5.18, p.106). Three of the four types of coping showed significant interactions with home demands, none with work demands. Interestingly, self-care coping, which had the strong direct effect on interrole stress, was the one that did not moderate either home or work demands. It may well be that different modes of coping function in different ways, either as main or interactive effects in general. Again, a difference is also evident in the functioning of job and family domains: it appears that coping behavior to deal with interrole stress is either directed more toward home than work life, or more functional in the home than the work realm.

The pattern of correlations between demands and interrole stress was examined at high, medium and low levels of coping, to assess the nature of the interactive effect (Table 5.19, p.107). As would be anticipated, the higher the level of coping, the lower the correlation was between demands and interrole stress for variables that had shown a significant interactive effect. This suggests that coping behavior can ameliorate, to some extent, the interrole stress associated with multiple roles, both by counteracting some adverse effects of high demands (as a moderator) and through a direct positive contribution to a woman's experience of her life (the main effect).

The analytic approach adopted for this study focuses on linear relationships. The general linear model is robust and often functions well as a first approximation in exploring new topics, but there is some indication that further research on this topic should also examine nonlinear possibilities. For example, the correlation patterns for organized and social coping with work demands in Table 5.19 (p.107) suggest curvilinear relationships may better describe the data. And conceptually, it makes sense that some minimal level of being organized and getting help from others would be necessary to function well, while frantic attempts to get everything done or overreliance on support from other people could be counterproductive.

Table 5.18 (p.106) also indicated that work support moderated the relationship between home demands and interrole stress. Similarly to the significant coping moderators, the pattern of correlations in Table 5.20 (p.108) showed higher levels of work support to be associated with a weaker relationship between home demands and interrole stress.

Again it appears that the moderating effect of a resource is directed toward home rather than work demands. Perhaps home demands require or respond more to coping behavior; or work demands may be perceived as more legitimate and therefore less necessary to 'cope with'; or this difference might reflect that changes have or can be made more easily in a woman's work than her domestic situation, resulting in less need for ongoing coping. Pleck (1977) originated the idea of 'asymmetrically permeable boundaries' between work and family in discussing sex differences in interrole conflict. The present data on an all-female sample suggest repeatedly that work-home interference depends on the direction of influence, and that coping with interrole stress also appears to be differentially targeted. Whether this effect is sex-dependent or not, it is an interesting issue for follow-up research, since there are implications for effective personal coping as well as for organizational efforts to deal with problems at the work-home interface.

Relationships Among Interrole Stress, Resources and Well-Being

Hypotheses 7 through 15 focused on the relationships between interrole stress and three indices of well-being; tedium, life satisfaction and job satisfaction. These three facets of well-being were chosen as a set of measures reflecting a woman's physical, mental and emotional health in ways that could affect the individual, family and workplace. Most potent is tedium, in that a woman's state of all-round exhaustion would be likely to have adverse effects on her role behavior in all domains, as well as being a negative experience for her. General life satisfaction was expected to capture a woman's own overall assessment of her current functioning and experiences. Job satisfaction was included to investigate an outcome that was more specifically relevant to the workplace, but likely to be affected by nonwork experiences.

Tedium. Table 5.21 (p.110) shows that each resource, taken separately and included in the equation after interrole stress, significantly increased the prediction of tedium. This indicates that coping behavior, social support and personal rewards each have a direct association with the level of exhaustion a working family woman experiences, whatever the level of interrole stress her life-style involves. Each of these resources is

related to her level of tedium even after the effects of the other two have been taken into account, indicating that each has some unique relationship with tedium irrespective of the functioning of the other two.

Personal rewards accounted for a far greater increase in variance explained than either coping or social support, indicating that how rewarding a woman finds her life to be has a powerful association with her physical, mental and emotional health. Rewards from home and work domains appeared to contribute equally. Coping and social support had similar effect sizes in the absence of other resources, but when the unique contribution of each was examined, coping increased the value of R-squared twice as much as support. Social support again appears to overlap in its effects with other resources to a greater extent than coping or rewards do, which suggests it might be worthwhile to investigate how social support contributes to effective coping, for instance, or acts as a reward itself or a means to obtain other rewards. The contribution of coping in predicting tedium was also greatly reduced once rewards were accounted for (see equations 2a and 3a, Table 5.24, p.117), indicating that coping behavior should also be examined in terms of how it allows an individual to obtain personal rewards.

