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# Work-Life Role Integration: A Construct Validation Study

Tonya Alicia Miller  
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**WORK-LIFE ROLE INTEGRATION: A CONSTRUCT VALIDATION STUDY**

by

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**A Dissertation Submitted to the Faculty of  
Old Dominion University in Partial Fulfillment of the  
Requirement for the Degree of**

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**Nancy Olivo (Member)**

**Barbara Winstead (Member)**

## **ABSTRACT**

### **WORK-LIFE ROLE INTEGRATION: A CONSTRUCT VALIDATION STUDY**

**Tonya Alicia Miller  
Old Dominion University, 1999  
Director: Dr. Debra A. Major**

**Two studies were conducted to define and validate the theoretical construct, role integration. Study 1 focused on producing a theoretical definition and a psychometrically sound measure. Content, convergent, and discriminant validity evidence was collected. Study 2 provided further validity evidence for the role integration construct by testing a conceptual model and refining the role integration measure. Study 1 and Study 2 established a psychometrically sound 12-item, two-factor role integration measure. The first factor focused on knowledge, skills, and experiences (KSE). The second factor focused on values, beliefs, and attitudes (VBA).**

**The conceptual model in Study 2 added the role integration construct to a well-established work-family conflict model to show its contribution to the existing literature. Partial replication and expansion of prior research on the work-family conflict model were demonstrated. Significant relationships were found among the role integration factors and various aspects of stress, work-family conflict, and satisfaction. Thus, role integration added a meaningful contribution to the work-family conflict model and warrants further investigation.**

In memory of Emanuel Sharod Rawls, Uncle Emanuel "Sunshine" James Brinson, Helen Barnes, Uncle Ernest Miller, Uncle Elliot Dobson, Terry "Tyree" Rex Barnes, Samuel "Sam" James, Uncle Norman Bryant, Aunt Annie Mae Dobson, and Ebert Barnes. I ask what is life without family? I have lost many throughout this process and it saddens me that you are not here to share in my excitement, but I know I have made you proud.

Life is precious and each breath is filled with the uncertainty of not knowing whether tomorrow is guaranteed. Even though I am now about to begin a new journey of my life... I do not know what the future holds, what I will do, or where I will go... but I do know your memories will be with me throughout each day of my life.

To my mother, Janette Miller and my father, Mike J. Miller, you have supported me throughout this entire process. You never gave up on me and believed in me when I didn't believe in myself. Words cannot express the feelings I have for you, you have been the rock upon which I stand proud. Thank you for being you. I love you forever and always.

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**Yesterday is history**

**Tomorrow is a mystery**

**Today is a gift that's why it's called the present**

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## CHAPTER I

### INTRODUCTION

The world of work has changed dramatically in recent years and has required the adoption of new roles and responsibilities for workers (Cascio, 1995). In addition to the new change in work roles and responsibilities, there has also been a change in the makeup of the workforce (Higgins, Duxbury, & Irving, 1992; Hall, 1996; Hall & Mirvis, 1996). An increase in the number of women and dual-earner families in the labor force has drawn attention to the strains of multiple domain participation and the need for active management of work and nonwork (Kirchmeyer, 1995; Swanson, 1992). As a result of these changes, new questions are being raised regarding the effects the changes may have on an individual's work and nonwork roles. Therefore, it is important to understand how people manage their multiple life roles.

Popular press and academic periodicals alike have discussed managing the work-nonwork boundary. However, there is a paucity of empirical research on the notion of integrating several roles and on the consequences that may result from the integration of multiple roles, even though participation in nonwork domains such as parenting, community work, and recreation has been recognized as contributing favorably to work (i.e., increasing job and life satisfaction) and/or individual mental health (Crouter, 1984; Kanter, 1977; Kirchmeyer, 1992; Near, Rice, & Hunt, 1980). Much of the literature in this area has associated careers with paid work and with what goes on within the

---

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boundaries of a formal organization; the nonwork domain has been given little attention (Hall, 1996).

When addressing the idea of careers today, researchers are beginning to suggest that careers involve more than just paid work. Careers can be thought of as a person's life work that may include a variety of roles outside of paid work. For instance, roles outside of paid work may include parent, spouse, community member, and/or church member. Because people have many facets they deal with in their daily lives, more social scientists and employers have become interested in the relationship between work and nonwork (Brook & Brook, 1989; Kirchmeyer, 1992, 1995; Morf, 1989). Current perspectives have taken a broader view of careers, including the interaction of work and nonwork roles (Hall, 1996; Hall & Mirvis, 1996; Swanson, 1992). The idea of blending or integrating work and nonwork roles requires an understanding of the commonalities that exist across the multiple roles we participate in each day.

### Overview

This research was designed to define and validate the theoretical construct, role integration. Extensive background research efforts led to the identification of several consequences that result from the integration of multiple life roles, which include both work roles and nonwork roles. The purpose of the research was twofold. Study 1 introduced a theoretical construct, drawing from previous literature on multiple roles. It focused on defining and operationalizing the construct, role integration. The outcomes of Study 1 were a theoretical definition and unidimensional measures. Content, convergent and discriminant

validity evidence were also examined in Study 1. Study 2 provided construct validity evidence by testing a conceptual model that focused on role integration. This model looked at role integration and its proposed consequences, including home and job stress, work-family conflict, family-work conflict, and home, job and life satisfaction.

Prior to Study 1 and Study 2 a preliminary investigation was conducted to learn more about the role integration construct. Focus groups were used to assist with the background research. The preliminary investigation had several purposes. One was to determine how individuals integrate their life roles on a daily basis. The second purpose was to determine if people could have a meaningful discussion about the concept of role integration. The third purpose involved the development of a conceptual definition of role integration. There were several role integration definitions developed through the preliminary research. These definitions helped operationalize the role integration construct and formed the foundation for Study 1 and Study 2. The findings from the focus group discussions are revealed in more detail throughout Chapter 1.

The final purpose of the preliminary investigation was to assist with the development of items for a role integration measure. Item generation and development are discussed in more detail in the method section of Study 1.



## Role Integration

### Role Integration Defined

Researchers have long been interested in the interface between work and family. However, the meaning of “family” has changed. In addition, family roles are no longer the only nonwork roles of interest to researchers. Researchers are beginning to learn that because family structures are so varied (e.g., single-parent households, married parents with no children) fulfilling one’s family role is very situation specific. Each facet of the family requires a different role set, such that family participation may include a spousal, parental, child, sibling, and/or extended family role. The definition of nonwork has grown to include both typical family roles (e.g., spouse, parent) and other nonwork roles (e.g., extended family, community, church member).

If researchers are to understand role integration, it is necessary to consider individual involvement in a variety of life roles including but surpassing the paid worker and family roles. According to Super (1990), there are nine major roles commonly played by a person throughout his or her life span: son or daughter, student, leisurite, citizen, worker, spouse, homemaker, parent, and pensioner. Super (1990) states that these roles constitute a life career from birth until death according to the amount of time spent and the person’s emotional involvement in each role.

Given the broad inclusion of various nonwork roles, many of the skills and experiences learned in one domain of a person’s life (e.g., work) may overlap and assist with another facet of a person’s life (e.g., nonwork). The overlap and

commonality found between roles may help researchers understand how work and nonwork integrate and benefit the individual and the organization.

The idea of role integration is not a new concept. Many researchers have discussed the notion of role integration or the blending together of multiple roles (Hall, 1996; Hall & Mirvis, 1996; Hall, Stevens, & Meleis, 1992; Meleis, Norbeck, & Laffrey, 1989; Mirvis & Hall, 1996; Morf, 1989). However, the lack of empirical research on role integration has been widely cited (Goff, Mount, & Jamison, 1990; Kossek, 1990; Miller, 1984; Orthner & Pittman, 1986).

Because there has been a lack of empirical research on the construct role integration, it was important that background information be gathered to determine how best to empirically study role integration. Moreover, it was important to determine if people could define and meaningfully discuss the construct to justify further theoretical and empirical research.

Focus groups were the method chosen to learn more about the role integration concept. Extensive information was solicited from four focus groups made up of 4 to 6 individuals. In order to participate in this preliminary study, each individual had to have at least two roles with one of them required to be employee (i.e., worker role). Participants reported having between five and seven roles they participated in regularly.

Both the preliminary investigation and the existing literature provided the foundation for the development of a conceptual definition of role integration. Several individual and group definitions of role integration were developed during the focus group discussions. Some examples are provided in Table 1.

Table 1

*Focus Group Definitions of Role Integration***Individual definitions of role integration**

- Finding a balance between different roles that creates harmony in one's life by using different skills learned from one role while acting in another role.
- The ability to combine roles, situations, and events in life in a way that is orderly and makes sense.
- Finding a happy medium in which all aspects of a person's life, although distinct, co-exist and blend for a common goal.
- The way your roles overlap/interact with varying environments.
- Compatibility between roles; being able to transfer yourself throughout your roles without changing who you are (i.e., losing your identity).
- The kinds of activities people take on in their lives and how these various activities fit together.

**Group definitions of role integration**

- |         |  |
|---------|--|
| Group 1 | Being able to combine your roles with the changes in your life and being able to interact between your roles without losing your identity. |
| Group 2 | Finding a happy medium between yourself and the environment in which you are participating.  |
-

Table 1 (continued)

*Focus Group Definitions of Role Integration*

---

**Group definitions of role integration**

**Group 3**      **Being able to communicate and associate by mixing or combining specific types of values, norms, or roles with different environments.**

**Group 4**      **The activities people take on in their daily lives which consist of decisions, beliefs, and values that intermingle with each other.**

---

Through their discussions, the focus groups demonstrated that role integration is a meaningful concept worthy of future research. This was demonstrated through their discussion and definitions of the construct. Given the definitions reported in Table 1, there appears to be a general understanding and consensus regarding the meaning of role integration. Based on the definitions in Table 1, it is clear that participants viewed the concept role integration as involving the combination, overlap and interaction of various life roles. The definitions suggest that role integration requires the establishment of a balance among roles that results in a feeling of completeness and/or wholeness. In essence, the idea of role integration suggests that a person's multiple life roles require similar knowledge, skills, and abilities and consistency in attitudes, values, experiences and beliefs. The overlap and compatibility among various life roles should result in an increase in home, job and life satisfaction and a reduction in work and family conflicts and reported stress at home and on the job.

Focus group participants agreed that role integration involves the activities people take on in their daily lives, which may include their decisions, values, beliefs, attitudes, and experiences, fitting together across their various life roles. Participants also agreed that role integration exists when people have the ability to transfer themselves (via skills, knowledge, abilities) throughout their roles without changing who they are (i.e., losing their identity). Ideally, role integration provides a certain degree of comfort allowing one to psychologically

move between roles with a sense of harmony and inter-relatedness both inside and outside of work.

Role integration can be conceived of as an opportunity for the individual to be true to self. It affords people the ability to acknowledge all aspects of their lives. Thus, the process of role integration involves a person's ability to express his/her attitudes, beliefs, and expectations across contexts. For example, an employed mother who believes in quality childcare is likely to carry that strong feeling into the workplace. Her approach would require her to look for a company that supported her feelings by providing facilities (e.g., on-site or near the organization) and/or having enforced policies that support working parents.

Role integration also involves the transfer of knowledge, skills, abilities, talent, and creativity from people's work lives to their nonwork lives and from their nonwork lives to their work lives. In order to be integrated, it is important that people are able to use knowledge, skills, abilities, talents, and creativity across contexts. According to Warr (1987), high opportunity for skill use enhances well-being because it enables people to develop various approaches to make effective responses to a variety of situations. For example, a parent who uses interpersonal skills at home to deal with his/her children who are in conflict may also find similar interpersonal skills to be useful in dealing with conflict at work. In other words, the same skills (e.g., reflective listening, negotiation) a parent utilizes to resolve conflict at home could also be used to resolve conflicts at work. Similarly, skills developed at work may also transfer to an individual's nonwork life.

During the focus group discussion several individuals stated that they had the opportunities to utilize skills developed in one role and apply them to another role. For example, one participant mentioned that being in a managerial position helped increase his communication and problem solving skills outside the workplace. He stated that he is able to approach situations differently and can see the overlap between his various life roles. Another participant stated that, "...being in management helps me to work with people in a different way. I use the experience from that to help me when I'm working with any group. For example, being the secretary and editor of two social group papers...I fall back on those managerial skills I developed from my work experience." According to another participant, as people get older and experience more they begin to find ways to manipulate different roles. As a result, people learn how to integrate and make their roles more balanced. Finally, the group concluded that the more experience people have the more they are able to see the overlap in their roles.

Focus group participants who were currently working in an area they were going to school for reported that their work and life roles blend together. They also reported that it is important for their work and life to fit well together. On the other hand, individuals who were not currently working in an area they were also studying reported that their work and life roles did not blend together. One participant stated that, "There is a difference in wanting compatibility for a career and wanting it for a job. For a career it is important that they blend together. For a job it is not important whether they blend or not." However, many participants not working in their field of study said they felt there was value in having roles

blend together. The general feeling seemed to be that when roles do blend together it makes everything easier. These findings support the importance of having integration between roles. Overlap and compatibility seem to relieve individuals from unnecessary pressures and role strain that may come with having incompatibility among various life roles.

### Work-Nonwork Boundary

Several researchers have noted the artificiality in establishing boundaries between the work and nonwork domains (Greenhaus, Bedeian, & Mossholder, 1987; Hall & Mirvis, 1996). Work typically has been defined as the events, thoughts, processes, and feelings activated primarily "in the work setting" (Sekaran, 1983). And nonwork has typically been defined as those factors that primarily relate to, or are encountered "outside the workplace" (Sekaran, 1983).

According to Katz and Kahn (1978), when there are established boundaries between work and nonwork, not all of the individual is included in the organization. Requiring only part of the person's involvement in the organization is referred to as partial inclusion. Partial inclusion captures the notion that people belong to many groups and their total personality is generally not found within a single group setting (Katz & Kahn, 1978).

The sentiment behind partial inclusion is that the organization neither requires nor wants the whole person (Katz & Kahn, 1978). The organization is interested in behaviors that imply only having a selected part of the person, yet people are not recruited to organizations on that basis; the organization brings within its boundaries the entire person (Katz & Kahn, 1978). Under partial



inclusion the understanding is that since individuals are involved in an organization that requires only part of themselves, they might behave more in terms of some compromise of their many segmented commitments and less as members of any given organization. According to Katz and Kahn (1978), any organization that demands the individual to put aside some parts of the self for the sake of performing a role is depersonalizing that individual.

Several researchers have investigated the work-nonwork boundary (e.g., Brook & Brook, 1989; Kirchmeyer, 1992, 1993, 1995; Loscocco & Roschelle, 1991). According to Mirvis and Hall (1996), there is a new stage of career research that points not only to the concerns of a person's work but also to their "life work." This life work is said to include both a person's work and nonwork life and the deep connections between the two (Mirvis & Hall, 1996). For example, a person's work career consists of a whole set of activities that may not be neatly packaged and defined as a "job" in a single organization.

Utilizing a sample of professional and nonprofessional people, Brook and Brook (1989) found that work and nonwork should be viewed as complementary to one another. In their study, the practical implications suggest that rather than viewing nonwork activities as just providing compensation for deprivations and inadequacies at work, emphasis should be placed on some of the other positive aspects of nonwork such as feeling physically healthy, satisfied with life and job, and increased mental health. They stated that while work has some connotation of "getting away from it all" (e.g., stressors in the nonwork domain), more important was the balance between work and nonwork, the structure offered by

paid employment balanced against the freedom of choice, variety, lack of time constraint and relaxation offered by nonwork (Brook & Brook, 1989).

Paid employment may be a satisfying source of recognition for work well done and an opportunity to use one's abilities and skills (Brook & Brook, 1989). However, nonwork also provides challenge and opportunity to use abilities and skills, as well as a satisfactory level of stress and pressure (Brook & Brook, 1989). Brook and Brook's (1989) findings suggest that both work and nonwork are necessary for well-being and that both domains serve different purposes, which may be complementary.

Hall and Mirvis (1996) also discuss the overlap between work and nonwork. They contend that the boundary between the occupational role and the person's private life is often a figment of the imagination of those in the upper echelons of the employing organization's hierarchy. Instead, people psychologically move back and forth between their personal life and work life quite often and easily during the course of the day (Hall & Richter, 1988). As a result, it is hard for people to focus on just one aspect of their lives (e.g., work) at any given time, particularly if role demands cross situational boundaries. For example, inability to solve a problem outside of work may create a preoccupation with trying to figure out how to solve the problem while at work. It appears that people are constantly faced with the challenge of processing information regarding their daily life roles, which involves both work and nonwork (Hall & Richter, 1988). The focus group discussions confirmed that there is difficulty in juggling various life roles. One participant stated that he "feels torn between

being a student and an employee because one cannot be done without the other.”

The concept of role integration acknowledges the overlap and compatibility between work and nonwork roles. During the focus group discussion it was mentioned that “having compatibility across roles is like having a comfort zone. If there is compatibility then you have done it over and over again, it is not a new venture.” Incompatibility across roles was linked to unpleasant feelings in a person. Some of the participants even reported feeling stress, frustration or drained when their roles were not compatible. In essence, the greater the overlap in roles across contexts the greater the role integration. When role integration exists, then, there will be an increase in well-being, satisfaction with home, work and life, and a reduction in stress, work-family conflict and family-work conflict.

#### Organizational Perspective

Several research findings have led organizations to move away from the notion of bringing part of the individual to the workplace and express more interest in having integrated individuals that are capable of blending their work and nonwork roles (i.e., Brook & Brook 1989; Kirchmeyer, 1992). Organizations are now beginning to notice that both work and nonwork are important for career development. According to Hall and Mirvis (1996), an employee’s career development occurs in a self-reinforcing spiral of successful experiences and psychological satisfaction with the feeling of pride and accomplishment that comes from knowing that one has done his or her “personal best.” Therefore,

consistency and overlap in roles across contexts may help individuals in achieving successful experiences and increased life and job satisfaction.

Fletcher (1996) claims that it is important to acknowledge employees' nonwork lives. She contends that organizations that discourage family or community caring activities will limit individuals in their ability to grow and display these skills. She also states that organizations whose practices, policies and structures encourage work-life integration will be more likely to have employees who can bring fully developed integrated selves to the workplace (Fletcher, 1996). The more people are able to integrate their life roles the more they will be able to grow and experience consistency in their lives.

According to Kirchmeyer (1992), personal resources gained through nonwork involvement become available for work and favorably influence work attitudes. Such resource enrichment could involve increasing not only the individual's capacity to meet work demands and his or her value to the employer, but his or her sense of personal competence as well (Kirchmeyer, 1992).

From a practical standpoint having a better understanding of integration can provide companies with insight on how individuals perceive the organization. These perceptions can lead to attraction to and longevity in the organization. According to Kirchmeyer (1995), there are several ways an organization can impact employees' perceptions. For example, organizations can demonstrate a sharing of values with employees by providing them with the flexibility and consideration needed to help them manage their work-nonwork interface. The preliminary investigation revealed that focus group participants

who felt the organization shared their values and provided flexibility reported having more satisfaction and believed they had more integration between their roles.

According to the findings in the preliminary investigation, participants seemed to feel that if their employer provided flexibility to help juggle their multiple roles (e.g., student), they would be more satisfied. Discussions revealed that the demands of work can make it difficult to adequately balance the work and student role. However, some participants reported that because they were employed in an area they were also studying, they found overlap and satisfaction between their roles.

As demonstrated by focus group findings, the compatibility and overlap in attitudes and beliefs between a person's work and nonwork roles may develop into feelings of respect for the organization. These feelings may be enhanced by the belief that the organization is interested in allowing employees to bring their nonwork life experiences into the workplace. Focus group participants reported that having the support of their employers to pursue other areas in their lives was important and helped them better balance their various life roles.

Kirchmeyer (1995) conducted one of the few organizational level empirical studies on aspects of integration. In her study, she assessed the effectiveness of three types of organizational responses to nonwork (i.e., separation, integration, and respect). She described separation, as the employer acting as if workers' nonwork lives did not exist. Integration was described as the employers treating work and nonwork as related worlds that

affect one another. Finally, respect was described as the employer acknowledging and valuing the nonwork life participation of workers and committing to support it.

Kirchmeyer's (1995) definition of integration differed from her definition of respect in that integration involved the organization assuming responsibility for aspects of workers' nonwork lives in addition to their work lives. This was done by providing for their family, community and recreational needs through child care, personal counseling and company-sponsored recreation centers. Respect, on the other hand, referred to the organization acknowledging and supporting nonwork without taking over workers' nonwork responsibilities. Instead, the response from the organization was to provide workers with the personal resources to fulfill their responsibilities themselves through flexible hours of work, alternative work arrangements, and policies that discourage work-related travel on weekends (Kirchmeyer, 1995).