When the different types of coping were examined separately after interrole stress was partialled out,

(Table 5.26, p.121), each reduced tedium significantly. Self-care and perspective-oriented coping had the greatest direct effects, adding 5% and 6% respectively to the variance in tedium accounted for. Social coping alone added 2%, and organized coping only 0.5%, indicating much less influence of these strategies in reducing tedium. And when the contribution of each type of coping was investigated after controlling for the effects of rewards and support, only self-care and perspective-oriented coping were significant. Thus while all four coping strategies showed some effect in the absence of other resources, once rewards and social support were included in the analysis, only self-care and perspective-oriented coping were associated with the level of tedium experienced.

Social support was also examined separately for home and work (Table 5.27, p.124), and work support found to be the more powerful predictor of tedium. When other resources were not controlled for, and home support was looked at in isolation, it was related to tedium. But once the effects of rewards and coping were partialled out, only work support was significantly associated with tedium.

In summary, after interrole stress was controlled for, each of the resources contributed significantly to a lower predicted level of tedium. The rewards of home and work life had the most powerful effect. The coping strategies of self care and changing one's perspective each

were associated with a significantly reduced level of tedium, even when rewards and social support were taken into account; and work, but not home support also made a unique contribution. In all, 50% of the variance in tedium could be accounted for by including coping, rewards and support in the model together with interrole stress, as opposed to 26% with interrole stress alone.

Life satisfaction. Table 5.22 (p.113) shows that each resource, taken separately and included in the equation after interrole stress, significantly increased the prediction of life satisfaction. This indicates that coping behavior, social support and personal rewards each have a direct association with the level of life satisfaction a working family woman experiences, irrespective of the level of interrole stress in her life. The results also indicate that each resource made a unique contribution, in that a significant effect was found even when the other two resources were controlled for.

As with tedium, by far the largest contributor to predicted life satisfaction was the experience of personal rewards from both home and work domains. And unlike tedium, once all the resources were included in the model, interrole stress was no longer a significant factor. In this case too, the roles of coping and social support are reversed, in that support appears to be the more powerful factor related to life satisfaction, while coping has the

more important association with a reduced level of exhaustion. It appears that rewards and social support contribute substantially to life satisfaction, overshadowing any effects of interrole stress, and much of the influence of coping.

In the final prediction equation for life satisfaction only perspective-oriented coping had a significant beta weight (Table 5.29, p.129). Each type of coping was investigated separately to see whether this indicated that only perspective-oriented coping had an effect, or whether overlapping effects of different strategies of coping were being masked. Table 5.30 (p.130) indicates that in the absence of other resources each type of coping significantly contributed to predicting life satisfaction, but none had as large an effect as perspective-oriented coping. Once rewards and social support were included in the model, perspective-oriented coping still added significantly to the prediction, while organized and socially-oriented strategies added nothing, and self-care coping very little. When it comes to life satisfaction, apparently the type of coping that makes a difference is inner-oriented, involving efforts to manage one's own perceptions of and responses to potentially stressful situations.

In sum, the final model (including interrole stress and each of the resources) accounted for 53% of the

variance in life satisfaction, as opposed to the 7% attributable to interrole stress alone. Once coping, support and rewards were included in the model, interrole stress was no longer significantly associated with life satisfaction. Of the resources, personal rewards from home and work had the highest association with life satisfaction, particularly home rewards. Social support from both systems was also important, about equally from home and work. Coping behaviors that involve managing one's own attitudes and perceptions were also related to the level of life satisfaction experienced, but other forms of coping were not.

Job satisfaction. Table 5.23 (p.115) shows that social support and personal rewards, taken separately and included in the equation after interrole stress, significantly added to the prediction of job satisfaction, but coping made no significant contribution at all. Once the other two resources were controlled for, rewards still had a substantial effect, while social support added a significant but small amount to the variance accounted for in job satisfaction. This suggests that job satisfaction depends a great deal on the rewards a working family woman experiences, and to a lesser extent the social support she receives, irrespective of how much interrole stress her life-style involves. The level of interrole stress, however, was associated with job satisfaction, even after

the effects of rewards and support were taken into account (see Table 5.28, p.127). Coping was unrelated to job satisfaction after interrole stress was controlled, which indicates that coping was only associated with job satisfaction indirectly, to the extent of its involvement with lowered interrole stress.

The beta values for the final regression equation (Table 5.29, p.129) show the primary determinants of job satisfaction were work rewards and interrole stress, with home rewards and work support also being significant, but not home support. Work rewards contributed substantially and positively to job satisfaction, as one would expect. Home rewards also had a significant although much smaller effect, but the sign of the home rewards beta was negative. This indicated that the lack of home rewards contributed to predicting job satisfaction, over and above the rewards of the job domain itself. Further exploratory analysis (see p.135) suggested the home domain might affect job satisfaction by leaving the individual more or less vulnerable to the effects of both work rewards and interrole stress, depending on home rewards available. This would imply a compensatory model of work and home rewards to some extent, as opposed to the more frequently discussed spillover conceptions of how the work domain interacts with nonwork in affecting individuals, e.g.,

Bartolome and Evans (1980) discussion of negative emotional spillover from work to nonwork.