After surveying 215 managers, Kirchmeyer (1995) found that organizations perceived as treating work and nonwork as related worlds tended to have managers who were relatively more committed to the organization. Since integration and respect responses to nonwork demonstrate an appreciation of workers' entire lives, they may help to generate worker commitment toward the employing organization (Kirchmeyer, 1995). Support for nonwork may enhance organizational commitment by demonstrating that the organization holds values important to workers, a key component of strong psychological attachment (Allen & Meyer, 1990). In addition, such support may

enhance the individual's personal competence, a factor also related to organizational commitment (Mathieu & Zajac, 1990). According to Kirchmeyer (1995), astute employers recognize that they can influence their workers' ability to cope with multiple domains, but many remain uncertain about what practices would be most appropriate and effective.

### Individual Perspective

Hall and Mirvis (1996) state that people have multiple subidentities that make up their identity. Each subidentity is the view of self in a particular social role (such as worker, mother, father, or community member). The role represents the expectations held by significant others in the role set, while the subidentity represents self-perceptions as one responds to these role expectations (Hall, 1976; Hall & Mirvis, 1996).

The issue of life roles and multiple role juggling involves the basic nature of the relationship between the employee and the employing organization. The matters of stress, conflict and fit that are at the heart of the employee's satisfaction and effectiveness reflect how well integrated her or his personal needs are with the job requirements and rewards of the organization (Hall & Mirvis, 1996). Occupying several demanding roles is a routine feature of adult life. As Sekaran and Hall (1989) put it, "everyone juggles roles." For example, the focus group findings revealed that on the average participants reported having between five and seven roles they participated in daily. One participant mentioned that being able to put two or more roles together made her satisfied. According to several researchers, multiple roles are said to provide multiple

sources of social support, skills that transfer from one role to another, and an increased sense of meaning, personal worth and purpose (i.e., Sieber, 1974; Thoits, 1983).

In addition, it has been determined that multiple role involvement leads to a meaningful sense of self that enhances well-being (Thoits, 1986). Verbrugge (1986) finds that physical health improves as role involvement increases. Other researchers have reported similar findings with regard to psychological health (Baruch & Barnett 1986; Thoits, 1983). These findings provide support for the importance of role integration research in the industrial and organizational psychology literature.

According to Marks and MacDermid (1996), balancing one's self-picture involves a person becoming fully engaged in the performance of every role in one's total role system. In their study of college students, they found that people who maintain more balance across their entire system of roles and activities scored lower on measures of role strain and depression and higher on measures of self-esteem, role ease, and other indicators of well-being. Occupying multiple roles is said to be related to greater chances of being physically healthy, satisfied with life, and less depressed (Barnett & Baruch, 1987).

#### Importance of Role Integration to the Individual

The idea of having integration among roles may vary from person to person. Literature on multiple roles has indicated that there is an assumption that people solve the problem of how to "manage it all" by organizing their roles and corresponding selves into a hierarchy of importance (see Hoelter, 1985;



Reitzes & Mutran, 1994; Thoits, 1992). Many people may invest a lot more of themselves in one role while giving scant attention to others. As seen, for example, in workaholics addiction to work. People who find themselves spending more time at work may not find role integration to be an important aspect in their lives. This same idea may be true for people who find their family role as more important than other roles.

Unless a person believes role integration is important the idea of having his/her roles integrated may not be of much concern. The preliminary investigation revealed that participants, on the average, seem to feel that the idea of having role integration varied with the person. Some people want integration among their multiple life roles and some do not.

#### Role Integration and Similar Constructs

There are several constructs that are similar to, yet significantly different from, the role integration construct. As part of the process of demonstrating construct validity, comparisons and contrasts with established constructs were needed to illustrate that role integration has important features and characteristics that are not presently captured by similar constructs in the literature. The constructs included for comparisons were value congruence, person-organization fit, role conflict, and work and family conflict.

Value congruence. Values are important at both the individual and the organizational levels (Chatman, 1991; Meglino, Ravlin, & Adkins, 1989; O'Reilly, Chatman, & Caldwell, 1991). Research has considered the fit or congruence of employees' values with those of their organizations (e.g., Chatman, 1991;

Posner, 1992), supervisors (Meglino et al., 1989), and jobs (Adkins, Ravlin, & Meglino, 1996). Much of this research has been a result of the increasing concern for diversity in the workforce, complexity of jobs, and the need for individual discretion on the part of the employees.

The values possessed by an individual can be viewed as central to the subsequent satisfaction with life role decisions (Brown & Crace, 1996). Values are thought to be cognized representations of needs that provide standards for behavior, orient people toward desired end states, and form the basis for goal setting (Brown & Crace, 1996). Thus, values may be defined as enduring beliefs about the way an individual should behave (Ravlin & Meglino, 1987). They represent a core understanding about what should be done and are related to a broad network of more specific beliefs, perceptions, and attitudes that guide individuals' behavior and judgment (Adkins et al., 1996; Chatman, 1991). Values should help provide a sense of meaning to the individual and the organization.

Work values are important for understanding and predicting the affective reactions and performance of individuals at work (Meglino, Ravlin, & Adkins, 1991). Such values are typically manifested through the direct impact on employee's perceptions, affect and behavior or through individual influence on various forms of affect through the mechanism of value congruence. That is, individuals tend to express greater positive affect when they encounter others who exhibit values similar to theirs (Meglino et al., 1989, 1991).

Person-organization value congruence means the values a person has are similar to the values that an organization holds (Meglino et al., 1989; 1991). Value congruence is considered an indicator of "fit" between the person and the organization. Conceptually, values are thought to be relatively stable individual characteristics; as such the level of value congruence should not change overtime (Meglino et al., 1989). Values or the idea of value congruence can directly influence employees to behave in a manner that assures the continued survival of the organization (Meglino et al., 1991). The overall assumption behind value congruence is that the more similar organizational and individual values are, the more likely the individual is to positively identify with the organization (Shockley-Zalabak & Morely, 1989).

Boxx, Odom, and Dunn (1991), in their study of 387 middle- and upper-management officials from state, national, and international highway and transportation organizations, found that commitment, satisfaction, and cohesion are enhanced when the organization adheres to a value system which the employee believes should exist. Shockley-Zalabak and Morely (1989) further confirmed these findings in their study of 183 employees, showing that when organizations had values that were closely aligned with the personal values of an employee, these values positively predicted the individual's satisfaction and estimation of the quality of success of the organization. In other words, the more an individual values what the organization values, the more likely the individual is to be satisfied with work and have positive expectations about the organization.

Similar to value congruence, role integration encompasses a broad network of specific beliefs, perceptions, and attitudes. Like value congruence, role integration is subjective and involves the feelings a person has regarding their current circumstances. In addition, both constructs rely on the concept of congruence. For example, value congruence focuses on the values a person has being congruent with those of the organization, while role integration focuses on various life roles a person has being congruent with each other to make the person feel complete and whole.

There are several differences between value congruence and role integration. Role integration attempts to address the blending together or compatibility between multiple roles, including the knowledge, skills, values, beliefs, attitudes, and experiences required by those roles. Value congruence on the other hand addresses the “fit” between personal values and those of other people, particularly people within an organization (Meglino et al., 1989). Another difference between the two constructs, is that role integration looks at what is taking place “within” a person whereas value congruence looks at the person in comparison with something “outside” of the person (i.e., other people, the organization, the environment, etc.).

In addition, values are thought to be stable individual characteristics. As a result value congruence is assumed not to change much over time (Meglino et al., 1989). However, this only holds true if the organization does not change dramatically. If the organization changes (e.g., culture, change in president,

downsizing), an employee's values hold may no longer be congruent with the organization.

Unlike value congruence, role integration is not considered a stable characteristic. Role integration may change as the result of the changing demands of present roles or the adopting and shedding of roles. Examples of change include having a child, joining a community group, or retiring from work. Thus, role integration is a characteristic that is flexible and likely to change more frequently than organizations that experience dramatic changes.

Another difference that exists between value congruence and role integration is that role integration focuses on the blending together or utilization of knowledge, skills, values, beliefs, attitudes, and experiences. Value congruence focuses on the feeling of shared beliefs, perceptions and attitudes, and does not place any focus on experiences, knowledge, skills and abilities. Furthermore, the two constructs differ in that role integration requires congruence with various aspects of a person's life, unlike value congruence, which requires the congruence of values and beliefs with the organization and the people within the organization.

Person-organization fit. People tend to select environments that fulfill their needs, and the same is true of organizations (i.e., organizations tend to select people that fulfill their needs). This process typically results in person-organization fit (Cable & Judge, 1996). The proposition that individuals make job choice decisions based on person-organization (P-O) fit is said to comprise the attraction component of Schneider's (1987) Attraction-Selection-Attrition

(ASA) model (Cable & Judge, 1996, 1997; Judge & Bretz, 1992). This model suggests that people and organizations are attracted to one another based on their similarity (Cable & Judge, 1997). Job seekers base their P-O fit perceptions on organizations' values, and they make job choice decisions based on these perceptions (Cable & Judge, 1996). Thus, perceived value congruence between job seekers and organizations should indirectly influence organizational attractiveness, a relationship demonstrated empirically by Judge and Bretz (1992) in their study of hypothetical organizations.

Based on theoretical and empirical research, value congruence is a sub-component of P-O fit (Adkins, Russell, & Werbel, 1994; Cable & Judge, 1996; Judge & Bretz, 1992). Person-organization fit is defined as the congruence of personality traits, beliefs, and values of the employee with the culture, strategic needs, norms and values of the organization (Bowden, Ledford, & Nathan, 1991; Bretz, Ash, & Dreher, 1989; O'Reilly et al., 1991; Rynes & Gerhart, 1990). Values are one way in which people determine their similarity or "fit" in an organization. It has been advocated that shared personality, beliefs, and values, between individuals and other organizational members lead to job satisfaction for the person and favorable outcomes toward achieving organizational goals (Chatman, 1991; O'Reilly et al., 1991).

Efforts by O'Reilly et al. (1991) have revealed that P-O fit can predict job satisfaction and organizational turnover. Posner (1992) in his study of professionals and management personnel found that person-organization fit was directly related to positive work attitudes. P-O fit outcomes suggest that those

who fit are more likely to be attracted to the organization, be favorably evaluated by established organizational members, display greater work motivation, and perform better than those who do not fit (Chatman, 1991; Judge & Bretz, 1992; Posner, 1992).

Like P-O fit, role integration involves a search for balance and harmony. P-O fit focuses on the balance and congruence between a person and the organization. In a similar manner, role integration focuses on the balance or congruence between various life roles. Both constructs, P-O fit and role integration, are perceptual and rely on a subjective belief system that impacts the individual and the decisions he/she makes.

In addition, these two constructs address fitting or congruence between different aspects. For example, P-O fit focuses on the person's fit (i.e., values, beliefs, etc.) within the organization for the purpose of harmony and satisfaction. Similarly, role integration focuses on the fit of multiple life roles, knowledge, skills, experiences, attitudes, values and beliefs for the purpose of harmony and satisfaction.

The difference between the two constructs is that P-O fit requires the person to feel a belonging and commonality within the organization. Role integration's focus is on the feeling of wholeness and overlap of life roles inside and outside of the organization. The idea behind role integration is that various life roles overlap to make a person feel his/her life roles have commonality and can be utilized across situations. These two constructs differ in their approach to congruence. P-O fit approaches congruence by addressing the person's "fit"

with the organization. Role integration approaches congruence by addressing the overlap or “fit” between multiple life roles, knowledge, skills, experiences, attitudes, values, and beliefs.

Role conflict. Roles represent the expectations of the individual and the organization (Schuler, Aldag, & Brief, 1977). Roles can be functional to the individual, in that a person may be able to perform various roles simultaneously resulting in limited pressures and compatibility between roles (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964). On the other hand, having several roles can be dysfunctional for the individual, in that a person may experience pressures within one role that are incompatible with the pressures that arise within another role. Kahn et al. (1964) elaborated on this dysfunction, labeling it role conflict.

Role conflict has been defined as the simultaneous occurrence of two or more sets of pressures, such that compliance with one would make compliance with the other more difficult (Coverman, 1989; Greenhaus & Beutell, 1985; Kahn et al., 1964; Katz & Kahn, 1978; King & King, 1990). Rizzo, House, and Lertzman (1970) further defined role conflict in terms of the incompatibility of demands in the form of conflict between organizational demands and one’s own values, problems of personal resource allocation, and conflict among obligations to several different people.

According to Kahn et al. (1964) role conflict can be conceptualized and further defined as either intra-role or inter-role. Intra-role conflict is thought of as role pressures and internal pressures that occur within one domain that are mutually incompatible (Kahn et al., 1964; Stephens & Sommer, 1996). This



domain may be represented by conflicting expectations associated with a single position or status (King & King, 1990). For example, a demand that an employee completes a report may conflict with that employee's obligation to supervise subordinates' work.

Inter-role conflict, on the other hand, can be thought of as incompatible role pressures made on an individual occupying multiple positions or several roles simultaneously (Greenhaus & Beutell, 1985; Kahn et al., 1964). Typically, inter-role conflict has been explained by addressing work pressures put on a person that are felt in his/her family domain and the family pressures put on a person that are felt in his/her work domain (Duxbury & Higgins, 1991; Greenhaus & Beutell, 1985; Stephens & Sommer, 1996). A person is likely to experience inter-role conflict when there are no alternative mechanisms to help him/her adequately fulfill various life roles (Coverman, 1989). For example, an employed mother with few alternatives for childcare will experience more inter-role conflict in terms of her role as a mother and as a paid worker than an employed mother who has adequate childcare.

It is important to point out that role conflict does not just occur between work roles and life roles. Role conflict may occur in any role domain anytime there are incompatible pressures felt within or between role(s). Similar to role conflict, role integration can also occur between more than just work and life roles. Role integration may take place within roles, such that a problem with a spouse can also be approached using the same techniques that were used in dealing with a sibling or parent. Role conflict and role integration also carry an

implicit assumption that people are expected to perform multiple roles and/or multiple tasks simultaneously.

The two constructs differ in that during role conflict, pressures from one role or task are believed to interfere with performance in another role or task. This interference then results in an inability to perform roles and/or tasks adequately. Unlike role conflict, role integration does not suggest that one role or task will interfere with another role or task. What role integration involves is the blending of multiple life roles from a functional standpoint. Functional in the sense that people are fulfilling their roles utilizing similar knowledge, skills, experiences, beliefs, values, and attitudes.

Role integration suggests that people can fulfill roles using similar talents and characteristics. This construct views life roles as compatible and complementary to one another. When role integration exists, people are able to perform multiple roles by having overlap and commonality among their knowledge, skills, experiences, beliefs, values, and attitudes that assist with other life roles.

Work-family conflict. Work-family conflict is predicated on the theory of role conflict, which was originally developed by Kahn et al. (1964). It is thought to be at the heart of work-family issues (Greenhaus & Beutell, 1985; Kahn et al., 1964). Work-family conflict is defined as a form of inter-role conflict in which the role pressures from the work and family domains are mutually incompatible in some respect (Duxbury & Higgins, 1991; Greenhaus & Beutell, 1985; Kahn et al., 1964). It is inherently bi-directional; that is work-family conflict may originate

in either domain (Stephens & Sommer, 1996). Participation in the work (family) role is made more difficult by virtue of participation in the family (work) role (Greenhaus & Beutell, 1985; Kahn et al., 1964). According to Greenhaus and Beutell (1985), if pressures to participate in both domains are equal, the highest degree of work-family conflict may be expected.

Work-family conflict is said to occur when an individual has to perform multiple roles such as worker, spouse, and parent. The difficulty that individuals encounter in work-family conflict is a form of inter-role conflict in that each of these roles demand time, energy, and commitment (Greenhaus & Beutell, 1985). When there is a substantial amount of time spent in any one role, resources available to fulfill other roles are diminished.

Both work-family conflict and role integration focus on various life roles being performed simultaneously. Work-family conflict and role integration are both constructs that rely on the perceptions of the individual to determine whether conflict or integration exists. Both constructs also acknowledge role requirements and expectations that are required to adequately fulfill each role a person is involved in daily. For example, Zedeck (1992) stated that the work-family interaction concerns the compatibility or incompatibility of work-family relations and its impact on other processes such as the transition between roles. Similar to work-family conflict, role integration is concerned with compatibility among multiple life roles that help people feel satisfied and integrated and provide a sense of completeness and wholeness within the person. Both constructs also deal with the juggling of different life roles.

However, unlike work-family conflict, role integration considers more than just the work and family roles. Role integration includes other life roles aside from parent, spouse, and worker, such as community member and church member. Work-family conflict and role integration also differ in that work-family conflict focuses on role interference or role overload whereas role integration focuses on role balance and overlap.

In addition, work-family conflict and role integration also differ in that work-family conflict is said to occur when there is a substantial amount of time, energy, and commitment spent in any one role. Role integration, however, allows for the possibility that time, energy, and commitment spent in one role will not create conflict with compatible roles.

#### Validation of the Role Integration Measure

The role integration measure was expected to be psychometrically sound and show evidence of construct validity in Study 1. Construct validity is the degree to which a test measures the theoretical construct or trait that it was designed to measure (Allen & Yen, 1979). It is the idea that one can make “generalizations about higher-order constructs from research operations” (Cook & Campbell, 1979, p. 38). However, construct validity can not be established within a single study. Construct validity is a cumulative process of gathering evidence, which includes content, convergent, discriminant and/or criterion-related validation processes.

Content validity is one approach used to validate the role integration measure in Study 1. According to Ebel (1977), content validity is the “only basic

foundation for any type of validity” (p. 153). Content validity involves the sampling of representative domains of a construct, using appropriate methods of test construction (Nunnally, 1978), and sampling in a meaningful way with a precise process that enables one to judge whether the universe was sampled adequately (Cascio, 1991). Allen and Yen (1979) stated that content validity is established through a rational analysis of the content of a test, and its determination is based on individual, subjective judgement. For the purpose of this study, subject matter experts were used to content validate the role integration measure. A sorting procedure was the method chosen to carry out the content validation process. The actual procedure is discussed in more detail in the method section of Study 1.

Evidence of construct validity was further provided by convergent validation. Convergent validity is demonstrated by high correlations between similar constructs that should, based on theory or past empirical findings, be significantly correlated (Campbell & Fiske, 1959). These high correlations show that the tests converge (Allen & Yen, 1979).

For the purpose of construct validation in Study 1, the role integration measure that was developed was compared to measures of similar constructs. Constructs selected to be compared to role integration, included value congruence, person-organization fit, role conflict and work-family conflict. As a result it was expected that:

- H1) *Role integration will have a significant positive correlation with person-organization fit.*

H2) *Role integration will have a significant negative correlation with role conflict.*

H3) *Role integration will have a significant negative correlation with work-family conflict.*

Discriminant validity evidence was presented as another component of establishing construct validity. Discriminant validity is demonstrated by low correlations between scores on tests measuring different traits, particularly when the same method is being used. Thus, low correlations between constructs that should, based on theory or past empirical findings, be low (Campbell & Fiske, 1959) show discriminant validity. These low correlations demonstrate that the tests discriminate between different traits (Allen & Yen, 1979).

Although the role integration construct was expected to be strongly related to a variety of important outcomes, a person's satisfaction with pay should not be related to role integration. The idea is that pay does not impact how well a person's roles are integrated. For example, a person can be satisfied or dissatisfied with their pay and still not feel that his or her work and nonwork roles are integrated.

People are involved in a variety of roles regularly. Therefore, both men and women can experience difficulty in balancing their multiple life roles. The preliminary investigation revealed that both men and women of different ages, educational levels, and pay levels reported difficulty in balancing their daily life roles. In addition, participants from various diverse backgrounds felt it was important to have their roles blend or fit together. They also agreed that when

overlap or compatibility between their various roles was experienced, satisfaction was felt.

Knowledge, skills, experiences, values, beliefs, and attitudes are characteristics of a person and can be transferred across various life roles. Since role integration conceptually involves the overlap and commonality across various life roles, participant demographics should not be significantly related to role integration. That is an individual's gender, educational level or pay level should not impact a person's role integration. Providing support for the discriminant validity hypotheses was expected to help rule out method bias as an explanation for the expected relationships.

It is important to recognize that construct validity may be the most important form of validity. Some argue that all other types of validity are actually subsumed by construct validity. For example, Campbell and Fiske (1959) stated in order to predict a pattern of relationships among variables to verify the existence of a construct, it should be demonstrated that certain variables that should logically relate to one another actually do (convergent validity), and that other variables that should not relate to one another do not (discriminant validity). By testing these patterns of relationships across several measures and several traits, construct validity can be inferred through a corresponding fit of the data.

Since the validation process can be approached in many different ways it should not be seen as an all-or-none process but rather as a matter of degree (Nunnally, 1978) that is based on a series of investigations (Cascio, 1991).

**Content, convergent, and discriminant validity, are the components that were examined in Study 1 for the initial investigation of construct validity for the role integration construct.**



## CHAPTER II

### METHODS: STUDY 1

The purpose of Study 1 was to define and operationalize role integration and begin the validation process by assessing content, convergent, and discriminant validity. Constructs used for convergent validity were, person-organization fit, role conflict and work-family conflict. Measures used for discriminant validity were, gender, educational level, pay level and satisfaction with pay. Thus, outcomes from Study 1 were expected to be a theoretical definition and initial validity evidence for the measure.

#### Participants

Three hundred male and female students were recruited for participation in this study. However, only 217 questionnaires met the requirement to be included in analyses. Given the focus of Study 1 and the nature of the questionnaires used, participants needed to be currently employed either part-time or full-time. This requirement ensured multiple role participation. All the participants had a minimum of two roles, student and worker. To encourage participation, students were recruited from Old Dominion University's Human Subjects Pool and were given extra credit points toward their course grades.

One hundred and forty-nine of the participants were women and sixty-eight were men. Other demographic information about the individual participants (e.g., age, total number of roles participants reported, ethnicity, educational level, annual salary, employment status, working in field of choice, and relational status) is shown in Table 2.

Table 2

*Demographic Information about Individual Participants, Study 1*

<b>Variables</b>	
<b>Age (mean/sd)</b>	<b>28.15/9.09</b>
<b>Number of roles participants reported (mean/sd)</b>	<b>10.13/1.62</b>
<b>Ethnicity (frequency)</b>	
<b>African American</b>	<b>30</b>
<b>Asian</b>	<b>6</b>
<b>Caucasian</b>	<b>162</b>
<b>Hispanic</b>	<b>5</b>
<b>Native American</b>	<b>2</b>
<b>Other</b>	<b>11</b>
<b>Educational level (frequency)</b>	
<b>High school graduate (or equivalent)</b>	<b>5</b>
<b>Some college</b>	<b>151</b>
<b>College graduate</b>	<b>58</b>
<b>Some graduate school</b>	<b>3</b>
<b>Annual salary (frequency)</b>	
<b>Under \$10,000</b>	<b>66</b>
<b>\$10,000 – \$19,999</b>	<b>44</b>
<b>\$20, 000 – \$29,999</b>	<b>42</b>
<b>\$30,000 – \$39,999</b>	<b>31</b>
<b>\$40,000 – \$49,999</b>	<b>18</b>

Table 2 (continued)

*Demographic Information about Individual Participants, Study 1***Variables****Annual Salary (frequency)**

\$50,000 – \$59,999	11
\$60,000 – \$69,999	1
\$70,000 – \$79,999	2
\$80,000 – \$89,999	0
\$90,000 – \$99,999	1
\$100,000 and over	1

**Current employment status (frequency)**

Part-time	100
Full-time	117

**Working in field of choice (frequency)**

No	123
Yes	94

**Relational status (frequency)**

Single and living alone	96
Married	85
Unmarried but living with a partner	34

**Note:** Five participants reported their education level as high school graduate (or equivalent). It is believed that these participants were in their first year of college. Totals may not add up to 217 because of missing information from participants.

## Measures

Construction of the role integration questionnaire. Preliminary research for the development of the role integration questionnaire was done utilizing focus groups. There were four focus groups composed of four to six individuals who participated in the preliminary study. To be included in the focus group, each participant was required to have at least two roles they participated in daily. At least one of the two roles needed to be employee (i.e., work role). Participants volunteered by signing-up and efforts were made to ensure demographic and role mix. Group interviews lasted approximately 90 minutes in a classroom setting at Old Dominion University. For their participation students received extra credit points toward their psychology course grades.

Prior to the focus group discussion, each participant was given a notification form describing the purpose of the research study. Names were not allowed on any form to ensure confidentiality. See Appendix A for a copy of the notification form.

In order to record information provided by the focus groups, notes were taken and a tape recorder was used. Tapes were compared to the notes taken during the discussion. By taping the discussion, accuracy of information written could be compared with the taped discussion in a separate setting.

The discussion began by asking participants to write down their gender and age on an index card. This was done for demographic purposes.

Participants were then asked to write down each of their roles. An interview guide consisting of several questions was used to guide the direction of the

focus group discussion. See Appendix B for a copy of the interview guide.

Toward the end of the discussion, participants were asked to review a preliminary questionnaire focused on role integration. Feedback was solicited from participants regarding item wording, content, and scaling options.

Based on the preliminary investigation and the theoretical research, the role integration questionnaire consisted of 97-items associated with eight scales. Each scale had a minimum of 10-items with the largest scale having 19-items. These items addressed the perceived overlap and compatibility between an individual's various life roles. All items were rated on a five-point Likert-type scale that ranged from strongly disagree (1) to strongly agree (5). The scales in the role integration questionnaire assessed the following dimensions: General role integration, importance of role integration, knowledge, skills, abilities, attitudes/beliefs, values, and experiences.

To demonstrate content validity, subject matter experts (SMEs) were asked to sort the 97-items into the eight scale categories. This exercise was conducted independently by each of the SMEs who were four doctoral students in the industrial and organizational psychology program at Old Dominion University. These advanced doctoral students were selected as SMEs because they had been enrolled in a career theory seminar and were familiar with the idea of role integration.

The SMEs were given the eight scale definitions on eight separate index cards. Ninety-seven index cards containing the questionnaire items were also provided. See Appendix C for scale definitions and instructions.

Comparisons were made across the expert judges for each of the eight scales. In order for an item to be retained, there needed to be at least 75 percent agreement on the placement of the item into a scale dimension. In other words, at least three out of the four SMEs needed to agree on the placement of the item, otherwise the item was eliminated.

A total of six items were eliminated from the role integration questionnaire. Five items were eliminated from the general scale. Four items were moved to the importance scale where all SMEs placed them. One additional item had two SMEs put it under the general scale and two SMEs put it under the importance scale therefore this item was eliminated. This resulted in 14 remaining items to represent the general scale.

One item was eliminated from the importance scale. Two SMEs agreed on the placement of the item into the importance scale, and two SMEs placed the item under the experience scale. This resulted in a total of eight items for the importance scale.

All items were retained for the remaining six scales. The knowledge, skills, abilities, and values scales each contained 10-items. The beliefs/attitudes scale contained 14-items and the experience scale 15-items. This procedure resulted in 91-items to represent the role integration questionnaire. See Appendix D for this questionnaire.

Role integration. A pilot role integration questionnaire was given to 14 Old Dominion University students employed part-time or full-time. Feedback was solicited for clarity of directions, clarity of items, and item wording. Based

on the feedback changes were made to the questionnaire. This reduced the scale to 28-items that represented seven factors instead of the initial eight factors. The abilities factor was eliminated from the questionnaire. Items were rated on a five- point Likert-type scale that range from strongly disagree (1) to strongly agree (5). See Appendix E for the revised role integration questionnaire.

In addition to completing the role integration questionnaire, participants were asked to rate the importance of 12-roles on a five-point Likert-type scale that ranged from not very important (1) to very important (5). Feedback was solicited from participants regarding the comprehensiveness of the role list. There were no changes made to the list of roles.

Person-organization fit. Person-organization fit was measured using Cable and Judge's (1996) three-item scale. This measure assesses the extent to which an individual believes he/she fits within an organization. Participants responded using a scale that ranged from not at all (1) to completely (7). Cable and Judge (1996) reported an alpha of .80 for this measure. See Appendix F for the measure.

Role conflict. Interrole conflict is defined as the incompatible role pressures made on an individual occupying multiple positions or several roles simultaneously (Greenhaus & Beutell, 1985; Kahn et al., 1964). For the purpose of this study, Pandey and Kumar's (1997) eight item interrole conflict scale was used to assess participants' perceived role conflict. An example item is "The demands of my job make it difficult to be relaxed all the time at home." The

Cronbach alpha coefficient for the interrole conflict subscale is .90 (Pandey & Kumar, 1997). Participants responded using a five-point Likert scale ranging from strongly agree (1) to strongly disagree (5). See Appendix G for this measure.

Work and family conflict. Both work-family conflict (WFC) and family-work conflict (FWC) were measured. WFC was measured using five items developed by Netemeyer, Boles, and McMurrian (1996). An example item is "Things I want to do at home do not get done because of the demands my job puts on me." FWC was measured using a reversal of these five items (Netemeyer et al., 1996). For example, a reversal of the WFC example item would be "Things I want to do at work don't get done because of the demands of my family or spouse/partner."

Alpha coefficients for the two scales have been reported, using three separate samples. The alpha coefficients ranged from .83 to .89, with an average alpha of .88 for work-family conflict and .86 for family-work conflict across the sample (Netemeyer et al., 1996). Participants responded using a seven-point Likert scale ranging from strongly disagree (1) to strongly agree (7).

It should be noted that other scales have been developed that have not been subjected to the same type of rigorous scale development (i.e., Frone, Russell, & Cooper, 1992; Gutek, Searle, & Klepa, 1991; Judge, Boudreau, & Bretz, 1994) as Netemeyer et al. (1996). The coefficient alpha estimates of these other WFC and FWC measures were generally lower than the coefficient alpha of Netemeyer et al. (1996) measure. For example, Gutek et al. (1991)



reported alpha estimates of .81 and .83, and .79 and .83 for their four-item measures of WFC and FWC. Judge et al. (1994) reported alpha estimates of .82 and .76 for their four-item measures of WFC and FWC. However, the measure developed in Netemeyer et al. (1996) study reported a coefficient alpha of .88 for WFC and .86 for FWC. See Appendix H for this measure.

**Pay satisfaction.** The Pay Satisfaction Questionnaire (PSQ) developed by Heneman and Schwab (1985) was used to measure satisfaction with pay. PSQ is an 18-item instrument that was designed to measure a person's satisfaction with compensation. The PSQ has four subscales that measure satisfaction with pay level, benefits, pay raise, structure and administration. For the purpose of this study, satisfaction with pay level was measured using the pay level subscale of the PSQ. The pay level subscale measures a person's satisfaction with current salary using four items. Participants responded to each of the items using a five-point Likert response format, ranging from very dissatisfied (1) to very satisfied (5).

The reliability of the PSQ has been estimated by the coefficient alpha. Heneman and Schwab (1985) found the reliability estimates to be .95 for pay level. Carragher and Buckley's (1996) study on cognitive complexity and the dimensionality of pay satisfaction, utilizing 1,969 teachers, found the coefficient alpha reliability estimates to be .96 (pay level). See Appendix I for this measure.

**Marlowe-Crowne social desirability.** Social desirability is often an issue when people are asked to respond to items that are, or can be, construed as culturally unacceptable and unlikely to occur (Crowne & Marlowe, 1960).

Because of the nature of the items on the role integration questionnaire, it was important to ensure that participants were responding truthfully to the items. One way to do this is to measure a person's tendency to respond in a "socially desirable" manner.

The Marlowe-Crowne scale is a 33-item widely used self-report measures of social desirability or need for approval. The 33-items require true and false answers. There is an internal consistency reliability of .88 and a test-retest coefficient of .88 (Crowne & Marlowe, 1960). A sample item is, "I never hesitate to go out of my way to help someone in trouble." If a cutoff score of "true" responses is reached, the participant's responses on the other scales are assumed to be invalid and are discarded. Scores range from 0 to 33, with higher scores representing higher social desirability or need for approval (Vella-Brodrick & White, 1997). Crowne and Marlowe (1960) reported a mean of 15.5 ( $SD=4.4$ ) in a sample of 300 college students. Paulhus (1984) reported a mean of 13.3 ( $SD=4.3$ ) and 15.5 ( $SD=4.6$ ) for two sets of respondents. Vella-Brodrick and White (1997) reported a mean of 15.8 ( $SD=5.8$ ) for 178 participants. Sample means are expected to be similar to mean scores found in previous studies (e.g., Crowne & Marlowe, 1960; Paulhus, 1984; Vella-Brodrick, 1997). In the current study, the mean was 13.3 ( $SD=4.4$ ). If the cutoff score of "true" responses is reached, the participant's responses on the other scale are assumed to be invalid and are discarded. A sum of 21 was used as the cutoff score, which is one standard deviation above the accepted mean. See Appendix J for this scale.

**Demographic information.** Age, gender, ethnicity, educational level, salary level, employment status, working in field of choice, number of children, and relational status were requested from each participant. See Appendix K for this measure.

**Procedure**

Male and female participants in this study received questionnaire packets. All participants were recruited on a voluntary basis from Old Dominion University's Human Subjects Pool. The confidentiality of each participant was ensured by not requesting names on any of the forms in the questionnaire packet.

Two approaches were used to distribute questionnaire packets. The first approach required a pickup and drop-off of packets during set times at one central location. The second approach involved questionnaire distribution to students enrolled in a distance learning psychology course. More than 30 sites participated in the distance learning course. Many of the students enrolled in this course were non-traditional or returning students. Thus, recruitment of students from this course ensured demographic variability (i.e., number of role participation, age, education level, pay level, etc.).

All participants were allowed to complete the questionnaire packets at home and return them within a seven-day period. The questionnaire took approximately 20 minutes to complete. A total of 300 questionnaire packets were distributed and 269 were returned resulting in a 90% return rate. Of the 269 questionnaires returned, 52 (or 19%) were not used due to a high score on

the Marlowe-Crowne Social Desirability Scale, a total score of 21 or greater out of the possible 33. This resulted in 217 usable questionnaires. The response rate for questionnaires included in Study 1 was 81%.

## CHAPTER III

### RESULTS: STUDY 1

#### Role Integration Scale Development

##### Confirmatory factor analysis

A confirmatory factor analysis (CFA) was used to test the hypothesized dimensionality of the role integration measure. There were seven factors proposed: general, importance, knowledge, skills, beliefs/attitudes, values, and experiences. CFA was performed using LISREL 8.30 (Jöreskog & Sörbom, 1999) to test the proposed dimensionality of the role integration measure. Because this was the first empirical test of these factors, a decision was made in advance that if CFA results did not demonstrate an adequate fit; an exploratory factor analysis (EFA) would be conducted to determine whether another structure was more appropriate.

In the CFA, the seven factors (i.e., general, importance, knowledge, skills, attitudes, values, and experiences) were identified as the latent variables in the model. Goodness of fit statistics indicated a poor fit: GFI = .70, CFI = .62 and NNFI = .57. An acceptable fit is indicated by statistics over .90 on these three indices (Bagozzi & Yi, 1988). Additionally, an acceptable fit is indicated by RMSEA statistics that fall between .05 and .08 (Bagozzi & Yi, 1988). In this study, RMSEA = .11.

Given the poor model fit, the originally proposed seven factors were not confirmed. The a priori distinction between the seven factors: general, importance, knowledge, skills, attitudes, values, and experiences had items that

cross loaded onto more than one factor. The only conclusion that could be drawn based on CFA was that the model was miss-specified, and it was likely that another structure would fit the data better.

### Exploratory factor analysis

Exploring the dimensionality of the 28-item role integration scale involved several steps. To begin, a principal component analysis was conducted on all 28-items. The initial exploratory factor analysis yielded nine factors. However, the resulting factor structure did not appear to be theoretically meaningful. EFA was then performed on the 15 positively worded items only and another EFA was performed on just the 13 negatively worded items. In all three EFAs (i.e., analysis on the full 28-item scale, 15 positive items, and 13 negative items), no clearly interpretable factor(s) emerged. Many items cross-loaded on two or more factors.

Given the results of the exploratory factor analyses the next step involved examining the cross-loadings in the full 28-item measure: six items with cross-loadings of .30 or greater were eliminated. An EFA was then conducted on the 22 remaining items. This analysis yielded five factors which also had items with cross-loadings. Again, items with cross-loadings above .30 were eliminated, leaving 12-items to represent the role integration measure. During each stage of the EFA item content was examined to identify an underlying structure among the items.

The final step in this process involved examining item-total correlations to identify a single meaningful dimension. Items with correlations below .49 were

eliminated. The process of eliminating items that had high cross-loadings on more than one factor and low item-total correlations, resulted in two additional items being eliminated. Ten items remained to represent the role integration measure.

All 10 items had good item-total correlations ranging from .49 to .68. Items fell into a theoretical set that focused on skills, knowledge and experiences. An exploratory factor analysis of the 10 items yielded two factors. The first factor had item loadings that ranged from .47 to .83. The second factor had item loadings that ranged from .55 to .85. It appeared that negatively worded items loaded on one factor and positively worded items loaded on another factor, with the exception of one item that was positively worded but loaded on both factors.

The two-factor solution accounted for 58.49 percent of the total variance. The total 10-item scale had an internal consistency reliability of .87. When the 10-items were forced into a single factor, loadings were relatively high ranging from .58 to .81. The single factor solution accounted for 47.18 percent of the variance.

#### **Tests for Convergent and Discriminant Validity**

The means, standard deviations, and intercorrelations among variables are presented in Table 2. Internal consistency reliability estimates are presented along the diagonal.

Before discussing the results of Study 1, it is important to note that social desirability is significantly correlated with role conflict, work-family conflict, and

role integration. These correlations raise concerns that will be addressed in the convergent and discriminant validity section. There is also relatively low variance in the role integration measure. In addition, three of the variables in the correlation matrix require further comment, gender, educational level, and pay level. These variables were numerically coded and included in the correlation matrix for interpretation during the establishment of discriminant validity.

Gender is coded (1) for males and (2) for females. Six codes were used for educational level: (1) some high school, (2) high school graduate or equivalent, (3) some college, (4) college graduate, (5) some graduate school, (6) completed advanced degree. The pay level codes were as follows: (1) under \$10,000, (2) \$10,000-\$19,999, (3) \$20,000-\$29,999, (4) \$30,000-\$39,999, (5) \$40,000-\$49,999, (6) \$50,000-\$59,999, (7) \$60,000-\$69,999, (8) \$70,000-\$79,999, (9) \$80,000-\$89,999, (10) \$90,000-\$99,999, and (11) \$100,000 and over.

#### Convergent and discriminant validity

Three hypotheses were tested to demonstrate convergent validity. The first hypothesis was not supported. Role integration was not significantly correlated with person-organization fit, although the correlation was positive as expected. Hypothesis 2 was supported indicating that role integration had a significant negative relationship with role conflict. The correlation between role integration and role conflict was  $-.18$  ( $p < .01$ ). Support was also provided for hypothesis 3 indicating role integration had a significant negative relationship



**Table 3**  
***Means, Standard Deviations, and Intercorrelations, Study 1***

Variable	Mean	SD	1	2	3	4	5	6	7	8	9	10	11
1. Age	28.15	9.09											
2. Gender	1.69	.46	.09										
3. Educational Level	3.27	.52	.27**	.03									
4. Pay Level	2.78	1.77	.53**	-.09	.30**								
5. Person Organization Fit	4.75	1.16	.15*	.09	.06	.08	(.74)						
6. Role Conflict	2.83	.87	.02	.09	.12	.22**	-.20**	(.88)					
7. Work-Family Conflict	3.16	1.14	-.04	.06	.09	.14*	-.27**	.77**	(.89)				
8. Pay Satisfaction	2.92	1.08	.09	.03	.18**	.26**	.31**	.02	-.04	(.97)			
9. Social Desirability	13.32	4.36	.11	-.07	.05	.03	.02	-.15*	-.20**	.03	(.67)		
10. Role Integration	3.97	.54	.17*	.11	.08	-.06	.10	-.18**	-.17*	.04	.16*	(.87)	
11. Total roles	10.13	1.62	.42**	.04	.21**	.36**	.07	.04	.06	.09	.08	.11	---

**Note.**  $N = 214$ . An \* specifies significance at  $p \leq .05$  and \*\* specifies significance at  $p \leq .01$ . Diagonal elements are the reliabilities of the measure for the current samples.

with work-family conflict. The correlation between role integration and work-family conflict was  $-.17$  ( $p < .05$ ).

To ensure that the significant correlations between role integration, role conflict, and work-family conflict were not a function of social desirability, a partial correlation analysis was conducted. This analysis used three variables (i.e., role integration, role conflict, and work-family conflict) and controlled for social desirability. The partial correlation remained significant between role integration and role conflict ( $r = -.16$ ,  $p < .05$ ). The significant relationship between role integration and work-family conflict ( $r = -.14$ ,  $p < .05$ ) also remained. Thus, the partial correlations upheld support for hypothesis 2 and 3.