The final prediction equation included rewards and support in addition to interrole stress, and accounted for 50% of the variance in job satisfaction, in contrast to the 6% accounted for by interrole stress alone. Results indicate that job satisfaction is relatively domain-specific, in being primarily related to work rewards, and in that social support from work but not from home life contributed to its prediction in the final model. However, the influence of the nonwork system is apparent in the significant relationship between interrole stress and job satisfaction, and the interesting role of home rewards, which may enhance or reduce the individual's vulnerability to the influence of work life. None of the coping measures was directly associated with job satisfaction after controlling for interrole stress.

Moderator effects. Of the three types of resources that could potentially moderate relationships between interrole stress and the three indices of well-being, only one showed any evidence of doing so (see Table 5.33, p.138). A significant interaction was found between support and interrole stress in predicting tedium, and upon further analysis (Table 5.34, p. 141) it was found that only the interaction with home support was significant. This result indicates a possible moderating effect of home

support on the interrole stress-tedium relationship, but it should not be overinterpreted at this stage. Only one of 24 possible interaction terms being significant is likely to be a chance occurrence, particularly at the .05 significance level used in this case.

Overview of Effects of the Resources

Coping, social support and rewards all contributed to the model of how multiple roles and individual well-being are related. Each had varied effects, depending on the outcome measure involved. Coping contributed most in reducing the predicted level of interrole stress, given any level of home and work demands, and also appeared to moderate the effects of home demands on interrole stress. The indices of well-being, particularly the satisfaction measures, were most strongly related to home and work rewards. The effects of social support appeared to overlap with those of coping and rewards to a substantial extent.

Coping was the most important resource variable affecting the relationship between demands and interrole stress. Each type of coping, examined separately after controlling for demands, was associated with reduced levels of interrole stress, but self-care coping was clearly the most powerful in this regard. There was evidence that the other three types of coping might also function as moderators - of home, but not of work demands. The data

also suggested that possible nonlinear relationships with coping should be explored in future research. Coping played a less important role in predicting the outcome measures after controlling for interrole stress; when it came to well-being, the most powerful resource variable was personal rewards. Coping was the next most important resource after rewards in affecting tedium, and each type except for organized coping was associated with a reduced level of exhaustion. However, after rewards, support was more influential than coping in predicting life satisfaction, and only perspective-oriented coping contributed significantly in the final regression equation. Coping was not directly associated with job satisfaction at all. It contributed to the prediction of job satisfaction only indirectly in being related to reduced levels of interrole conflict, which was associated with lowered job satisfaction.

Personal rewards were consistently the most influential resources associated with the measures of well-being. In particular, it seems that satisfaction is strongly related to the level of rewards experienced, irrespective of any difficulties associated with the lifestyle of a working family woman. The final model predicting life satisfaction showed the effect of interrole stress was no longer significant once the resources were controlled for, with rewards accounting for the lion's

share of the variance in life satisfaction. Work rewards was also the major influence on job satisfaction, completely overshadowing the effects of other variables in the model.

The role of social support was interesting in that its effects appear to overlap a fair amount with those of rewards and coping. This suggests that social support may be regarded as a reward in itself to some extent, or as a means to obtain other rewards or engage in effective coping. Social support made no unique contribution to the prediction of interrole stress after demands, rewards and coping were included in the model. It did play an important role in contributing to life satisfaction, and work support had an effect on both tedium and job satisfaction. There was evidence for both the main-effects and moderating models of social support, in that direct effects on most of the outcomes were found, as well as interactive effects on the relationship between demands and interrole stress, and possibly that between interrole stress and tedium.

In the overall, the results of the study were consistent with the literature previously reviewed in that the expected relationships between demands, interrole stress and personal outcomes were found, and suggestions by authors such as Nieva (1984) that potentially supportive aspects of home-work interaction also be examined were

supported. A number of researchers have promoted the study of coping with interrole conflict (Gilbert & Holahan, 1982; Hall & Hall, 1979; Kopelman et al., 1983; Thompson, 1984) and the current research indicates coping plays an important part in the relationship between multiple roles and individual well-being. The importance of personal rewards and social support in the situation of working family women was also demonstrated.

Theoretical Implications

Results of the study show that home and work demands, interrole stress and well-being are related to one another, and that coping, social support and personal rewards can influence those relationships. The major theoretical implication of this research is that any model of how home and work roles interact in the life of working family women must include both positive and negative aspects of that interaction if one is interested in how the individual's well-being is affected.

The strong relationship found between demands and interrole stress supports Greenhaus and Beutell's (1985) proposal that home and work demands are the primary determinants of interrole stress. It also suggests that a certain amount of interrole stress probably cannot be avoided if a woman's home and work lives are demanding,

irrespective of how supportive her environment may be or what efforts she may make to deal with the demands. From a theoretical point of view this reinforces the need to continue studying interrole stress, its antecedents, structure and consequences.

Interrole stress had a strong predictive relationship with tedium, while its association with the satisfaction measures was significant but much smaller. Tedium is defined as a state of physical, mental and emotional exhaustion due to prolonged exposure to stress, which is conceptually an appropriate outcome measure for the present issues, and the empirical findings reinforce the value of including tedium as a measure of well-being in future research on this topic.

Coping proved to be an influential variable in the present study, with varied effects on the different outcome measures. The factor analysis differentiated four types of coping, which were interpretable in theoretical terms, and which showed different patterns of relationships with other variables. There seemed to be a distinction between organized coping and the other three types, which were fairly highly intercorrelated amongst themselves. Conceptually, organized coping involves direct ways of meeting environmental demands rather than ways of redefining or reducing them, and may therefore function in a different way from the other strategies. There was some

evidence that both organized and socially-oriented coping might have nonlinear relationships with interrole stress, whereby some minimum amount of these types of behavior are associated with reduced stress, but either an absence of or overreliance on being efficient or on getting help from others is dysfunctional. Both of these coping strategies had relatively weak linear predictive relationships with the outcome variables studied, and it may be that their effects were missed due to the type of analysis conducted.

On the other hand, self-care and perspective-oriented coping showed fairly well-defined linear relationships with outcome variables, and seemed to play different roles in the overall process. Self-care coping involved meeting one's own physical and psychological needs, and had a direct positive effect reducing the level of interrole stress reported, irrespective of home and work demands. Perspective-oriented coping involved managing one's own perceptions and attitudes to reduce stress, and had a positive effect on life satisfaction, at any level of interrole stress. Both of these types of coping were important influences on a woman's state of physical, mental and emotional health, irrespective of the level of interrole stress reported. Aside from the direct effects reported, there was some evidence of coping moderating the relationship between demands and interrole stress. While self-care coping had a direct effect, the other three

strategies showed significant interactive effects with home demands in affecting interrole stress. The workings and interrelationships of these different ways and results of coping behavior would be worth learning more about.

A potentially important class of variables that has been omitted from the present study is individual differences, a number of which are included in general models of the stress process (Beehr & Newman, 1978; Cooper & Marshall, 1978), including locus of control (Beehr & Schuler, 1982), hardiness (Kobasa, 1979) and Type A personality (Burke et al., 1979). However, there is some suggestion that these personality characteristics may affect stress via specific types of behavior, for example, people with an internal locus of control tend to use a more active coping style and experience less stress (Gal & Lazarus, 1975). Specifically relevant to the present issue is a study by Barling (1986), who found that hardiness moderated the negative effects of interrole conflict on marital adjustment. He suggested inducing hardiness might be a more feasible approach than trying to reduce interrole conflict itself. Nowack (1986) presents a profile of the hardy, or stress-resistant, employee which indicates some specific behaviors that may affect the individual's vulnerability to stress. The hardy individual has a Type B rather than Type A personality, cultivates a social support network, has good eating and physical exercise habits, and

possesses a positive outlook on work and life in general. In terms of the present study, these translate into high social support, socially-oriented coping, self-care coping, and perspective-oriented coping. By focusing on the behavior of individuals who are stress-resistant, rather than the individual-difference variable itself, it might be possible to adopt Barling's suggestion of "inducing hardiness" by stimulating effective coping behavior.

From a theoretical standpoint, therefore, it seems that coping is an important variable to explore further in studying how home and work roles interact and affect working family women. The dimensionality of coping with interrole stress should be investigated further; the measure used in this research is a good starting point, but needs to be refined further based on a more detailed analysis of how the different types of coping might function, in light of what the present study has revealed. Interrelationships among the different types of coping should also be studied further, as well as the similarities and differences in their separate effects. When looked at in isolation, each coping strategy affected all the outcome variables studied, and the possibility should be explored that individuals may be able to achieve the same results (reduced stress and increased well-being) by different means of dealing with their situation.