In assessing discriminant validity, all of the hypothesized relationships were non-significant as expected. There was a non-significant correlation between role integration and pay satisfaction. In addition, there were non-significant correlations between role integration and the hypothesized demographic variables: gender, educational level, and pay level. Each of the discriminant validity hypotheses was supported.

Other relationships among variables in this study are worth noting. For instance, role integration had a positive significant correlation with age ( $r = .17$ ,  $p < .05$ ). In addition, the total number of roles participants reported having was significantly related to age ( $r = .42$ ,  $p < .01$ ), educational level ( $r = .21$ ,  $p < .01$ ), and pay level ( $r = .36$ ,  $p < .01$ ).

## Discussion of Study 1 Results

Development of the role integration measure was the fundamental purpose of Study 1. From the outset, construct validity evidence was expected from content, convergent, and discriminant validity. Several focus groups and subject matter experts provided initial content validity evidence for the role integration measure. Although seven dimensions were distinguished conceptually, empirically the confirmatory factor analysis failed to support the proposed structure.

Exploratory factor analysis was used to investigate a more suitable factor structure. Using a process that involved the examination of item-total correlations, item factor loadings and scale internal consistency, a 10-item role integration measure was identified. These 10-items focused on knowledge, skills, and experiences. A final exploratory factor analysis of the 10-items yielded two factors, one for positively worded items and another for negatively worded items.

Many authorities on scale construction (e.g., Anastasi, 1980; Edwards, 1957; Thorndike, 1971; Wiggins, 1973) recommend that negatively worded items be included along with positively worded items to reduce response bias. The use of positively and negatively worded items is meant to force the respondent to consider the content of each and every item. Although both types of items (i.e., positive and negative) are desired when constructing a scale, negatively worded items have been found to load on a single factor (Messick & Jackson, 1958; Schmitt & Coyle, 1976; Tracy & Johnson, 1981). Thus, the appearance of

a "negative factor" is presumed to be due to "careless" respondents who do not pay attention to the content of the items and systematically employ a style of acquiescence, responding positively to all items on a scale (Bentler, Jackson, & Messick, 1971). Unfortunately, the role integration measure yielded a positive and negative factor implying respondents may not have carefully read the items.

Aside from the two-factors, the results of Study 1 demonstrated that the role integration construct has important features and characteristics that are independent of similar, yet significantly different, constructs established in the literature. Evidence for the uniqueness of the role integration construct was provided by convergent and discriminant validity.

To provide evidence of convergent validity role integration was expected to be significantly and positively related to person-organization fit, role conflict and work-family conflict. Although person-organization fit had a positive correlation with role integration, it was non-significant. While the positive relationship indicates that the constructs are similar, the lack of a significant finding suggests that role integration is an independent construct and should be researched as a separate entity.

As expected role integration has a significant negative relationship with role conflict. This finding makes logical sense, because role conflict involves the inability to perform multiple tasks or deal with competing role demands simultaneously (Greenhaus & Beutell, 1985; Kahn et al., 1964), and role integration involves the blending together and the positive transference between

roles and tasks. Therefore, as role integration increases, role conflict decreases.

Work-family conflict was the final construct compared to role integration to demonstrate convergent validity. As hypothesized, role integration had a significant negative relationship with work-family conflict. According to Greenhaus and Beutell (1985), work-family conflict occurs because a substantial amount of energy, time, and commitment spent in one role leaves resources to fulfill other roles diminished. Role integration on the other hand, focuses on the positive transference and overlap among roles. It is predicated on the idea that energy, commitment, and time spent in one role can be compatible with the demands of other roles. The more integrated a person is, the less work-family conflict is experienced.

The hypothesized relationships between role integration and role conflict and role integration and work family conflict were supported. However, it was important to show that social desirability did not account for these findings. A partial correlation analysis, controlling for social desirability revealed that the hypothesized relationships were upheld. Social desirability did not account for the significant negative relationship between role integration, role conflict, and work family conflict.

Discriminant validity was the final component used to demonstrate construct validity. There were several variables used to provide evidence of discriminant validity, including pay satisfaction, gender, educational level and pay level. As predicted, none of the hypothesized variables were significantly

related to role integration. These findings support the idea that role integration involves the overlap and commonality across various life roles and gender, educational level, and pay level do not effect a person's reported integration.

Although not hypothesized, other variables had relationships that require further discussion. There was a positive significant relationship between role integration and age, suggesting that as people get older and more experienced they begin to find ways to manipulate different roles. Preliminary focus group discussions indicated that with age people develop an ability to prioritize, overlap and de-compartmentalize their various roles. Participants agreed that age brings experience and an ability to integrate multiple roles successfully.

Several relationships were identified between total number of roles reported and demographic variables: age, educational level, pay level and gender. The focus groups again provided support for this finding. According to the group discussions, as a person gets older he/she begin to take on more life responsibilities. For example, as people age there are several additional roles they may begin to take part in such as parent, spouse, worker, etc. Therefore, an increase in age results in an increase in reported role participation.

Educational level and pay level also bring on additional role responsibilities. According to the focus group discussions, as a person pursues higher levels of education they begin to take on more responsibility, which adds to his/her already existing roles. There also seem to be the same connection with pay level. That is, pay level is correlated with the number of roles a person report participating in daily.

Finally, there was a non-significant relationship between gender and number of roles. Thus, gender is unrelated to the total number of roles people enact. This finding supports the focus group discussion, which indicated both men and women participate in a number of roles daily.

In the first effort to empirically study role integration, overall support was provided for convergent and discriminant validity hypotheses. This preliminary construct validity evidence suggests that role integration is an independent construct worthy of further examination. Many researchers have discussed the notion of role integration and theorized about the potential efficacy of blending together of multiple roles (Hall, 1996; Hall & Mirvis, 1996; Morf, 1989). This study began the process of empirically defining and understanding role integration as an independent construct.

An attempt was made in Study 1 to develop a multidimensional role integration measure. The factor analysis of the initial role integration measure yielded several dimensions, but not all were theoretically meaningful. Through examination of factor loadings, item-total correlations, and reliability estimates, a 10-item measure focused on knowledge, skills and experiences was derived.

Given the single factor yielded in Study 1, efforts were made to expand the dimensionality of the role integration measure for Study 2. Focus group discussion indicated values, beliefs, and attitudes are important aspects of a person's role and should be considered when discussing role integration. In an effort to capture such a dimension, additional items were developed. The 10-item knowledge, skills and experiences subscale was retained and used in Study

**2. This effort should more fully capture the dimensionality of the role integration measure and provide further explanation for the construct role integration.**

**Thus, the goals of Study 2 are to further develop the measure of role integration and provide additional evidence of construct validity by examining the role integration construct in a model. Establishing linkages between role integration and meaningful outcomes will further illustrate construct validity through criterion-related validity.**



**CHAPTER IV**  
**STUDY 2: MODEL OF ROLE INTEGRATION**  
**AND ITS CONSEQUENCES**

**Overview**

Construct validation implies the existence of a nomological network, which is a pattern of relationships among variables that is predicted based on the existence of an hypothesized construct (Cronbach & Meehl, 1955; Nunnally, 1978) and a thorough knowledge of interrelations from many investigations (Cascio, 1991). One way to assess construct validity is through criterion-related validity. The criterion is viewed as some behavior that the test scores is used to predict. Criterion-related validity typically is expressed as a correlation coefficient that represents the relationship between the test (predictor) score and the criterion score (Allen & Yen, 1979).

Criterion-related validity is presented in Study 2 as yet another component of construct validity. Construct validity can be seen as an ongoing process based on current theory regarding the trait being measured and the test developer's predictions about how the test scores should behave in certain situations (Allen & Yen, 1979; Cronbach & Meehl, 1955). In this case, the trait measured was role integration. Role integration is expected to relate to variables in a proposed model. Support of these hypotheses demonstrates criterion-related validity thereby providing further evidence of construct validity.

### Conceptual Model of Role Integration

A work-family conflict model is used and expanded in Study 2. The purpose of testing a work-family conflict model is to show how role integration fits with existing literature. In addition it is important to show that the role integration construct adds value to the work-family conflict model.

Study 2 expands Kopelman, Greenhaus, and Connolly's (1983) work-family conflict model shown in Figure 1. In Kopelman et al.'s model, several relationships are proposed that include domain specific stress (i.e., job and family) leading to work-family conflict, the effect of work-family conflict on both job and family satisfaction and the effect both types of satisfaction have on overall life satisfaction. The conceptual model proposed in this study is shown in Figure 2. The major distinction between Kopelman et al.'s (1983) model and the model proposed in this study is the inclusion of two forms of role integration and the inclusion of two forms of work-family conflict. There is also a distinction made between Kopelman et al.'s "family stress" and the proposed model's "home stress". Kopelman et al. defined family stress to include specific interactions with family and/or spouse. For the purpose of this study, family stress is more broadly defined to include family and general home situations. Thus, family stress will be referred to as home stress from this point forward. More detail regarding each component of the model is provided in the following sections.

### Predictors of domain specific stress

Stress involves feelings of helplessness and the possible loss of self-esteem in a person (Cohen & Wills, 1985). Feelings of helplessness arise

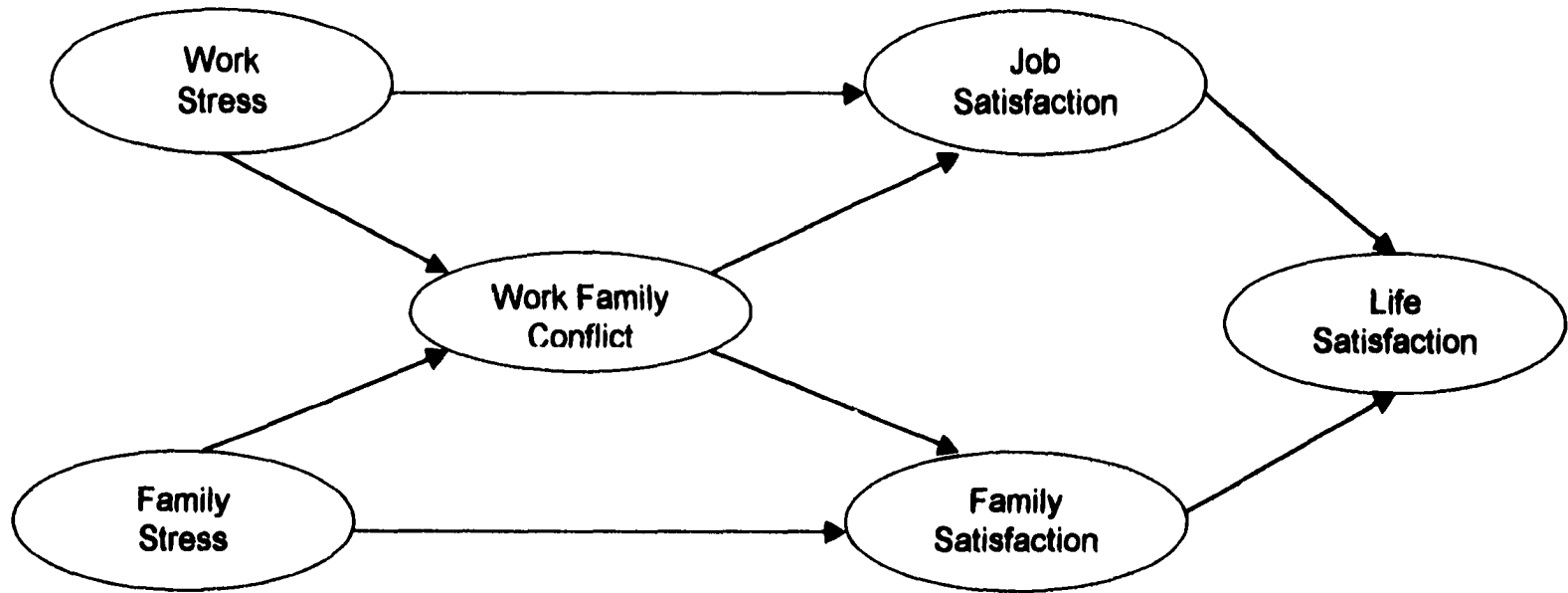


Figure 1. Kopelman, Greenhaus, & Connolly (1983) Work-Family Conflict Model.

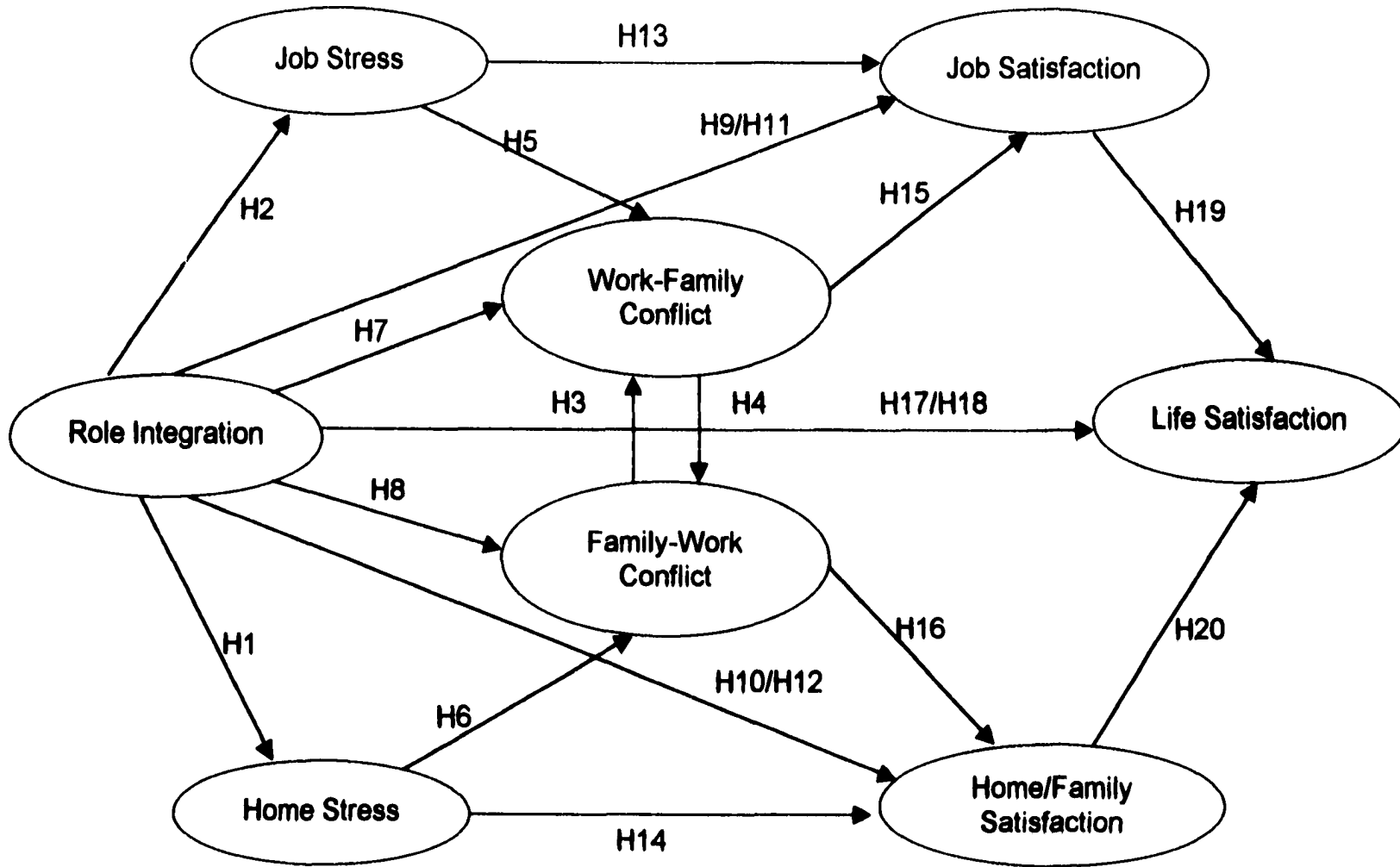


Figure 2. Proposed Model for Present Study: Consequences of Role Integration.

because of a person's perceived inability to cope with situations, either at home or on the job, that demand effective responses. For example, a single mother may feel helpless and resentful when she is unable to provide for her children. Loss of esteem may occur to the extent that failure to cope adequately is attributed to one's own ability or stable personality traits, as opposed to some external cause (Cohen & Wills, 1985).

The importance of stress research has been made clear by increasing evidence about the negative effects of psychological and social stressors on physical and mental health (Baruch, Biener, & Barnett, 1987). Findings have shown that attitudes, internalized beliefs, and cognitive representations of roles have a moderating effect in predicting differences in reactions to stress and stress outcomes (Tiedje, Wortman, Downey, Emmons, Biernat, & Lang, 1990).

A single stressful event may not place great demands on the coping abilities of most persons. It is when multiple problems accumulate that the potential for serious disorder takes place (Cohen & Wills, 1985). However, Baruch et al. (1987) found that as the number of roles increase there is no reported increase in stress; and the more roles occupied, the more sources of pleasure reported. According to Hall and Mirvis (1996), stress, conflict, and fit are at the heart of a person's satisfaction and effectiveness and reflect how well integrated her or his personal needs are with each other.

There has been limited research on the effects role integration has on a person. However, it is expected that when role integration exists there will be a reduction in reported stress at work and at home. The idea is that the more

overlap and compatibility in terms of values, beliefs, and attitudes, people find among various life roles, the less job and home stress they will experience in their lives because they are able to be true to self across settings.

H1: *Role integration (values, beliefs and attitudes) will be negatively related to perceived job stress.*

H2: *Role integration (values, beliefs and attitudes) will be negatively related to reported home stress.*

### Bi-directional nature of work-family conflict

Although researchers have assumed work-family conflict to be a one-dimensional construct resulting from pressure at work and home, a closer look at the measures employed by these researchers often reveals inconsistencies with this assumption. Simply measuring whether or not work and family conflict ignores the primary source of conflict. An individual may have many work problems which may or may not effect family life. Pressures that arise from work and family are associated with different antecedents and outcomes (Frone, Russell, & Cooper, 1992; Kirchmeyer, 1995). Present literature distinguishes between two forms of work-family conflict, the effects of family on work and the effects of work on family (e.g., Gutek, Nakamura, & Nieva, 1981; Wiley, 1991).

This reciprocal relationship has indicated that if an individual's work (family) life begins to interfere with his or her family (work) life, then eventually family (work) problems will arise which will lead to an increase in conflict at work (home) (Borovsky & Fisicaro, 1999; Frone et al., 1992). Thus, the conceptual approach taken in the present research is based on the premise that work-family

conflict (WFC) and family-work conflict (FWC) are distinct but related forms of interrole conflict (Greenhaus & Beutell, 1985; Kahn, 1981; Kahn et al., 1964; Pleck, Staines, & Lang, 1980) and have an effect on one another.

H3: *WFC will have a positive effect on FWC.*

H4: *FWC will have a positive effect on WFC.*

#### Predictors of work-family and family-work conflict

The direct predictors of WFC and FWC in the present model (Figure 2) are job stress, home stress and role integration. The proposed relationships expand Kopelman et al.'s (1983) model by distinguishing between two types of work and family conflict and adding the role integration construct. Each predictor was expected to be directly related to only one type of work and family conflict.

The relationship between both domain stressors (i.e., job and home) to WFC and FWC are not new concepts within the literature. In fact as people combine life roles (i.e., worker, spouse, parent, community member, etc.), interest in understanding the link between multiple roles and stress has grown (Baruch et al., 1987; Piechowski, 1992). A number of research studies that focused on stress and conflict between work and family found that individuals who experience less stress also experience less conflict between work and family (Bacharach, Bamberger, & Conley, 1991; Bernas & Major, in press; Brovosky & Fiscaro, 1999; Borovsky & Stepanski, 1999; Frone et al., 1992; Parasuraman, Greenhaus, & Granrose, 1992). Similarly, home stress and family-work conflict has been found to be positively linked (Bedeian et al., 1988;

Bernas & Major, in press; Brovosky & Fisicaro, 1999; Borovsky & Stepanski, 1999; Frone et al., 1992).

WFC and FWC are both forms of interrole conflict that can be thought of as incompatible role pressures made on an individual occupying several roles simultaneously (Greenhaus & Betuell, 1985; Kahn et al., 1964). The opportunity to utilize knowledge, skills, and experiences between roles should result in less WFC and FWC. In Study 1 it was found that role integration was negatively related to overall work-family conflict, thus, it was expected that as people find compatibility and overlap (via knowledge, skills, and abilities) among their roles less WFC and FWC will be experienced.

H5: *Perceived job stress will be positively related to WFC.*

H6: *Perceived home stress will be positively related to FWC.*

H7: *Role integration (knowledge, skills, and experiences) will be negatively related to WFC.*

H8: *Role integration (knowledge, skills, and experiences) will be negatively related to FWC.*

#### Predictors of job and home satisfaction

Role integration. Job satisfaction has usually been defined as the extent to which employees have a positive affective orientation or positive attitude toward their jobs either in general or toward particular facets (Loscocco & Roschelle, 1991; Smith, Kendall, & Hull, 1969). A parallel definition exists for home satisfaction. That is, the extent to which people have positive affective orientation or attitude toward their home or family in general. The assumption of



both definitions is that people can balance their specific satisfaction and dissatisfaction to arrive at a general degree of satisfaction with their jobs (Loscocco & Roschelle, 1991) and home/family.

Job satisfaction is a frequently examined organizational variable and has been shown to have a consistent negative relationship with turnover (Mobley, Griffeth, Hand, & Meglino, 1979). The literature suggests that individuals derive job satisfaction when they consider their careers an integral part of their lives which, in turn, determines the extent to which they get involved in their jobs and spend discretionary time on work-related matters (Sekaran, 1983). While the importance of career, job involvement, and time spent at work may directly influence job satisfaction, they will also, at least in part, determine the extent of the overlap between the work-sphere and nonwork-sphere (Sekaran, 1983).

The process of role integration involves a person's ability to express his or her attitudes, beliefs, and expectation across contexts. According to Shockley-Zalaback and Morley (1989) the more an individual finds overlap in his/her values, beliefs, and attitudes the more likely the individual is to be satisfied with work. As demonstrated by the focus groups from Study 1, the compatibility and overlap in values, attitudes and beliefs between work and nonwork roles develop into feelings of respect for the organization. These feelings may be enhanced by the belief that the organization is interested in allowing employees to bring their nonwork life into the work place. Focus group participants who felt the organization supported their values reported being more satisfied with their job than those who did not feel support from their respective

organization. Thus role integration (values, beliefs, and attitudes) will lead to satisfaction on the job.

Role integration also involves the transfer of knowledge, skills, and experiences from people's work lives to their nonwork lives and from their nonwork lives to their work lives. Several individuals from the focus groups in Study 1 stated they have had the opportunity to utilize knowledge, skills and experiences developed in one role in another role. These individuals reported more satisfaction with their job than those who did not see overlap in their knowledge, skills, and experiences. Thus, overlap and compatibility among roles in terms of knowledge, skills, and experiences, will result in an increase in job satisfaction.

Home satisfaction is a commonly studied variable in the work-family literature. Although there has not been research on the effect role integration will have on home satisfaction there should be a parallel relationships with the effect role integration has on job satisfaction. Therefore it is hypothesized that as people integrate their roles they would report an increase in home satisfaction.

H9: *Role integration (values, beliefs, and attitudes) will be positively related to job satisfaction.*

H10: *Role integration (values, beliefs, and attitudes) will be positively related to home satisfaction.*

H11: *Role integration (knowledge, skills, and experiences) will be positively related to job satisfaction.*

**H12: *Role integration (knowledge, skills, and experiences) will be positively related to home satisfaction.***

**Job and home stress.** Several researchers have supported a negative relationship between work domain stressors and job satisfaction (Abramis, 1994; Bedeian et al., 1988; Fisher & Gitelson, 1983; Hofler, 1996; Kopelman et al., 1983) and between home domain stressors and home satisfaction (Bedeian et al., 1988; Brovosky & Fisicaro, 1999; Borovsky & Stepanski, 1999; Hofler, 1996; Kopelman et al., 1983). A recent meta-analysis on two work-family conflict models provided further confirmation of the negative relationship between work domain stressors and job satisfaction and home domain stressors and home satisfaction (Borovsky & Stepanski, 1999). Therefore, it was expected that the more stress people experience at work and at home the less satisfied they will report feeling with their job and home.

**H13: *Job stress will have a negative relationship with job satisfaction.***

**H14: *Home stress will have a negative relationship with home satisfaction.***

**Work and family conflict.** Several studies have found a relationship between satisfaction and work and family conflict. Kopelman et al.'s (1983) study used two different samples and found family/home satisfaction to be related to work-family conflict. Rice, Frone, and McFarlin (1992) provided further support for this finding. Thus, it was expected that as family-work conflict increased, a person's satisfaction with his or her home life would decrease.

Research by Pleck (1979) suggests that work conflict and quality of work life, where job satisfaction is an important component, are negatively related because the same factors which cause work conflict also cause job dissatisfaction (i.e., long hours, frequent overtime, demanding jobs, and inflexible job schedules). In support of this convention, several studies have found a negative relationship between work-family conflict and job satisfaction (i.e., Kopelman et al., 1983; Kossek & Ozeki, 1998; Netememyer et al., 1996; Wiley, 1987). Thus, it was proposed that WFC will be negatively related to job satisfaction and FWC will be negatively related to home satisfaction.

H15: *WFC will be negatively related to job satisfaction.*

H16: *FWC will be negatively related to home satisfaction.*

#### Predictors of life satisfaction

Life satisfaction or perceived quality of life concerns the affective beliefs and evaluations that people have about their lives, that is, their attitudes toward their own lives (Rice, McFarlin, Hunt, & Near, 1985). Such attitudes may be directed toward life as a whole (i.e., overall quality of life) or toward individual domains of life (e.g., quality of work life, quality of family life). Typically, measures of satisfaction and happiness are used to operationalize the perceived quality of life (Andrews & Withey, 1976; Diener, 1984).

According to Barnett and Baruch (1987), regardless of the differences in roles, the experiences of one role can influence the experiences of another. These experiences encompass quality of life or life satisfaction. A combination of life roles seems to contribute to overall life satisfaction and adjustment in a

way that single roles cannot (Barnett, Marshall, & Super, 1992). Some observers contend that multiple role involvement leads to a meaningful sense of self that enhances well-being (Thoits, 1986). According to Barnett and Baruch (1987), occupying multiple roles is related to a greater chance of being more satisfied with life.

It was believed that the more integrated an individual's work and nonwork roles are the more satisfied she/he would be with her/his life. That is, the combination of one's various life roles should involve a degree of overlap such that similar knowledge, skills, and experiences, values, beliefs, and beliefs are easily expressed across roles. In essence there should be a degree of comfort allowing one to psychologically move between roles with a sense of harmony and inter-relatedness both inside and outside of work. This ease of transition across roles would result in more life satisfaction because there is commonality and compatibility across various roles.

Several meta-analyses have provided support for the relationship between job, home, and life satisfaction. Adams, King, and King's (1996) study of 163 full-time workers found that job satisfaction had a positive relationship with life satisfaction. This finding is consistent with Rice, Near, and Hunt's (1980) review of 23 different empirical studies. A more recent meta-analysis of 15 studies ( $N = 3,602$ ) provided further confirmation of the positive links job and home satisfaction have with life satisfaction (Borovsky & Fisicaro, 1999).

**H17: *Role integration (values, beliefs, and attitudes) will be positively related to life satisfaction.***

**H18: *Role integration (knowledge, skills, and experiences) will be positively related to life satisfaction.***

**H19: *Job satisfaction will be positively related to life satisfaction.***

**H20: *Home satisfaction will be positively related to life satisfaction.***

Table 4

***Summary of Hypotheses for the Role Integration Conceptual Model***

- 
- H1: *Role integration (values, beliefs, and attitudes) will be negatively related to perceived job stress.*
- H2: *Role integration (values, beliefs, and attitudes) will be negatively related to reported home stress.*
- H3: *WFC will have a positive effect on FWC.*
- H4: *FWC will have a positive effect on WFC.*
- H5: *Perceived job stress will be positively related to WFC.*
- H6: *Perceived home stress will be positively related to FWC.*
- H7: *Role integration (knowledge, skills, and experiences) will be negatively related to WFC.*
- H8: *Role integration (knowledge, skills, and experiences) will be negatively related to FWC.*
- H9: *Role integration (values, beliefs, and attitudes) will be positively related to job satisfaction.*
- H10: *Role integration (values, beliefs, and attitudes) will be positively related to home satisfaction.*
- H11: *Role integration (knowledge, skills, and experiences) will be positively related to job satisfaction.*
- H12: *Role integration (knowledge, skills, and experiences) will be positively related to home satisfaction.*
-

## Table 4 (continued)

***Summary of Hypotheses for the Role Integration Conceptual Model***

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- H13: *Job stress will have a negative relationship with job satisfaction.*
- H14: *Home stress will have a negative relationship with home satisfaction.*
- H15: *WFC will be negatively related to job satisfaction.*
- H16: *FWC will be negatively related to home satisfaction.*
- H17: *Role integration (values, beliefs, and attitudes) will be positively related to life satisfaction.*
- H18: *Role integration (knowledge, skills, and experiences) will be positively related to life satisfaction.*
- H19: *Job satisfaction will be positively related to life satisfaction.*
- H20: *Home satisfaction will be positively related to life satisfaction.*
-



## CHAPTER V

### METHODS: STUDY 2

#### Participants

Four hundred and thirty-three employees were recruited from a Mid-Atlantic municipal organization. Two hundred and eighty of the participants were women and 147 were men; six participants did not respond to this question. Other demographic information about the participants is shown in Table 5 (e.g., age, total number of roles participants reported, ethnicity, educational level, annual salary, employment status, number of children, relational status).

#### Procedure

Two methods were used to recruit participants for this study. The first method involved questionnaire distribution to male and female employees who voluntarily enrolled in a training class. The researcher attended the beginning of several training classes and distributed questionnaires prior to the start of the class. Each questionnaire was collected upon completion. Since these classes were open to all employees at all levels of the organization, it was believed that recruitment during the training classes would provide a diverse representation of the organization's employees.

The second method for data collection involved large groups from various departments throughout the organization. Questionnaires were given to the manager, who distributed them to the department and returned them to the researcher. It took approximately 15 minutes to complete the questionnaire.

Table 5

*Demographic Information about Individual Participants, Study 2*

<b>Variables</b>	
<b>Age (mean/sd)</b>	<b>43.69/9.19</b>
<b>Number of role participants reported (mean/sd)</b>	<b>10.00/1.79</b>
<b>Ethnicity (frequency)</b>	
<b>African American</b>	<b>178</b>
<b>Asian</b>	<b>11</b>
<b>Caucasian</b>	<b>213</b>
<b>Hispanic</b>	<b>3</b>
<b>Native American</b>	<b>4</b>
<b>Other</b>	<b>15</b>
<b>Educational level (frequency)</b>	
<b>Some high school</b>	<b>4</b>
<b>High school graduate (or equivalent)</b>	<b>59</b>
<b>Some college</b>	<b>173</b>
<b>College graduate</b>	<b>93</b>
<b>Some graduate school</b>	<b>38</b>
<b>Completed advanced degree</b>	<b>54</b>
<b>Annual salary (frequency)</b>	
<b>Under \$10,000</b>	<b>4</b>
<b>\$10,000 – \$19,999</b>	<b>12</b>
<b>\$20,000 – \$29,999</b>	<b>61</b>

Table 5 (continued)

*Demographic Information about Individual Participants, Study 2*


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<b>Variables</b>	
<b>Annual salary (frequency)</b>	
\$30,000 – \$39,999	78
\$40,000 – \$49,999	56
\$50,000 – \$59,999	46
\$60,000 – \$69,999	56
\$70,000 – \$79,999	37
\$80,000 – \$89,999	27
\$90,000 – \$99,999	14
\$100,000 and over	20
<b>Current employment status (frequency)</b>	
Part-time	13
Full-time	411
<b>Working in field of choice (frequency)</b>	
No	105
Yes	313
<b>Relational status (frequency)</b>	
Single and living alone	136
Married	243
Unmarried but living with a partner	32

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**Note:** Totals may not add up to 433 because of missing information from participants.

To ensure confidentiality, participants were not asked for their names.

### Measures

Work-family conflict. Both work-family conflict (WFC) and family-work conflict (FWC) were measured. WFC was measured using five items developed by Netemeyer et al. (1996). An example item is "Things I want to do at home do not get done because of the demands my job puts on me." Family interference with work (FWC) was measured using a reversal of these five items (Netemeyer et al., 1996). For example, a reversal of the WFC example item would be "Things I want to do at work don't get done because of the demands of my family or spouse/partner." For the purpose of this study the five item scales were treated separately to give an assessment of WFC and FWC.

Alpha coefficients for the two scales have been reported using three separate samples. The alpha coefficients ranged from .83 to .89, with an average alpha of .88 for work-family conflict and .86 for family-work conflict across the sample (Netemeyer et al., 1996). Participants responded using a seven-point Likert scale that ranged from strongly disagree (1) to strongly agree (7). See Appendix H for this measure.

Demographic information. Age, gender, ethnicity, educational level, salary level, employment status, working in field of choice, number of children, and relational status were requested from each participant. See Appendix K for this measure.

Role integration. Ten items retained from Study 1 were used for the role integration scale in Study 2. Internal consistency reliability of this 10-item scale

was .87. Twelve additional items were developed to assess the multidimensionality of role integration. Content analysis of the focus group discussion was used to develop additional items. These items focused on values, beliefs and attitudes as it relates to role integration. There were a total of 22 items to represent the role integration scale. Items were rated on a five-point Likert-type scale that range from strongly disagree (1) to strongly agree (5). Participants were also required to rate the importance of 12 roles on a five-point Likert-type scale that ranged from not very important (1) to very important (5). A readability assessment showed that the questionnaire had a sixth-grade reading level. See Appendix L for the revised role integration questionnaire.

**Job stress.** Measuring job stress in terms of precipitating factors in the environment is difficult due to the variety of stressors and individual differences in exposure and perception. Therefore, asking about specific stressors can be difficult since each person does not consider every type of stressor to be equally stressful. For example, some may enjoy a fast-paced environment, while others prefer a slower paced environment. The differences associated with identifying specific environmental stressors can be avoided by forcing the extent to which individuals believe they are stressed.

As a result, Hofler (1996) developed a job stress scale that focused on felt or experienced stress. The 12-item scale included such items as "I feel 'burned-out' after a full day of work," and "I feel I cannot work long enough or hard enough." Each question is answered on a five-point Likert scale that ranged

from (1) strongly disagree to (5) strongly agree. Internal consistency was relatively high,  $\alpha = .95$ . See Appendix M for this measure.

**Home stress.** Cohen, Kamarck, and Mermelstein (1983) developed the perceived stress scale (PSS). The PSS is a 14-item self-report measure of global perceived stress. The instrument was designed to tap the extent to which individuals feel that their lives are unpredictable, uncontrollable, and overloaded. The PSS taps into cognitions and emotions relating to general stress levels, rather than specific events or situations. For the purpose of this study, items were adapted to focus on a person's perceived home/family stress. For example, "In the last month, how often have you felt that you were unable to control the important things in your family?" and "In the last month, how often have you felt nervous and stressed at home?" Each item was rated on a five-point frequency scale, ranging from "never" (0) to "very often" (4). A total PSS score is obtained by reversing the scoring on the seven negative items and then summing across all 14 items. Research by Cohen et al. (1983) indicates the PSS has acceptable levels of reliability and validity. For example, coefficient alpha for PSS ranges from .84 to .86 with short-term test-retest reliability being .85 (Kurper, Olinger, & Lyons, 1986). See Appendix N for this measure.

**Job satisfaction.** Overall job satisfaction was measured with five items taken from the Brayfield and Rothe (1951) measure of job satisfaction. These items address how people feel about their overall job. Judge, Locke, Durham, and Kluger (1998) used the questionnaire in their study on job and life satisfaction. In order to ensure that the five-item measure was reliable, they

gave it to an independent sample of 222 university employees. The reliability of the five-item scale in their study was .88. Judge et al.'s measure of overall satisfaction correlated, on average, .89 with a composite measure of facets of the Job Descriptive Index (Smith, Kendall, & Hulin, 1969). The response scale for these five items ranges from 0 (strongly disagree) to 10 (strongly agree). Scores are averaged to produce a single score for overall job satisfaction. See Appendix O for this measure.

**Home satisfaction.** Satisfaction with home life was measured with three items paralleling the measure of General Job Satisfaction that is part of the Job Diagnostic Survey (Hackman & Oldham, 1975). The method of developing the home satisfaction scale involved substituting the word "family" for "job": For example, "I frequently think I would like to change my job situation" was changed to "I frequently think I would like to change my family situation." Several researchers have used this approach to measure home satisfaction with internal consistency reliability estimates ranging from .72 to .90 (Borovsky, 1998; Borovsky & Fisicaro, 1999; Kopelman et al., 1983; Parasuraman et al., 1992; Parasuraman, Purohit, Godshak, & Beutell, 1996). See Appendix P for this measure.

**Life satisfaction.** General life satisfaction was assessed through eight statements regarding a person's perception of his/her life (Quinn and Stains, 1979). The internal consistency of this measure as reported by Higgins & Duxbury (1992) is .90 and .92 (Wells, 1996). Respondents reported their

perception of their life using a seven-point scale. See Appendix Q for this measure.



## CHAPTER VI

### RESULTS: STUDY 2

#### Preliminary Measurement Issues

##### Factor Analyses

Role integration. Similar to Study 1, determining the dimensionality of the 22-item role integration scale involved several steps. The first step involved a principal components factor analysis that yielded six factors. The six-factor structure did not appear to be theoretically meaningful. As a second step, item content, item-total correlations, and individual factor loadings were closely examined. This process resulted in 10-items being eliminated.

An exploratory factor analysis was conducted on the remaining 12 items. Two factors emerged from the analysis. The first factor had six-items that fell into a theoretical set focused on knowledge, skills, and experiences (KSE). Factor loadings ranged from .62 to .81. The second factor comprised a theoretical set of six-items focused on values, beliefs, and attitudes (VBA). The item loadings ranged from .55 to .83. See Appendix R for the two factor role measure.

The two-factor solution accounted for 51.45 percent of the total variance. The first factor, knowledge, skills, and experiences, had an internal consistency of .82. The second factor, values, beliefs, and attitudes, had an internal consistency of .78.

Home stress. The home stress scale was developed with items paralleling the perceived stress scale (PSS) developed by Cohen et al (1983). The 14-

items representing the scale were changed to focus on a person's perceived home/family stress rather than his/her general perceived stress. A preliminary factor analysis revealed two items with low negative loadings. These two items were eliminated from the final scale. An exploratory factor analysis of the 12 remaining home stress items revealed a two-factor solution with negatively worded items loading on one factor and positively worded items loading on another. The first factor had item loadings that ranged from .52 to .79. The second factor had item loadings that ranged from .54 to .78.

The two-factor solution accounted for 55.97 percent of the total variance. When the 12-items were forced into a single factor, loadings ranged from .32 to .80. The single factor solution accounted for 45.02 percent of the variance.

#### Scale Interrelationships

The means, standard deviations, and intercorrelations among variables are presented in Table 6. Internal consistency reliability estimates are presented along the diagonal.

At this point, it is important to note the relatively low variance for certain measures, including the two role integration measures (KSE and VBA), job stress, and home stress. The lack of variance for these measures raises concerns that will be addressed in the discussion section.

Several correlations deserve mention. For instance, the two dimensions of role integration were positively correlated ( $r = .11, p < .05$ ). In addition, role integration (VBA) was significantly correlated with all the variables proposed

**Table 6**  
**Means, Standard Deviations, and Intercorrelations, Study 2**

Variable	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Age	43.64	9.22													
2. Gender	1.65	.48	-.01												
3. Educational Level	3.65	1.26	.03	-.03											
4. Role Integra. KSE	4.29	.50	-.01	.11*	.10	(.82)									
5. Role Integra. VBA	3.11	.74	-.02	-.09	-.04	.11*	(.78)								
6. Job stress	3.20	.96	.03	-.02	-.03	-.06	-.43**	(.95)							
7. Home stress	1.47	.65	-.14**	.02	-.09	-.16**	-.23**	.30**	(.88)						
8. Work-Family Confl.	3.20	1.65	-.06	-.06	.05	-.14**	-.34**	.64**	.36**	(.93)					
9. Family-Work Confl.	2.08	1.02	-.06	-.13**	.03	-.10*	-.14**	.34**	.49**	.54**	(.85)				
10. Job Satisfaction	6.48	2.26	.15**	.01	.14**	.14**	.34**	-.58**	-.26**	-.45**	-.25**	(.84)			
11. Home Satisfaction	5.37	1.47	.11*	-.03	.08	.09	.17**	-.20**	-.63**	-.28**	-.31**	.18**	(.83)		
12. Life Satisfaction	5.42	1.37	-.04	-.03	.17**	.23**	.19**	-.25**	-.35**	-.24**	-.19**	.34**	.35**	(.97)	
13. Total Roles	9.97	1.77	-.01	-.08	-.03	.11*	.05	-.04	.02	-.01	.08	.06	.11*	.12*	---

**Note:**  $N = 391$ . KSE = knowledge, skills, and experiences; VBA= values, beliefs and attitudes. An \* specifies significance at  $p \leq .05$  and \*\* specifies significance at  $p \leq .01$ . Diagonal elements are the reliabilities of the measures for the current sample.

in the model. That is VBA was negatively correlated with job stress ( $r = -.43, p < .01$ ), home stress ( $r = -.23, p < .01$ ), WFC ( $r = -.34, p < .01$ ), and FWC ( $r = -.14, p < .01$ ). VBA was positively correlated with job satisfaction ( $r = .34, p < .01$ ), home satisfaction ( $r = .17, p < .01$ ) and life satisfaction ( $r = .19, p < .01$ ). Role integration (KSE), with the exception of job stress and home satisfaction, had a significant correlation with all the variables proposed in Study 2. KSE was negatively correlated with home stress ( $r = -.16, p < .01$ ), WFC ( $r = -.14, p < .01$ ), and FWC ( $r = -.10, p < .05$ ). KSE had positive correlations with job satisfaction ( $r = .14, p < .01$ ) and life satisfaction ( $r = .23, p < .01$ ). In general, the pattern of relationships indicates that VBA correlations with other variables proposed in the model are stronger than KSE.