Personal rewards proved to be an important variable affecting well-being, and particularly satisfaction measures. So disproportionately influential was it compared to coping and social support, that it may well be appropriate to look at coping and social support as means of obtaining personal rewards, in studying their effect on well-being. Self-care coping, in particular, could be regarded as a way to obtain rewards or need-satisfaction for oneself; and social support either as a reward in itself, fulfilling social needs, or a means by which others help one obtain rewards. A new approach to the issue of coping with interrole stress might be of value, whereby one would define environmental resources that are available, such as social support or rewards available at home or work, and look at how these resources are or can be used to reduce interrole stress or enhance well-being.

The results of this study suggest that the conceptual model guiding this research is appropriate in defining the negative interaction between home and work roles as "interrole stress." The present findings are consistent with some of the general literature on stress, particularly the strong relationship between interrole stress and the demands of home and work life, as well as the finding that interrole stress affects the individual's physical, mental and emotional state of health. The coping theory based on Lazarus and associates' approach proved

useful in developing the coping measure and analyzing the results of the present study. It should be expanded upon in focusing specifically upon the situation of the working family woman, guided by Greenhaus and Beutell's (1985) literature review and analysis of the sources of interrole conflict.

Practical Implications

The findings of this study suggest that working family women should expect interrole stress to accompany their involvement in demanding home and work roles, but that personal and environmental resources can ameliorate both the experience of stress and some of its adverse outcomes. From the standpoint of the workplace, this research suggests that organizations cannot ignore the issue of work-home conflict, as it can affect both the well-being and job satisfaction of employees, with attendant consequences for effective role behavior at work. The same is true for family life; home-work conflict is related to the health and general life satisfaction of working wives and mothers, and families can expect to feel some impact of this. Similar conclusions have recently been voiced by Nieva (1984) and Sekaran (1986), recognizing the responsibility of individuals, families and organizations to address the issues of work-home conflict.

Results of this study also support the view that each system can probably help to reduce some of the adverse effects associated with wives and mothers being workers, by providing social support and access to rewards and resources for dealing with conflicting role demands. Individual circumstances dictate what kinds of accommodations will need to be made within the family. What is not at all clear is what type of changes must be made in the workplace to facilitate coping with home-work conflict, although many have been suggested. Sekaran (1986) discusses, for example, the need for organizations to review corporate anti-nepotism policies to accommodate dual-career couples, to provide counselling or social programs to help workers understand and manage some of the new realities, and to create alternative work patterns that might reduce work-home conflicts. Some new arrangements that have been suggested and tried include flexitime, flexiplace, job sharing, and permanent part-time jobs. Results of these innovations are unclear as yet. Other corporate policies that have been proposed to deal with interrole problems have dealt with benefits such as parental leave, on-site day care, and changes in travelling and transfer policies. The most practical suggestion is probably that of McCrosky (1982), who recommended that organizations conduct an annual needs assessment of employees to determine how the organization can help to

reduce the conflict between work and other aspects of life. It is clear that the issue is gaining recognition, with, for example, developers of office parks financing day-care centers to attract corporate tenants (Atlanta Business Chronicle, 22nd June, 1987), and workplace policies on family-related matters receiving legislative attention (Time, 22nd June, 1987).

The influence of coping in the model implies that there are behaviors that can be encouraged, promoted or learned to reduce interrole stress and enhance the well-being of working family women. From a practical point of view, this means that women can have some influence over the course of their lives, even if other variables are more powerful than coping. It also gives psychologists an opening for constructive interventions at either the individual level or in designing organizational programs and policies to reduce interrole conflict or facilitate coping.

Of course these implications go well beyond what is established by the findings of the study, being based on implicit causal inferences that the research design does not strictly allow. For this reason it is very important that both theory- and practically-oriented research on the topic go forward. The present analysis suggests that this particular issue of interrole stress is usefully viewed in light of the general literature on stress and coping, which

can provide both theory and empirical data to facilitate useful research on the topic, as well as develop effective interventions. Longitudinal designs are essential, both to establish causality in the models used, and because the process itself is conceptualized as taking place over a period of time. Given the existence of intervention-oriented literature on stress, and some promising reports of stress-reduction programs that have apparently been successful, it is not too early for focused interventions in the area of interrole stress to be developed and tested.