Finally, three of the variables in the correlation matrix require further comment, gender, educational level, and pay level. These variables were numerically coded and included in the correlation matrix. Gender is coded (1) for males and (2) for females. Six codes were used for educational level: (1) some high school, (2) high school graduate or equivalent, (3) some college, (4) college graduate, (5) some graduate school, (6) completed advanced degree. The pay level codes were as follows: (1) under \$10,000, (2) \$10,000-\$19,999, (3) \$20,000-\$29,999, (4) \$30,000-\$39,999, (5) \$40,000-\$49,999, (6) \$50,000-\$59,999, (7) \$60,000-\$69,999, (8) \$70,000-\$79,999, (9) \$80,000-\$89,999, (10) \$90,000-\$99,999, and (11) \$100,000 and over.

## Overview of Model Testing

LISREL 8.30 (Jöreskog & Sörbom, 1999) was used to test the theoretical model proposed in Study 2. LISREL 8.30 is a versatile method used to test measurement and structural equation models. This statistical approach provides many benefits over path analysis such as, allowance of reciprocal relationships, consideration of multiple indicators of latent variables, and estimation of measurement and correlated errors. While path analysis assumes one-way casual flow, structural equation modeling allows a nonrecursive model to be identified. The proposed model includes a reciprocal relationship between work-family conflict and family-work conflict

Several goodness-of-fit indices (GFIs) were used to assess the overall fit of the measurement and structural models. Chi-square ( $\chi^2$ ) is a common index used to assess the overall fit of the model. The chi-square indicates a good fit when it is small and statistically non-significant, whereas a large chi-square indicates a poor fit.

In addition to chi-square several other measures were used to assess the fit of the measurement and structural models. The goodness of fit index (GFI) has been recommended as additional criteria that should be used to evaluate a model and was considered in this study (Jöreskog & Sörbom, 1989). The GFI is used to evaluate the practical significance of the variance explained by the model (Bagozzi et al., 1991). A good practical fit of the model to the data is indicated by a GFI equal to or exceeding .90.

Other goodness-of-fit indices were used to assess the model fit as the GFI may be biased by sample size (Maiti & Mukherjee, 1990). The Tucker and Lewis (1973) non-normed fit index (NNFI) and Bentler's (1990) comparative fit index (CFI) are not influenced by sample size. A good model fit is indicated when values exceed .90. The root mean square error of approximation (RMSEA) was also considered. This goodness of fit index reflects the amount of error per degree of freedom and should fall between .05 and .08.

### **Measurement Model**

The measurement model examines how the hypothesized constructs are measured in terms of the observed variables. The relationship between observed and unobserved variables can be identified. In addition, descriptions of the reliabilities and validities of the observed variables are provided and measurement error variances are assessed.

To adequately assess the measurement model fit, subscales were created. Scales containing more than five items were divided into subscales. Creating subscales also reduces associated non-normality problems that occur with the usage of item-level information (Drasgow & Kanfer, 1985). Subscales also eliminate some of the random error and provide a better fit for the data (Mathieu, 1991; Bagozzi & Neatherton, 1994). As a general rule, it is important to have three indicators (i.e., subscales) for each latent variable of a measurement model in order to assess the structural model appropriately. In the present study, each subscale had three indicators with the exception of work-family conflict, family-work conflict, job satisfaction, and home satisfaction.

Subscales were formed using a technique similar to the one used by Mathieu (1991). Items were included in subscales based on their relative intra-scale factor loadings. The item with the highest loading and the item with the lowest loading comprised the first subscale. The items with the second highest and lowest loadings comprised the second subscale. The third subscale contained the item with the third highest loading and the item with third lowest loading. The remaining items were randomly assigned to the subscales. This strategy was used for both forms of role integration (KSE and VBA), job stress, home stress, and life satisfaction.

To set a scale for each latent variable, the first indicator of each latent variable was set to 1.0 causing the loadings to be judged relative to the first indicator. This method is a convenient way to define the unit of measurement for a latent variable (Jöreskog & Sörbom, 1989). Because some of the measures in the present model are single indicators of latent variables, measurement error variances must be set for these variables. This is done by taking one minus a factor's reliability times the factor's observed variance ( $s^2_{\text{error}} = s^2 (1 - r_{xx})$ ) (Jöreskog & Sörbom, 1993, p. 165). See Appendix S for the correlation matrix that includes subscale indicators.

### Work Family Conflict Model

The work-family conflict model was assessed independent of the model proposed. The purpose of assessing the work-family conflict model separately was to replicate the findings of previous research. Furthermore, replicating the work-family conflict findings helps establish the generalizability of the current

sample. That is, replicating the work-family conflict model shows that the current sample is not substantially different from those used in other work-family conflict studies.

### Comparison Models

Three structural models were compared in Study 2. A structural model refers to relationships among exogenous and endogenous variables (Pedhazur, 1982). In this research, the exogenous variables include both role integration factors (KSE and VBA). Endogenous variables include job stress, home stress, work-family conflict, family-work conflict, job satisfaction, home satisfaction, and life satisfaction. This approach allows for an assessment of the overall fit of the model and significance tests for the specific relationships hypothesized. Individual paths are tested for significance based on  $T$ -values. A  $T$ -value of 2.0 or greater suggests a significant parameter. The structural model is evaluated in terms of the parameter estimates, squared multiple correlations, and standard measurement errors.

In this study the three structural models compared included, the null model, alternative model, and the model hypothesized in this study. The null model includes all the endogenous and exogenous variables without specifying paths. The alternative model includes all the endogenous and exogenous variables but only the endogenous paths are specified in the analysis. In the final model, all the hypothesized paths are specified in the analysis.

In order to assess the theoretical contributions of the proposed model, the three aforementioned models were compared. A non-significant comparison



between the null model and the other two models (i.e., alternative model and hypothesized model) suggests that "...the theoretical 'causal' interpretations are indistinguishable from a confirmatory measurement model, and any causal interpretation should be carefully avoided" (Anderson & Gerbing, 1988, p. 419). Thus, a significant comparison suggests relationships exist among the variables and interpretations can be made.

### **Measurement Model Results**

#### **Measurement Model of Endogenous Variables**

The proposed model has seven endogenous variables. The endogenous or dependent variables include job stress, home stress, work-family conflict, family-work conflict, job satisfaction, home satisfaction, and life satisfaction. Factor loadings, standard errors, and indicator reliabilities can be found in Table 7. Measurement error variance was set at .19 for work-family conflict, .15 for family-work conflict, .80 for job satisfaction, and .36 for home satisfaction. These values are the result of taking one minus the reliability times its observed variance for each of the respective scales.

Chi-square for the measurement model of endogenous variables was significant ( $\chi^2(48) = 127.176, p < .00$ ) showing a relatively poor fit. However, the GFI, CFI, and NNFI fell within the acceptable range of good fit, .95, .98, and .97, respectively. The RMSEA also indicated a relatively good fit for the data at .07.

Table 7

*Measurement Model of Endogenous Variables*

	Job	Home			Job	Home	Life	Theta	R <sup>2</sup>
	Stress	Stress	W-FC	F-WC	Satisfaction	Satisfaction	Satisfaction		
Job Stress: subscale 1	1.00							.01*	.85
Job Stress: subscale 2	1.01*							.01*	.89
Job Stress: subscale 3	1.00*							.01*	.90
Home Stress: subscale 1		1.00						.01*	.67
Home Stress: subscale 2		1.12*						.01*	.79
Home Stress: subscale 3		1.06*						.02*	.71
Work-Family Conflict			1.00					.19	.93
Family-Work Conflict				1.00				.15	.85
Job Satisfaction					1.00			.80	.84
Home Satisfaction						1.00		.36	.83
Life Satisfact: subscale 1							1.00	.03*	.85
Life Satisfact: subscale 2							1.08*	.02*	.93
Life Satisfact: subscale 3							1.05*	.03*	.89

*Note.* W-FC (work-family conflict) and F-WC (family-work conflict). An \* in the theta column represents T-values that are statistically significant ( $p \leq .05$ ) and greater than 2.0. Theta refers to the measurement error variances of each indicator or item. Lambda parameters without an \* refer to variables fixed to 1.00. R<sup>2</sup> = indicator of reliability.

Theta delta values ranged from .01 to .80. Item and indicator reliabilities were moderate to high with ranges from .67 to .93. Since each item was previously shown to load significantly on the corresponding factors and the fit was acceptable, all items were used in further analyses.

### **Measurement Model of Exogenous Variables**

The exogenous factors included the two factors yielded in the analysis of the role integration measure. Table 8 shows factor loadings, standard errors, and reliabilities for each indicator. All factor loadings were statistically significant. Measurement error, as reflected in the theta delta matrix, was relatively low, .01 to .04. Indicator reliabilities or squared multiple correlations were moderate, .51 to .65. Measurement error ratings and reliabilities suggested that the indicators were measuring the latent variables. The overall fit for the measurement model was good. Chi-square was non-significant ( $\chi^2(8) = 9.74, p < .284$ ). Other measures also suggested a good fit for the measurement model. GFI, NNFI, CFI, and RMSEA were .99, 1.00, 1.00, and .02, respectively. All items and indicators were used to test the structural model.

Table 8

*Measurement Model of Exogenous Variables*

	KSE	VBA	Theta	R <sup>2</sup>
KSE: subscale 1	1.00		.01*	.65
KSE: subscale 2	1.14*		.02*	.65
KSE: subscale 3	1.04*		.01*	.61
VBA: subscale 1		1.00	.04*	.51
VBA: subscale 2		1.03*	.04*	.61
VBA: subscale 3		1.05*	.04*	.58

*Note.* KSE (knowledge, skills and experiences) and VBA (values, beliefs and attitudes). An \* in the theta column represents T-values that are statistically significant ( $p \leq .05$ ) and greater than 2.0. Theta refers to the measurement error variances of each indicator or item. R<sup>2</sup> = indicator of reliability.

## Work-Family Conflict Results

Indicators from the measurement model of endogenous variables were used to test the work-family conflict structural model. Endogenous (Table 9) and exogenous (Table 10) variables for the work-family conflict model contain the loadings for indicators on respective latent variables. Since each measurement model was previously tested, the loadings on factors were estimated identically for the measurement models. The Beta matrix reflects the paths among dependent or endogenous variables. In the work-family conflict model the endogenous variables are work-family conflict, family-work conflict, job satisfaction, home/family satisfaction and life satisfaction. The Gamma matrix reflects paths from independent latent variables (i.e., job stress and home stress) to dependent latent variables. As in the measurement model, error was fixed for those variables that were single indicators of their latent variables.

Table 11 shows parameter estimates, standard errors, and T-values for each hypothesized path in the work-family conflict model. Support was found for nine of the ten hypotheses. The hypothesized relationship between family-work conflict and home/family satisfaction was not supported. Figure 3 shows the hypothesized paths with significant parameter estimates. The non-significant path is not shown in figure.

The goodness of fit indices for the work-family conflict model suggested a good fit. Although chi-square was significant, ( $\chi^2(58) = 140.32$   $p < .00$ ), other indices showed a good fit. GFI, NNFI, and CFI were .95, .98, and .98, respectively. The RMSEA of .06 suggested an acceptable fit.

Table 9

**Measurement Model of Endogenous Variables for Work-Family Conflict Model**

	W-FC	F-WC	Job Satis.	Home Satis.	Life Satis.	Theta	R <sup>2</sup>
W-FC	1.00					.18	.93
F-WC		1.00				.15	.85
Job Satisfaction			1.00			.80	.84
Home Satisfaction				1.00		.36	.83
Life Satisfac.: subscale 1					1.00	.03*	.85
Life Satisfac.: subscale 2					1.08*	.02*	.93
Life Satisfac.: subscale 3					1.05*	.03*	.88

**Note.** W-FC (work-family conflict), F-WC (family-work conflict) and Satisfac. (satisfaction). An \* in the theta column represents T-values that are statistically significant ( $p \leq .05$ ) and greater than 2.0. Theta refers to the measurement error variances of each indicator or item. Lambda parameters without an \* refer to variables fixed at 1.00. R<sup>2</sup> = indicator of reliability.

Table 10

***Measurement Model of Exogenous Variables for Work-Family Conflict Model***

	<b>Job Stress</b>	<b>Home Stress</b>	<b>Theta</b>	<b>R<sup>2</sup></b>
Job Stress: subscale 1	1.00		.01*	.85
Job Stress: subscale 2	1.01*		.01*	.89
Job Stress: subscale 3	1.00*		.01*	.90
Home Stress: subscale 1		1.00	.02*	.67
Home Stress: subscale 2		1.12*	.01*	.79
Home Stress: subscale 3		1.06*	.02*	.71

*Note.* An \* in the theta column represents T-values that are statistically significant ( $p \leq .05$ ) and greater than 2.0. Theta refers to the measurement error variances of each indicator or item. R<sup>2</sup> = indicator of reliability.

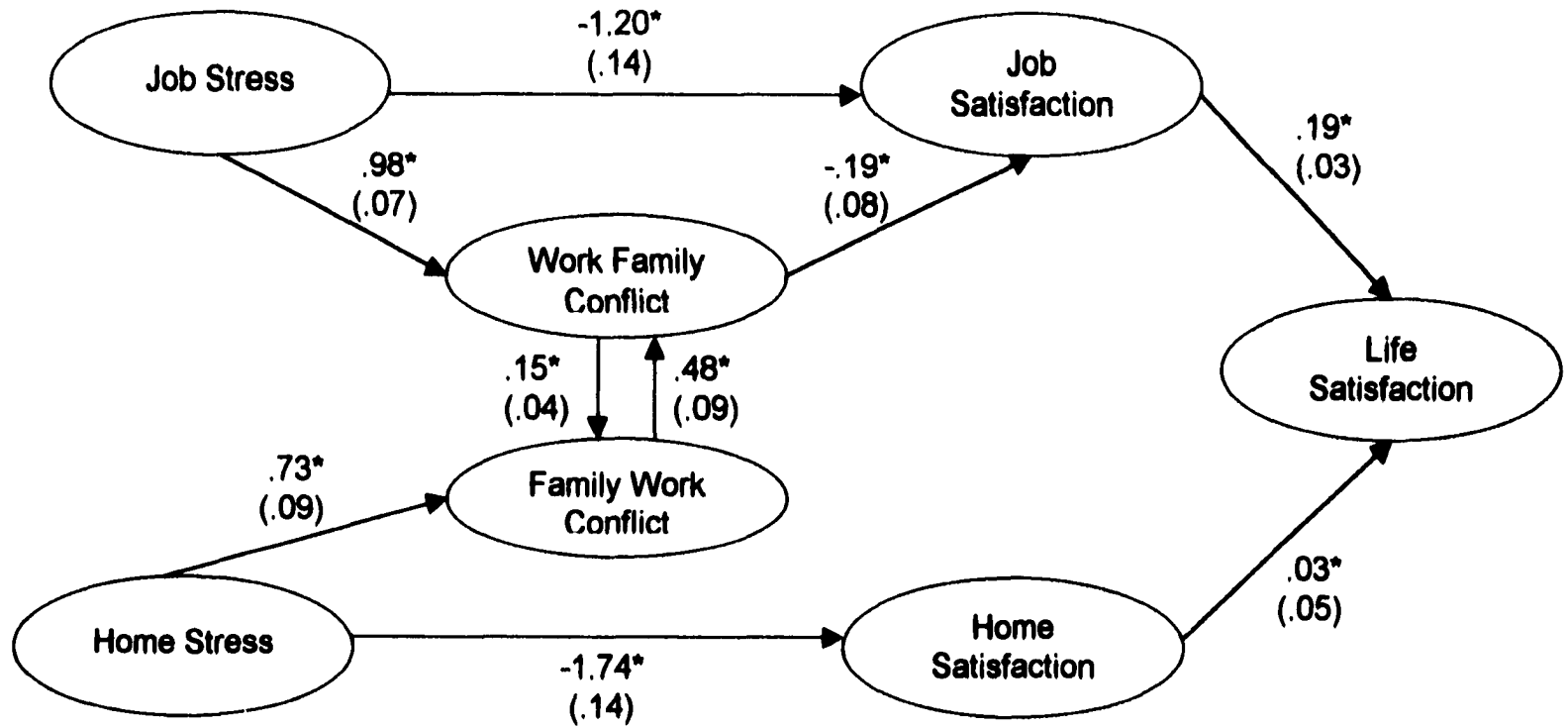
**Table 11**

***Parameter Estimates, Standard Errors, and T-values for the Work-Family Conflict Model***

	<b>Path</b>	<b>Parameter Estimate</b>	<b>Standard Error</b>	<b>T-Value</b>
1.	<b>Job Stress → Work-Family Conflict</b>	<b>.98*</b>	<b>.07</b>	<b>14.00</b>
2.	<b>Home Stress → Family-Work Conflict</b>	<b>.73*</b>	<b>.09</b>	<b>8.64</b>
3.	<b>Job Stress → Job Satisfaction</b>	<b>-1.20*</b>	<b>.14</b>	<b>-8.46</b>
4.	<b>Home Stress → Home Satisfaction</b>	<b>-1.74*</b>	<b>.14</b>	<b>-12.15</b>
5.	<b>Work-Family Conflict → Family-Work Conflict</b>	<b>.15*</b>	<b>.04</b>	<b>4.02</b>
6.	<b>Family-Work Conflict → Work-Family Conflict</b>	<b>.48*</b>	<b>.09</b>	<b>5.22</b>
7.	<b>Work-Family Conflict → Job Satisfaction</b>	<b>-.19*</b>	<b>.08</b>	<b>-2.26</b>
8.	<b>Family-Work Conflict → Home Satisfaction</b>	<b>.06</b>	<b>.08</b>	<b>.73</b>
9.	<b>Job Satisfaction → Life Satisfaction</b>	<b>.19*</b>	<b>.03</b>	<b>5.98</b>
10.	<b>Home Satisfaction → Life Satisfaction</b>	<b>.03*</b>	<b>.05</b>	<b>6.76</b>

**Note.** An \* indicates a significant parameter estimates. Significance is supported by a T-value of 2.0 or greater.





**Figure 3. Significant Parameter Estimates of the Work-Family Conflict Model.**

**Note.** Standard errors appear in parentheses under the parameter estimate. An \* indicates a significant parameter.

It is important to note the large parameter estimates for two of the paths in the work-family conflict model. The two paths are the job stress link to job satisfaction and the home stress link to home/family satisfaction. Although both the hypothesized relationships were fully supported the parameter estimates were over one. A possible explanation for this large value is the disparity in scale anchors. That is, the job satisfaction scale had anchors that ranged from 0 to 10, such that the greater the score the more job satisfaction was reportedly experienced. However, the job stress scale anchors ranged from 1 to 7, such that the greater the number the more stress was reportedly experienced. The larger span between the anchors on the job satisfaction scale may have attributed to the parameter estimate being larger than one. Similarly the home satisfaction scale anchors ranged from 1 to 7, such that the greater the score the more home satisfaction was experienced. On the other hand the home stress had values that ranged from 0 to 4, such that the smaller the number the less stress was reportedly experienced at home. The larger span between the anchors on the home satisfaction scale in comparison to the home stress scale may have attributed to the parameter estimate being greater than one.

## **Model Results**

### **Structural Model**

**Comparisons between models.** To assess the meaningful contributions of the role integration constructs a null and an alternative model were analyzed and compared to the hypothesized model. A significant difference between the models suggests relationships exist among the latent variables of interest. Fit

indices and chi-difference tests were assessed for all three models to look for model improvement.

The null model goodness of fit indices suggested a poor fit. Chi square was significant ( $\chi^2(155) = 1330.91$   $p < .00$ ). Other measures also suggested a poor fit for the model. GFI and NNFI were relatively low at .68 and .76 respectively. CFI suggested a poor fit at .79. The RMSEA was .16, which is indicative of a poor fit.

Compared to the null model, goodness of fit indices suggested an improved fit for the alternative model. Chi-square was significant, ( $\chi^2(146) = 435.55$   $p < .00$ ). However other indices indicated a good fit for the alternative model. GFI and NNFI were .90 and .94, respectively. CFI suggested a good fit at .95, as did RMSEA with a value of .07.

The goodness of fit indices for the hypothesized model suggested a good fit that was an improvement over the alternative model. Although chi-square was significant, ( $\chi^2(136) = 282.61$   $p < .00$ ), other indices show a good fit. GFI, NNFI, and CFI were .93, .97, and .97 respectively suggesting a good fit. The RMSEA of .05 suggested an acceptable fit.

The chi-square comparison between the three different models appears in Table 12. Based on the results of the chi-square comparison and the goodness of fit indices, it appears that the inclusion of, the multidimensional construct, role integration, makes a meaningful contribution. Specific hypothesized paths are discussed below.

Table 12

*Chi-Square Comparison Tests*

Chi-Square			
Comparison Tests			
	Comparison	$\chi^2$	df
1.	$M_{alt} - M_{hyp}$	152.94*	10
2.	$M_{null} - M_{alt}$	895.36*	9
3.	$M_{null} - M_{hyp}$	1048.30*	19

*Note.*  $M_{null}$  = the null model;  $M_{hyp}$  = the hypothesized model;  $M_{alt}$  = the alternative model. An \* indicates significant comparison between models.

**Hypothesized model.** Indicators from each measurement model were combined to test the structural model. Since each measurement model was previously tested, the loadings on factors were estimated identically for the structural model. Like the measurement model, error was fixed for work-family conflict, family-work conflict, job satisfaction, and home satisfaction.

Table 13 shows parameter estimates, standard errors, and T-values for each hypothesized path, with the exception of the path from family-work conflict to home satisfaction. Initially, twenty paths were hypothesized in the role integration model. However, after analyzing the work-family conflict model the path from family-work conflict to home satisfaction was not supported. As a result, hypothesis 16, path from family-work conflict to home satisfaction was eliminated from analysis of the role integration model. The role integration model included nineteen instead of twenty hypotheses. Support was found for fourteen of the nineteen hypotheses.

**Replication of work-family conflict results.** The path coefficients for all the hypotheses, with the exception of hypothesis 15, were significant. The non-significant finding for hypothesis 15 indicated work-family conflict is not directly linked to job satisfaction. Thus, the findings for the work-family conflict model were replicated with the exception of one path.

**Role integration (VBA) results.** Three of the five hypothesized relationships involving the values, beliefs, and attitudes (VBA) factor of role integration were supported. Hypothesis 1 suggested VBA would be negatively

**Table 13**

*Parameter Estimates, Standard Errors, and T-values for the Hypothesized Model*

	Path	Parameter Estimate	Standard Error	T-Value
1.	Role Integration (VBA), → Job Stress	-.77*	.09	-9.03
2.	Role Integration (VBA)→ Home Stress	-.28*	.05	-5.23
3.	WFC → FWC	.17*	.04	4.51
4.	FWC → WFC	.46*	.09	5.15
5.	Job Stress → WFC	.98*	.07	14.62
6.	Home Stress → FWC	.71*	.08	8.96
7.	Role Integration (KSE) → WFC	-.31*	.14	-2.22
8.	Role Integration (KSE) → FWC	-.01	.10	.07
9.	Role Integration (VBA) → Job Satisfaction	.39*	.20	2.02
10.	Role Integration (VBA) → Home Satisfaction	-.03	.11	-.03

**Note:** *N* = 409. VBA = values, beliefs, and attitudes; KSE = knowledge, skills, and experiences; WFC = work-family conflict; FWC = family-work conflict. An \* indicates a significant parameter estimates. Significance is supported by a T-value of 2.0 or greater.

Table 13 (continued)

*Parameter Estimates, Standard Errors, and T-values for the Hypothesized Model*

	Path	Parameter Estimate	Standard Error	T-Value
1.	Role Integration (KSE) → Job Satisfaction	.45*	.23	2.00
2.	Role Integration (KSE) → Home Satisfaction	.01	.14	.06
3.	Job Stress → Job Satisfaction	-1.09*	.15	-7.05
14.	Home Stress → Home Satisfaction	-1.67*	.12	-13.58
15.	WFC → Job Satisfaction	-.15	.08	-1.77
17.	Role Integration (VBA) → Life Satisfaction	.04	.12	.35
18.	Role Integration (KSE) → Life Satisfaction	.55*	.15	3.73
19.	Job Satisfaction → Life Satisfaction	.17*	.04	4.71
20.	Home Satisfaction → Life Satisfaction	.31*	.05	6.38

**Note:** *N* = 409. VBA = values, beliefs, and attitudes; KSE = knowledge, skills, and experiences; WFC = work-family conflict; FWC = family-work conflict. An \* indicates a significant parameter estimates. Significance is supported by a T-value of 2.0 or greater. Hypothesis 16 was eliminated from analysis because it was found to be non-significant in analysis of the work-family conflict model.

linked to job stress. This hypothesis was fully supported. Hypothesis 2 was supported indicating VBA had a significant negative relationship with home stress. A significant parameter estimate lent support to hypothesis 9 indicating VBA were positively linked to job satisfaction. Support was not found for hypothesis 10. That is values, beliefs, and attitudes were not significantly linked to home satisfaction. Hypothesis 17 was also not supported suggesting values, beliefs, and attitudes were not significantly linked to life satisfaction.

Role integration (KSE) results. Three of the five hypothesized relationships involving the knowledge, skills, and experiences (KSE) factor of role integration were supported. Hypothesis 7 was fully supported indicating a negative relationship between KSE and WFC. Hypothesis 11 was supported since KSE were positively linked to job satisfaction. A direct positive effect provided support for hypothesis 18 indicating KSE were directly related to life satisfaction. Support was not found for hypothesis 8 indicating knowledge, skills, and experiences were not directly related to FWC. Hypothesis 12 was not supported indicating knowledge, skills, and experiences were not significantly linked to home satisfaction.

For the purpose of clarity two models are used to illustrate the significant hypothesized paths for each role integration factor (i.e., VBA and KSE). However, it is important to point out that only one model was analyzed. The model analyzed included both factors of role integration. Figure 4 and 5 show only the significant estimates for hypothesized paths for role integration (VBA) and role integration (KSE), respectively.



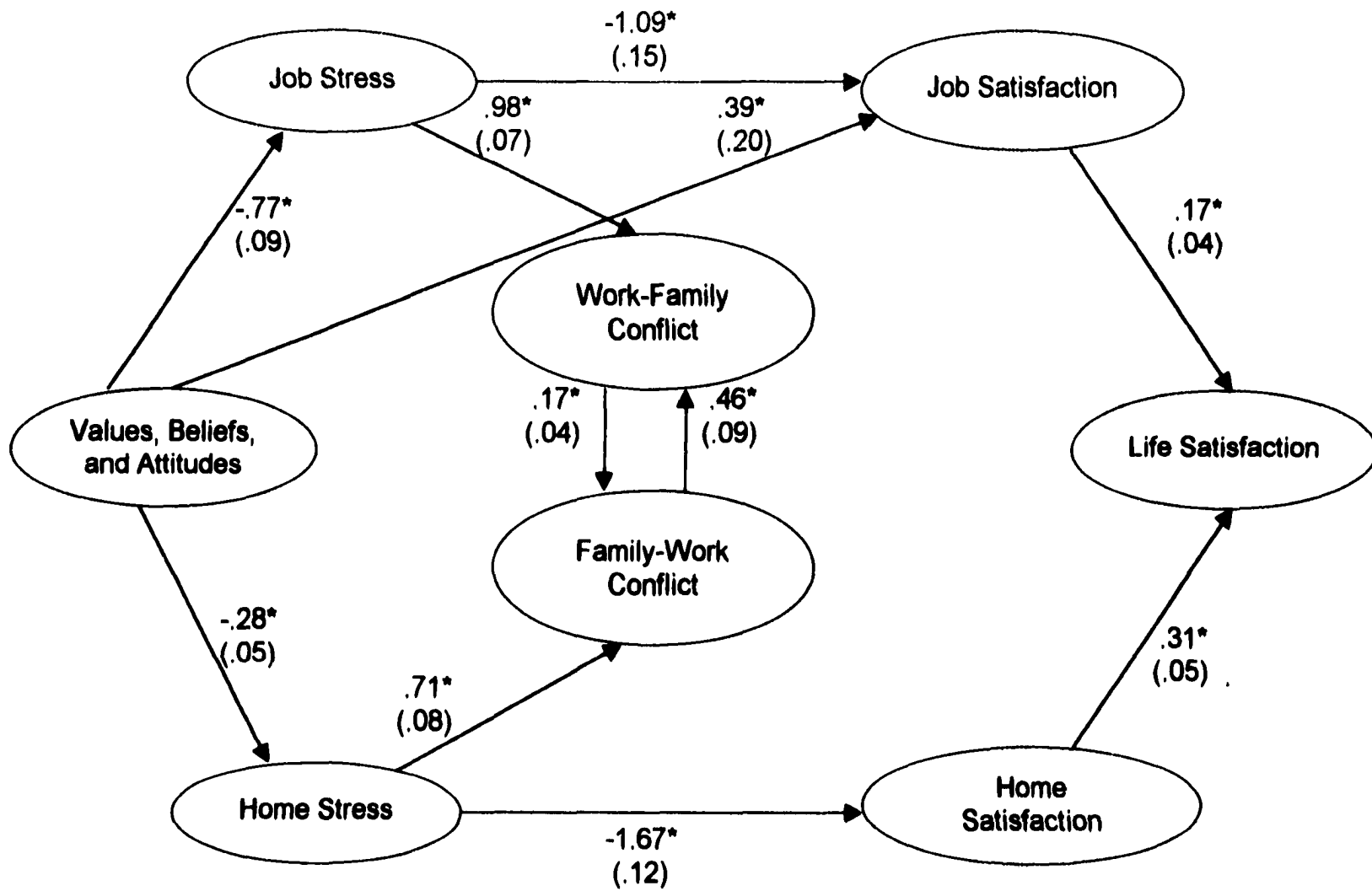
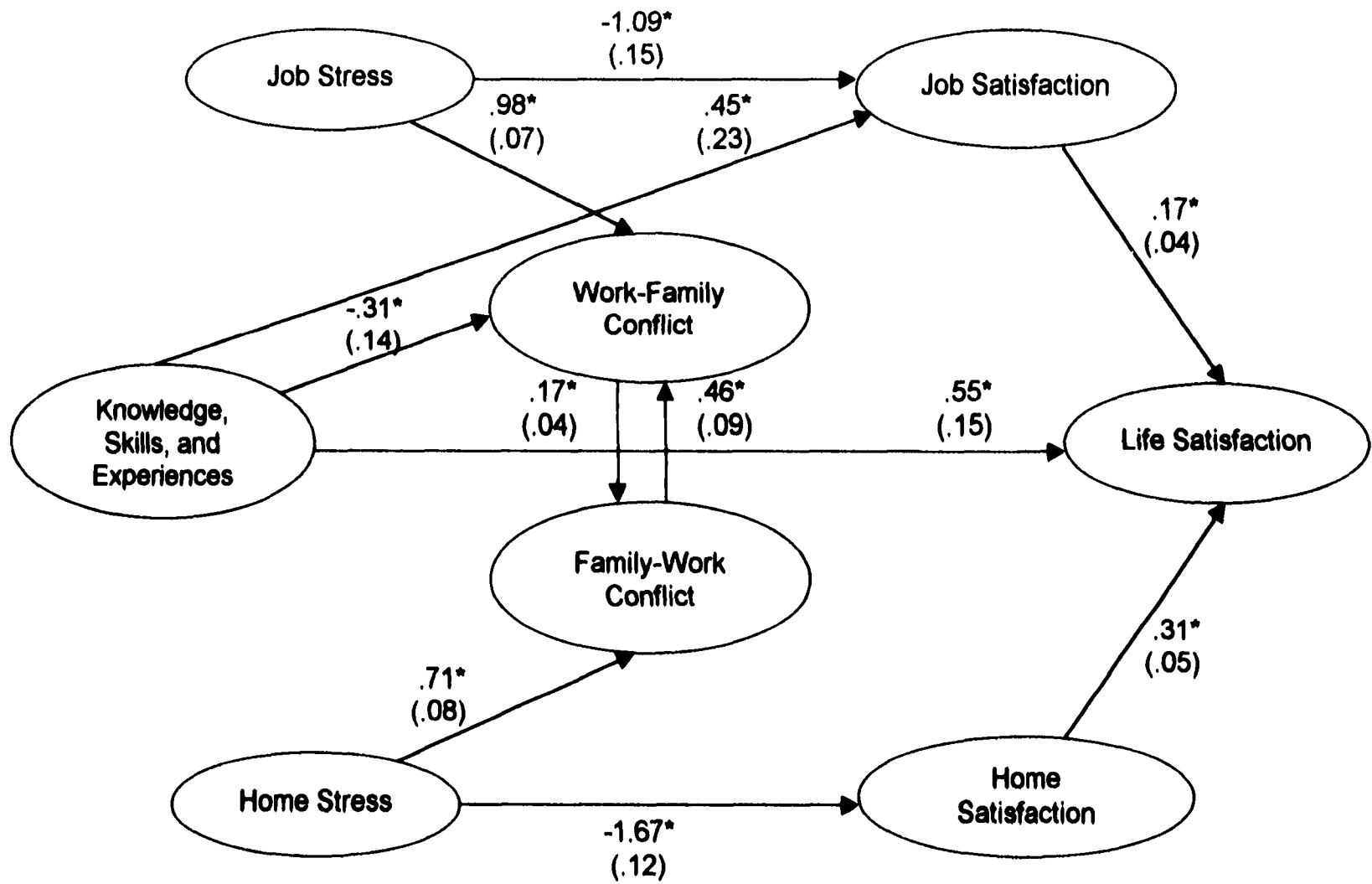


Figure 4. Significant Parameter Estimates of the VBA Role Integration Model.

Note. Standard errors appear in parentheses under the parameter estimate. An \* indicates a significant parameter.



**Figure 5.** Significant Parameter Estimates of the KSE Role Integration Model.

**Note.** Standard errors appear in parentheses under the parameter estimate. An \* indicates a significant parameter.

## CHAPTER VII

### DISCUSSION

A well-established work-family conflict model was tested to replicate previous findings. Role integration was included in the work-family conflict model to show that role integration provided a meaningful contribution to the existing literature. Thus, the purpose of Study 2 was to provide criterion-related validity evidence for role integration. Although every hypothesized relationship was not supported, relationships that were supported demonstrated criterion-related validity, thereby providing further evidence of construct validity.

#### Measurement Issues

There was a lack of variance among several of the variables proposed in the model. These variables included both factors of role integration (VBA and KSE), job stress, and home stress. Scale anchors could have affected the low variance in these variables. Each of these constructs was assessed using a five-point scale. Perhaps a seven-point scale would force respondents to make finer distinctions. This change would likely increase the variance in these variables.

In addition to scale anchors, the presentation of the role integration items in the survey may have been responsible for the lack of variance in the role integration construct. Role integration items were arranged based on content. That is, the first half of the questionnaire focused on knowledge, skills, and experiences and the second half of the questionnaire focused on values, beliefs, and attitudes. This format may not have forced respondents to consider the

content of each and every item. Rather they responded similarly to each section of items which may have constrained the variance in both factors of role integration.

Item wording may have also constrained the variance. Items were worded to address the compatibility and overlap of knowledge, skills, experiences, values, beliefs, and attitudes across roles. However, respondents may not have fully understood what it meant to have role integration. Although items were developed to capture the construct of role integration, items may have not clearly conveyed the construct as intended. Perhaps the meaning of role integration needs to be clarified prior to participants completing the questionnaire. Including a definition of role integration in the measure should provide a better understanding of the construct.

Interviews could also be conducted to increase the variance among the variables. Interviews would allow participants to communicate their understanding of the construct. Furthermore the researcher could probe more and get a better understanding of the extent to which participant's roles are integrated.

In the present study, a single organization was used to recruit participants. It is possible that opportunity for role integration varies across organizations and their employees. To capture any organizational differences that may exist, a variety of organizations should be included.

Aside from the anchors, content, and wording of items, another issue was the high mean found in the knowledge, skills, and experiences factor. Because data were collected in the workplace there may have been concerns about anonymity. Thus, participants may have distorted their responses. Furthermore respondents may have perceived role integration to be characteristic of a healthy person. As a result they may have answered in a socially desirable way to make themselves look good.

Similarly feelings of stress at home may have been perceived negatively. It is important to point out that the lower the mean for this measure the less stress a person reported experiencing at home. The mean for this sample was extremely low. Thus, it is possible respondents answered in a socially desirable way making themselves appear to have little stress.

Although a social desirability questionnaire was used to eliminate respondents who answered in a socially desirable way in Study 1, due to space limitations it was not used in Study 2. Perhaps the workplace increases employees desire to respond to role integration and stress in socially desirable ways. Thus, incorporating social desirability items or using a social desirability questionnaire would provide a mechanism for eliminating respondents who may be answering in a self-enhancing manner.

### Work-Family Model

Kopelman et al. (1983) developed one of the first complex models of the work-family interface. Because the vast majority of subsequently developed models of work-family conflict include all of the relationships proposed by

Kopelman et al. (1983), their model has been very influential in the design of much research. An adapted version of Kopelman et al.'s (1983) model was used in this study. The work-family conflict model used in this study was tested to replicate findings from previous research.

The results of this study replicated several findings reported in previous research. First, the reciprocal relationship between WFC and FWC was supported (Borovsky & Fisicaro, 1999; Eagle, 1995; Frone et al., 1992). Second, job and home stress were positively related to their respective work and family conflicts (e.g., Bernas & Major, in press; Brovosky & Fisicaro, 1999; Borovsky & Stepanski, 1999; Frone et al., 1992). Third, job stress was negatively related to job satisfaction (Abramis, 1994; Fisher & Gitelson, 1983). Fourth, home stress was negatively related to home satisfaction (Abramis, 1994; Fisher & Gitelson, 1983). Although the relationship between FWC and home satisfaction was inconsistent with previous research (Kossek & Ozeki, 1998), a negative relationship between WFC and job satisfaction was supported (Kossek & Ozeki, 1998). Finally, further support of previous research on the work-family conflict model was provided by a positive relationship between job and home satisfaction with life satisfaction (Adams et al., 1996; Borovsky & Stepanski, 1999; Higgins et al., 1992).

Thus, the work-family conflict model proposed in Study 2 was replicated with the exception of one path. Partial replication and expansion of prior research on the work-family conflict model has been demonstrated.

### **Hypothesized Model**

Although every hypothesized relationship in the proposed model was not supported, significant relationships were found among the two role integration factors and hypothesized variables. The overall fit of the role integration model was good. An analysis of the significant and non-significant findings of the role integration model follows.

As expected, values, beliefs, and attitudes were negatively linked to job stress and home stress. These significant relationships supported focus group discussions that revealed when people are able to reveal their true self they experience less stress. The finding further supports Lobel's (1991) proposition that work and nonwork roles are likely to be equally salient and nonconflictual when the values associated with each role have a great deal of overlap. It seems reasonable to expect that a person whose work and life roles are governed by the same values, beliefs, and attitudes would tend to have less stress because his/her roles are not likely to be rigidly separated from one another.

Values, beliefs, and attitudes were also significantly related to job satisfaction. That is, the more individuals find overlap in values, beliefs, and attitudes across their roles, the more likely they are to be satisfied with their work (Shockley-Zalabak & Morley, 1989). However, values, beliefs, and attitudes were not significant predictors of home satisfaction. It may not be as important to have overlap of values, beliefs, and attitudes for home satisfaction as it is for job satisfaction. According to Cable and Judge (1996), people tend to select

environments that fulfill their needs. The fulfillment of needs incorporates a person's values, beliefs, and attitudes (Brown & Crace, 1996; O'Reilly et al., 1991). A person is more likely to have control over selecting a work environment that fit his/her needs than selecting a home environment that fits his/her needs.