The focus of the present study on the well-being of working family women may present the topic in the narrow light of a "women's issue". However, as discussed in the introduction, nothing could be further from the truth. Men are affected too by the conflicts and overload they experience in integrating their domestic and occupational lives. Families and organizations are also subject to pressures arising from problems people have in integrating home and work. The issue is part of a much larger social upheaval, whereby economic conditions and changes in traditional values and sex roles have contributed to a situation where many individuals experience interrole stress. One of the most important practical implications of this is that many children are being raised in new circumstances, as individuals struggle to reconcile their

responsibilities as parents and workers. These children are the future citizens and workers of America, and today's social policies relating to the interface between family and work life will greatly influence their nature and the shape of our future. Interrole stress is an issue that must be addressed at all levels -- individual, family, organization and society. Psychological research on the issue can not only help individuals to deal with their lives, and organizations to function more effectively, but has the potential to make a positive contribution to enlightened social change.

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APPENDICES

APPENDIX A

WORK DEMANDS SCALE

Instructions

Please describe your work life by circling the number that best indicates how much you agree or disagree with the descriptions below.

Scale

7=strongly agree
6=agree
5=tend to agree
4=neutral/undecided
3=tend to disagree
2=disagree
1=disagree

Items

1. Takes a lot of physical effort.
2. I must come up with new ideas regularly.
3. Involves constant conflict.
4. Takes a lot out of me emotionally.
5. Requires competing with other people.
6. Environment is stressful.
7. Requires tight scheduling.
8. My work life is demanding.

APPENDIX B

WORK REWARDS SCALE

Instructions

People have different opinions and feel different ways about their work lives. Please read the following statements and indicate how much you agree or disagree with these opinions or feelings about your own work life by circling the appropriate number.

Scale

7=strongly agree
6=agree
5=tend to agree
4=neutral/undecided
3=tend to disagree
2=disagree
1=disagree

Items

1. I earn less money than I deserve.
2. I enjoy what I do.
3. I feel worthwhile.
4. My mind is stimulated.
5. I feel independent.
6. I feel confident about the future.
7. I have a good income.
8. I feel like I belong.
9. I feel successful.
10. My work life is rewarding

APPENDIX C

HOME DEMANDS SCALE

Instructions

Please describe your home life by circling the number that best indicates how much you agree or disagree with the descriptions below.

Scale

7=strongly agree
6=agree
5=tend to agree
4=neutral/undecided
3=tend to disagree
2=disagree
1=disagree

Items

1. Takes a lot of physical effort.
2. Involves me in a lot of responsibility.
3. Requires long hours of effort.
4. Takes a lot out of me emotionally.
5. Requires tight scheduling.
6. I have to put the needs of others above my own.
7. Takes a lot of compromising or cooperating with other people.
8. My home life is demanding.

APPENDIX D

HOME REWARDS SCALE

Instructions

People have different opinions and feel different ways about their home lives. Please indicate how much you agree or disagree with the following opinions or feelings about your own home life by circling the most appropriate number.

Scale

7=strongly agree
6=agree
5=tend to agree
4=neutral/undecided
3=tend to disagree
2=disagree
1=disagree

Items

1. I feel important.
2. My mind is stimulated.
3. I feel worthwhile.
4. I have control over the things I'm responsible for.
5. I feel independent.
6. I feel confident about the future.
7. I enjoy what I do.
8. I feel successful.
9. My home life is rewarding.

APPENDIX E

INTERROLE INTERACTION SCALE

Instructions

The following statements describe what it can be like to be a working wife/mother. Please indicate how much you agree or disagree that each description fits your own life.

Scale

7=strongly agree
6=agree
5=tend to agree
4=neutral/undecided
3=tend to disagree
2=disagree
1=strongly disagree

Interrole Stress Items

1. I don't have enough time to do everything that's expected of me.
3. I spend a lot of time thinking about my home and family when I'm at work.
5. My home interests take too much time away from my work.
6. My work makes it difficult to be the kind of wife or mother I'd like to be.
8. I feel like I'm working two full-time jobs, one at work and one at home.
9. Family demands cause me problems with my work schedule.
10. My family don't like me to behave at home the way I do at work.
11. I'm preoccupied with my work when I'm at home.
13. There are too many things constantly demanding my attention.

14. My family takes up time I'd like to spend working.
15. Work keeps me away from home too much.
18. I don't have time for myself.
19. The demands of my family life make it difficult to concentrate at work.
20. My work schedule conflicts with my family life.
22. I feel overloaded or overworked because of my work and family responsibilities.
23. I am not able to act the same way at work as I do at home.
24. My work takes up time I'd like to spend with my family.
26. I feel rushed to do the things I have to do.
27. My home life makes it difficult to be the kind of worker I'd like to be.
28. The demands of my work make it difficult to be relaxed at home.

Interrole Enhancement Items

2. I am a more loving wife/mother because my work life is rewarding.
4. When I have problems at work, going home to my husband/family helps me see things in their proper perspective.
7. Having my husband/family to talk to helps me deal with frustrations at work.
12. There are ways in which my work life benefits from the fact that I'm a wife/mother.
16. Having a rewarding home life helps me do my work well.
17. There are ways in which my home life benefits from my working.
21. Having people to talk to at work helps me deal with frustrations in my personal life.
25. When I have problems at home, going to work helps me see things in their proper perspective.

APPENDIX F

COPING SCALE

Instructions

Many working women are pressured by the demands of their home and work lives, especially when these demands conflict or are overwhelming. Below are some things people do to cope with these pressures. Please indicate how typical it is for you to do each of these things, by circling the appropriate number on the scale.

Scale

7=very typical of me

6

5

4

3

2

1=not at all typical of me

Items

1. I am careful not to waste any time.
2. I stop expecting to be able to do everything perfectly.
3. I work extra hard to do everything that is expected of me at home.
4. I use relaxation techniques, meditate or pray regularly.
- 5.* I don't participate in social or other extra activities at work.
6. I concentrate on the positive aspects of my situation instead of the difficulties.
7. I get others at home to take on more of the home responsibilities.
8. I decide that some activities are not so important after all, and drop or reduce them.

9. I work extra hard to do everything that is expected of me at work.
10. I make time for myself and my personal interests.
13. I make backup plans in case something unexpected comes up.
14. I express my feelings.
15. I discuss my situation with people at work so they are clear about what to expect of me.
16. I spend time enjoying myself with my friends.
17. I seek moral support from people at work.
18. I discuss any conflicts with the people involved at work, and together we decide what to do.
- 19.* I give up my leisure activities.
20. I organize my time very carefully.
21. I seek moral support from my family and friends.
23. I organize my daily life to be as efficient as possible.
24. I take good care of myself physically.
25. I make it clear to my husband/family/friends what they can and cannot expect from me.
26. I put things in perspective and focus on the big picture.
27. I make sure I get enough sleep.
28. I get help from others at work.
29. I exercise regularly.
30. I ask my husband, family or close personal friends to change what they expect of me.
31. I remind myself how worthwhile my life is.
32. I am very careful to eat nutritious foods or take vitamins regularly.
33. I use a set ritual for 'changing gears' mentally between work and home (e.g., listening to music, calling home before leaving work, reviewing notes on the way to work).

* item is reverse scored

APPENDIX G

SOCIAL SUPPORT SCALE

InstructionsEmotional Support

When someone gives you 'emotional support' you feel they respect, encourage and care about you, and are on your side in a general way. How much emotional support do you receive from the following people? Please circle the appropriate number on the scale. Circle '0' if this item does not apply to your situation.

Practical Support

When someone gives you 'practical support' they help you get things done by giving you their time, efforts or expertise when you need it. How much practical support do you receive from the following people? Please circle the appropriate number on the scale. Circle '0' if this item does not apply to your situation.

Scale

7=full support
6
5
4
3
2
1=no support
0=not applicable

Items: Home Support

1. My husband or life partner.
2. My children.
3. Other relatives.
4. My friends.
5. Other community members
(e.g., priest, therapist, etc.).

Items: Work Support

6. My boss, employer or people I work for.
7. My subordinates, employees or people who work for me.
8. My co-workers, colleagues or others that work together with me.
9. My clients, customers, patients or students.

APPENDIX H

TEDIUM SCALE

Instructions

How often have you had any of the following experiences in past six months? Please circle the appropriate number on the scale.

Scale

7=always
6=usually
5=often
4=sometimes
3=rarely
2=once or twice
1=never

Items

1. Being tired.
2. Feeling depressed.
- 3.* Having a good day.
4. Being physically exhausted.
5. Being emotionally drained.
- 6.* Being happy.
7. Being 'wiped out'.
8. Feeling 'burned out'.
9. Feeling unhappy.
10. Feeling rundown.

11. Feeling trapped.
12. Feeling worthless.
13. Being weary.
14. Being troubled.
15. Feeling disillusioned and resentful about people.
16. Feeling weak and helpless.
17. Feeling hopeless.
18. Feeling rejected.
- 19.* Feeling optimistic.
- 20.* Feeling energetic.
21. Feeling anxious.

* item is reverse scored

APPENDIX I

LIFE SATISFACTION SCALES

Life DescriptionInstructions

Here are some words and phrases which you can use to describe how you feel about your life at present. Circle the number that most closely represents how you see your life.

- | | | | | | | | | | |
|---------------------------------|---|---|---|---|---|---|---|---|-------------------------------|
| 1. Interesting | - | 7 | 6 | 5 | 4 | 3 | 2 | 1 | - Boring |
| 2. Enjoyable | - | 7 | 6 | 5 | 4 | 3 | 2 | 1 | - Miserable |
| 3. Worthwhile | - | 7 | 6 | 5 | 4 | 3 | 2 | 1 | - Useless |
| 4. Friendly | - | 7 | 6 | 5 | 4 | 3 | 2 | 1 | - Lonely |
| 5. Full | - | 7 | 6 | 5 | 4 | 3 | 2 | 1 | - Empty |
| 6. Hopeful | - | 7 | 6 | 5 | 4 | 3 | 2 | 1 | - Discouraging |
| 7. Rewarding | - | 7 | 6 | 5 | 4 | 3 | 2 | 1 | - Disappointing |
| 8. Brings out
the best in me | - | 7 | 6 | 5 | 4 | 3 | 2 | 1 | - Doesn't give
me a chance |

Overall Life SatisfactionInstructions

Considering your current job and life situation, please answer the following by checking the appropriate box.

7. Taking all things together, how would you say things are these days?

- 3=I'm very happy.
2=I'm pretty happy.
1=I'm not too happy.

8. In general, how satisfying do you find the ways you're spending your life these days?

3. Completely satisfying.
2. Pretty satisfying.
1. Not very satisfying.

Facet Life Satisfaction

Instructions

Considering your current life situation, please indicate how you feel about the following items by circling the appropriate number on the scale.

Scale

7=delighted
6=pleased
5=mostly satisfied
4=mixed
3=mostly dissatisfied
2=unhappy
1=terrible
0=not applicable (for items 6 and 7)

Items

1. Your home life in general.
2. Your marriage or relationship with your life partner.
3. The number of good close friends you have.
4. Your family life.
5. The income you and your family have.
6. The kind of wife you are.
7. The kind of mother you are.
8. The kind of worker you are in your job.
9. The way you balance your home and work responsibilities.
10. The way you cope with everyday problems.
11. How smoothly your life runs.

APPENDIX J

JOB SATISFACTION SCALE

Instructions

Considering your current job and life situation, please answer the following by checking the appropriate box.

Items

1. All in all, how satisfied are you with your job?

4=Very satisfied.
3=Somewhat satisfied.
2=Not too satisfied.
1=Not at all satisfied.

2. If you were free to go into any type of job you wanted, what would your choice be?

3=I would want the job I have now.
2=I would want to retire and not work at all.
1=I would prefer some other job to the job I have now.

3. Knowing what you know now, if you had to decide all over again whether to take the job you now have, what would you decide?

3=Decide without hesitation to take the same job.
2=Have some second thoughts.
1=Decide definitely not to take the job.

4. In general, how well does your job measure up to the sort of job you wanted when you took it?

3=It is very much like the job I wanted.
2=It is somewhat like the job I wanted.
1=It is not very much like the job I wanted.

5. If a good friend of yours told you he or she was interested in working in a job like yours for your employer, what would you tell him or her?

3=I would strongly recommend it.

2=I would have doubts about recommending it.

1=I would advise my friend against it.

6. Taking everything into account, how likely is it that you will make a genuine effort to find a new job within the next year?

1=Very likely.

2=Somewhat likely.

3=Not at all likely.

APPENDIX K

INTERROLE ENHANCEMENT CORRELATION MATRIX

Table A.1. Correlations of Interrole Enhancement with Major Variables.

Variable	Correlation with Interrole Enhancement
Home Demands	-.01
Work Demands	.00
Home Rewards	.36**
Work Rewards	.38**
Home Support	.38**
Work Support	.35**
Self-Care Coping	.25**
Organized Coping	.08
Social Coping	.33**
Perspective Coping	.27**
Interrole Stress	-.14**
Tedium	-.25**
Life Satisfaction	.41**
Job Satisfaction	.24**

** significant at the .001 level

VITA

Dianne Sheila Leader was born in Johannesburg, South Africa, on July 17th, 1950. She attended the King David Schools until graduating in 1967. The following year she entered the University of the Witwatersrand, and in April, 1971, received a Bachelor of Science degree. In April, 1972, she received from the same university the degree of Bachelor of Science with Honors in Psychology. After working as a therapist at an inpatient drug rehabilitation center in Johannesburg during 1974 and 1975, Ms. Leader received a Master of Science degree from the University of the Witwatersrand in April, 1977. She entered the graduate program in Industrial and Organizational Psychology at the University of Tennessee, Knoxville, in September, 1977.

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