Although it was hypothesized that values, beliefs, and attitudes would have a significant relationship with life satisfaction this hypothesis was not supported. Given results of the present study, it appears role integration had an indirect effect on life satisfaction through job satisfaction. As shown by the paths of values, beliefs, and attitudes, job satisfaction and life satisfaction a post hoc analysis of the indirect effect showed that the values, beliefs, and attitudes factor of role integration was indirectly linked to life satisfaction through job satisfaction.

Knowledge, skills, and experiences were found to be significantly and negatively linked to WFC. Thus, having the ability to apply knowledge, skills, and experiences across roles diminished work interference with family. However, this result does not support the idea that compatibility of knowledge, skills, and experiences across roles alleviated family interference with work. Thus when people are able to apply knowledge, skills, and experiences they have acquired outside the workplace it is may be more effective than applying work skills at home.

Knowledge, skills, and experiences were found to be linked to job satisfaction. That is, the more people felt their knowledge, skills, and experiences were compatible across their life roles the more job satisfaction was



reported. According to Kirchmeyer (1992), when personal resources (i.e., knowledge, skills, and experiences) are gained through nonwork involvement, attitudes toward work are favorably influenced.

Knowledge, skills, and experiences were not a significant predictor of home satisfaction. It is possible that this hypothesis was not supported because roles were limited to the home roles rather than life roles (e.g., community, church). Perhaps the measure used to test this hypothesis focused too much on the home and not enough on other life roles. It is possible that a broader measure of nonwork satisfaction would be related to knowledge, skills, and experiences.

Knowledge, skills, and experiences were found to have a significant relationship with life satisfaction. This supports Warr (1987) and Thoits (1986) findings that high opportunity for skill use enhances well-being because it enables people to develop various approaches to make effective responses to a variety of situations. Finding compatibility and overlap in knowledge, skills, and experiences also provides a person with a meaningful sense of self that further enhances an individual's well-being. Furthermore, focus group participants agreed that people feel better about themselves and their lives when they are able to transfer knowledge, skills, and experiences without changing who they are (i.e., losing their identity).

Given the results of this study, other impacts of role integration should be explored. Particularly, the value, beliefs, and attitudes factor link to WFC and FWC should be considered in future exploration of this model. Greenhaus and

Beutell (1985) found that conflict between work and family occurs when a substantial amount of time spent in any one role diminishes resources to fulfill other roles. When a person finds ways to utilize resources from other roles, conflict between work and family should be reduced. In fact, focus group participants from Study 1 reported when they find compatibility between their values, beliefs, and attitudes in the workplace they feel more whole and true to themselves. Thus, being able to integrate values, beliefs and attitudes across roles should reduce WFC and FWC.

## CHAPTER VIII

### CONCLUSIONS

#### General Conclusions

This research study was the first attempt to empirically assess role integration. Several steps were taken to develop a questionnaire and establish role integration as an independent construct. The first step involved focus group discussions. During the discussion, participants revealed the importance of having integration among their roles. Study 1, established role integration as an independent construct and began the process of developing a psychometrically sound role integration questionnaire. Finally, Study 2, established role integration's link to work-family conflict, stress and satisfaction and identified a psychometrically sound measure.

#### Organization Implications

Organizations are beginning to notice that both work and nonwork are important for career development. With the changes in work roles and increased responsibilities outside of work, more people are faced with the strain of multiple domain participation and the need for active management between the work and nonwork boundary (Swanson, 1992). Organizations are faced with the need to recognize that they can influence their workers' ability to cope with multiple domains by providing flexibility, developing programs, and implementing policies and procedures that encourage role integration.

Thus, organizations whose practices and structures encourage work-life integration will more likely have employees who can bring fully developed

integrated selves into the workplace (Fletcher, 1996). An integrated individual is thought to contribute favorably to work with an increase in job satisfaction and commitment (Allen & Meyer, 1990; Kirchmeyer, 1992; 1995). To foster integration, organizations need to demonstrate flexibility and consideration in helping employees manage their work and nonwork roles (Fletcher, 1996; Kirchmeyer, 1992).

Organizations must respond to the challenge employees face with multiple role juggling. The present study was able to show that when individuals find integration among their values, beliefs, and attitudes there is a direct impact on stress and satisfaction on the job. Organizations should make the connection and foster open communication. Once views are expressed, efforts should be made to respond to concerns and implement a plan of action.

This study also showed compatibility and overlap of knowledge, skills, and experiences across roles directly impact WFC and job satisfaction. Organizations need to consider developing programs to help employees manage their work-nonwork roles in the workplace. These programs may take the form of community involvement, fundraisers, and recreational activities. Programs of this type will allow employees to utilize skills acquired outside the workplace. For example, a person may be actively involved in church fundraisers, thus an opportunity to be involved in a fundraiser at work would allow him/her to integrate knowledge, skills, and experiences acquired outside of work.

As researchers begin to understand the importance of role integration, they will be able to assist organizations in developing programs that will benefit

every employee and foster integration. Thus, over the next several years, the impact of multiple role participation will become a prevalent issue for researchers, organizations, and employees alike.

### Limitations and Future Research

Future research should address the limitations of the present study. Conceptualizing role integration on paper may have been a challenge for participants. Many people have never thought about their lives as a combination of roles that overlap and have compatibility between them. However, this study required participants to assess each of their roles in terms of compatibility or incompatibility. Participants from the focus groups discussed the challenge of thinking about the overlap and compatibility among their roles. Many reported that they never gave much thought to the different roles they participated in daily not to mention overlap and/or compatibility. Although the focus group participants from Study 1 grasped the concept of role integration through dialogue, it may have been challenging for survey respondents to grasp the concept on paper.

Using two samples, a final 12-item measure was developed. Although the final measure of role integration is psychometrically sound, development of this measure should be continued. Future use of the questionnaire should incorporate a role integration definition at the beginning to clarify the meaning of the construct. An example should also be provided describing how roles are or can be integrated. As stated previously, role integration involves a thought process many people have not considered. A definition and examples of

integration may assist people in their thinking about their roles and how they may or may not be integrated. Interviews may also be a more effective way of assessing role integration and should be considered in future studies.

Future research should also incorporate social desirability items or a questionnaire to address the low mean found in the knowledge, skills, and experiences factor of role integration. Although it was stated that the information was being gathered for research purposes, employees were still concerned about who would receive the results of the questionnaire. These concerns may have affected participants' honesty in completing the questionnaire packet. This is particularly evident in variables with extremely high or low means (i.e., knowledge, skills, and experiences and home stress).

Research has found that impression management is a central psychological issue (Ashford & Northcraft, 1992). Supervisors control employees' access to important rewards such as pay raises and promotions. For employees, their supervisor's impressions of them are critical. Researchers have documented the tactics individuals use to gain higher initial performance evaluation, such as setting higher public goals (Ferris & Porac, 1984) or providing excuses and apologies for poor performance (Wood & Mitchell, 1981). While there are many things employees can do to promote a positive image or repair a temporarily damaged image, there are also behaviors that employees may explicitly want to avoid doing to prevent a negative impression. In this study, respondents may have felt that it was important to provide the best impression in terms of a high level of role integration.

**Incorporating social desirability items and/or a questionnaire will provide a mechanism for eliminating respondents who may be answering in a self-enhancing manner. Additionally a seven-point scale should be used to provide more disparity among responses. Thus, more empirical testing of this construct and measure should be conducted to provide further validity and reliability evidence.**

**As stated previously, it is important that multiple organizations be used to assess role integration. This study recruited participants from a single organization. Including a variety of organizations will provide a mechanism for determining whether organizational differences exist when assessing role integration. Moreover, including a variety of organizations will increase the generalizability of the study.**

**The primary method of recruitment involved questionnaire distribution to employees who voluntarily enrolled in a computer training class. Participants in this class were self-selected. Given that they took the initiative to seek training, it is likely that participants were highly motivated to enhance existing skills. This explanation is supported by the high mean and low variance obtained for the knowledge, skills and experiences factor of role integration. Future research should use a variety of methods to recruit participants.**

**Although the results may support the causal ordering of the variables in the models studied, the true casual direction of the relationships can only be determined through longitudinal analysis. For example, a lack of role integration may be caused by job stress, as opposed to role integration reducing job stress,**

which is the way it was proposed in this study. It is possible that the causal direction may not be the way it was initially proposed and needs to be reinterpreted.

The trend towards having integrated individuals in the workplace requires looking beyond satisfaction. The impact role integration has on commitment should be included in future research. Research has revealed significant relationships between nonwork variables and organizational commitment (Dornstein & Matalon, 1989; Kirchmeyer, 1992). In general, favorable experiences outside of work have been associated with enhanced organizational commitment, whereas unfavorable experiences outside of work have been associated with reduced organizational commitment (Dornstein & Matalon, 1989; Kirchmeyer, 1992; Romzek, 1989; Steffy & Jones, 1988). According to Odom, Boxx and Dunn (1990), organizations perceived as treating work and nonwork as related worlds tend to have employees who are committed to the organization.

Researchers are beginning to suggest that the literature needs to look beyond the traditional work-family conflict conceptions and incorporate nonwork into the literature (Hall, 1996; Hall & Mirvis, 1996; Hart, 1999). In much research, nonwork is limited to family roles (i.e., spouse and parent), today the definition of nonwork has grown to include both typical family roles and other nonwork roles. In fact, people today find themselves taking part in many roles such as community, extended family, recreation, and church member. Super (1990) stated there are nine major roles commonly played by a person throughout his or her life span. Findings from focus group discussions, Study 1,



and Study 2 confirmed Super's (1990) proposition. On average participants reported having at least 8 roles they participated in daily.

In sum, the goal of the present research was to establish role integration as an independent construct that provided a meaningful contribution to the work-family model. Many new relationships were added to the work-family conflict model that needs to be considered. The most important focus of future research should be on creating a more cohesive literature linking role integration to the work and family literature. Providing this research will strengthen the validity of each relationship, as well as the measures used to test each variable.

The present research assessed the validity of the role integration construct. The results of this study are intriguing enough that the work and family literature can no longer afford to ignore the many roles people participate in daily. In fact, future research needs to consider roles beyond work and family (i.e., community, recreational, extended family, etc.) to develop a more coherent understanding of the effect role integration has on the daily lives of people.

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**APPENDIX A**  
**NOTIFICATION FORM FOR FOCUS GROUPS**

# Notification Document

for

OLD DOMINION UNIVERSITY

**Old Dominion University**  
College of Science  
Industrial Organizational Psychology

**Title of Research:** Roles

**Researchers:**

Principal researcher: Tonya A. Miller, Graduate Student, College of Sciences , Psychology  
Co. Researcher: Debra A. Major, Associate Professor, College of Sciences, Psychology

**Description of Research:** This study is part of the researchers' preliminary investigation to develop a questionnaire. This study is designed to learn more about the concept of role integration. You will be participating in a study involving research on how individuals integrate their life roles. You will be asked to provide information about your thoughts, feelings, attitudes, and ideas about yourself, in relation to the number of roles you participate in daily. However, you will not be asked any personal, identifying information, such as your last name. The only potentially identifying information you will be asked is your age and your gender. After you complete the session, there will be no way to link your name to your responses.

Your participation in this study will take no more than 2 hours in a classroom setting in the Mills Godwin Building at Old Dominion University. Approximately 20 students who are employed either part-time or full-time will be participating in this study in groups of 5 to 10 people.

**Exclusionary Criteria:** In order to participate in this study, you must be currently employed either part-time or full-time.

**Risks and Benefits:** There are no foreseeable risks at this time. The main benefit to accrue from this study is the attainment of information relative to the way in which you keep your life in balance. You may also find the discussion interesting and you may learn something about yourself in the process.

**Costs and Payments:** Your efforts in this study are voluntary, and you will receive two (2) research credits, which you may use in your psychology class.

**New Information:** Any new information obtained during the course of this research that is directly related to your willingness to continue to participate in this study will be provided to you.

**Confidentiality:** Any information obtained about you from this research will be kept confidential. Please do not put your name on any materials in order to keep your responses anonymous. Only first names will be used during the group. However, the researchers may encode some of your responses in order to keep them together. Your name will not be associated with this number.

**Compensation for Illness and Injury:** Because this is a discussion session, it is unlikely that any physical illness or injury will result from your participation in this research. If any injury, physical or otherwise, should result, Old Dominion University does not provide insurance coverage, free medical care, or any other compensation for such injury. In the event that you suffer injury as a result of participation in any research project, you may contact Dr. Debra Major, Chair of the Psychology Department Human Subjects Review Board, at 683-4235, who will be glad to review the matter with you.

**Agreement to Participate:** By checking the box below, you indicate that you have been notified about your participation in this research project. You will be provided with a copy of the sheet to take with you. If you have any concerns about your participation in this research, you may contact Dr. Debra Major, Chair of the Psychology Department Human Subjects Review Board, 683-4235.

I agree to participate in Project *Roles*

**Investigator's Statement:** I certify that I have explained to the participant who checked the box above, the nature and purpose of this research, and the potential benefits and possible risks associated with participation. I have answered any questions that have been raised by the participant and have encouraged him/her to ask any additional questions at any time during the course of this study. I gave the participant a copy of this form.

\_\_\_\_\_  
Investigator's Signature

\_\_\_\_\_  
Date

**APPENDIX B**  
**FOCUS GROUP INTERVIEW GUIDE**

## **Interview Guide for Role Integration Research**

1. What are your multiple roles?
2. What would make you **satisfied** or **dissatisfied** with your multiple roles?  
{example: seeing the two complement one another – feeling torn between the two} [Probe: How so]
3. Do you see compatibility across your multiple roles – that the two have an effect on each other? {Example – interpersonal skills used to resolve conflict at home also being used to resolve conflict at work; or beliefs about child care transferring to the workplace} [Probe: How so?]
4. How does it make you **feel** when your roles are compatible/have commonality across them/overlap/similarity across them? {Example: being able to utilize/tap into KSA, values and experiences across roles}
5. How does it make you **feel** when your roles are incompatible(there is no overlap or commonality found) ? {**Sub-questions** –could your roles be made easier if your employer could relate to what you're going through have multiple roles such as being a student and an employee?}
6. How do your work and life roles blend together? {**Sub-question** – do you think it is important that your workplace assist with the integration of your roles – the way the two blend together and compliment one another?}
7. How important is it that your roles fit well together?
8. Do you find that your knowledge, values, skills, beliefs and experiences overlap across your various roles? [Probe: How so?]
9. Try to provide a concise definition of what it means to have compatibility or integration across your roles.

After the interview guide was used in the discussion the focus group was asked to come up with an individual definition (written on an index card) and a group definition (written on a blackboard) of role integration.



**APPENDIX C**

**DIMENSION DEFINITIONS AND INSTRUCTIONS FOR  
SUBJECT MATTER EXPERTS**

Below are the definitions that were used to define each of the eight dimensions.

**General**

The extent to which you bring all of your roles together; it involves the overall compatibility or incompatibility across a person's life roles.

**Importance**

The extent to which you apply significance or meaningfulness to integrating your roles together (i.e., significance of having compatibility between roles).

**Knowledge**

The extent to which what you learn or know can be applied and utilized across your life roles.

**Skills**

The extent to which your talent, training or known practices apply across your life roles.

**Abilities**

The extent to which your capabilities are useful across your life roles.

**Beliefs/Attitudes**

The extent to which your opinions, dispositions and feelings can be expressed freely across your life roles.

**Experience**

The extent to which personal life lessons or observations can be applied or utilized across your life roles.

**Values**

The extent to which the ideals that are held dear, considered worthwhile, and arouse a positive emotional response are consistent across your roles.

### **Role Integration Questionnaire Sorting Instructions**

Thank you for taking the time to be a subject matter expert in the development of a role integration questionnaire. The purpose of this exercise is to identify relevant items that belong to one of eight dimensions. This exercise should take approximately 1 hour to complete. Step-by-step instructions and a supply list are provided below. If you have any questions please feel free to contact me at 468-9370.

#### **Supplies:**

- 1 – set of instructions
- 8 – rubber bands
- 8 – white index cards
- 97 – colored cards

#### **Instructions:**

1. Take the eight white index cards and place them side-by-side (forming eight columns) with the definition facing upward. Each white card has a definition on it, which represents one of the eight dimensions.
2. Take the time to review each definition and become familiar with the dimensions.
3. Take the stack of 97 colored cards containing a single questionnaire item and place/sort them by dimension. All the cards should be placed in one of the eight dimensions.
4. Once you have placed all the cards in one of the eight dimensions, put the dimension you believe those items represent on top and place the rubber band around the stack.
5. Keep the cards together with each dimension and the items that belong to that dimensions separated by rubber bands. You should have eight separated stacks of cards with a white card on top wrapped in a rubber band.
6. Once you have completed this exercise please call me so I can make arrangements to pick them up from you.
7. Thank you for your assistance.

**APPENDIX D**  
**INITIAL ROLE INTEGRATION MEASURE**

A role can be defined as a set of expectations that a person applies to him/herself. It also involves the expectations of socially significant others such as parent, spouse, employer, etc. A person can occupy several roles at one time. For example, a person can have an employee role, a parent role, community role, and spousal role all at the same time.

Please list ALL of your roles below. After listing ALL of your roles, please use the scale below to rate them and place the number in the parentheses. The number will represent the importance of that role to you. For example, a role with the number 5 next to it will indicate that that role is very important to you.

1	2	3	4	5
Not very Important	Somewhat Important	Neutral	Important	Very Important
( ) _____	( ) _____	( ) _____	( ) _____	( ) _____
( ) _____	( ) _____	( ) _____	( ) _____	( ) _____
( ) _____	( ) _____	( ) _____	( ) _____	( ) _____
( ) _____	( ) _____	( ) _____	( ) _____	( ) _____
( ) _____	( ) _____	( ) _____	( ) _____	( ) _____

Below you will be asked questions regarding your multiple life roles. Please use the scale below to respond to the statements that follow.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
_____				
I am able to combine my roles with the changes that take place in my life.				
_____				
I am able to integrate my life roles without losing my identity.				
_____				
I find commonality among my various life roles.				
_____				
I find that my roles are compatible with one another.				
_____				
I find that all my roles work together.				
_____				
I find balance between my roles.				
_____				
I don't see boundaries between my multiple life roles.				
_____				
I draw a line between my various life roles. *				
_____				
I believe I can blend my life roles together on a daily basis.				
_____				
I am able to focus on more than one aspect of my life (i.e., being a parent, spouse, worker, etc.) at the same time.				

- \_\_\_\_\_ I am able to bring my life roles together.
- \_\_\_\_\_ I know how to manipulate my roles to make them all work together.
- \_\_\_\_\_ No matter what role I am in, I act the same way.
- \_\_\_\_\_ I don't stay in the same role for a long time.\*
- \_\_\_\_\_ I feel having overlap among my roles is important.
- \_\_\_\_\_ Having compatibility between my roles is important to me.
- \_\_\_\_\_ It is important that I feel balance between my life roles.
- \_\_\_\_\_ It is important to me that my roles blend together.
- \_\_\_\_\_ I think it is important to have different roles that overlap.
- \_\_\_\_\_ It is important that I see compatibility among my life roles.
- \_\_\_\_\_ It's not important that my roles blend together.\*
- \_\_\_\_\_ It is not important for me to have compatibility between my roles.\*
- \_\_\_\_\_ I find many ways to apply what I have learned to my various life roles.
- \_\_\_\_\_ Knowledge that I gain on the job helps me in my other life roles.
- \_\_\_\_\_ I can transfer things I have learned to all parts of my life.
- \_\_\_\_\_ A lot of my knowledge does not apply across my various life roles.\*
- \_\_\_\_\_ Knowledge that is useful in my work role is also useful in my other life roles.
- \_\_\_\_\_ I find many ways to apply my knowledge across my various life roles.
- \_\_\_\_\_ I find I can transfer my knowledge across my life roles.
- \_\_\_\_\_ No matter what role I am in, I find my knowledge useful.
- \_\_\_\_\_ I find things that I have learned help me deal with my multiple roles.
- \_\_\_\_\_ I am unable to transfer my knowledge across my life roles.\*
- \_\_\_\_\_ I am able to bring skills I have learned outside the workplace into the workplace.
- \_\_\_\_\_ I have the opportunity to apply my skills across all my life roles.
- \_\_\_\_\_ I can see that my skills overlap across my life roles.
- \_\_\_\_\_ I have skills that can be easily transferred across my life roles.
- \_\_\_\_\_ I find the skills I have developed can be applied to all aspects of my life.
- \_\_\_\_\_ I apply the skills I have developed to all my life roles.

- \_\_\_\_\_ I feel comfortable using the skills I have developed in all the roles I have.
- \_\_\_\_\_ I am unable to see how my skills can be used across my life roles.\*
- \_\_\_\_\_ I am unable to apply skills I have developed in my work role to other life roles.\*
- \_\_\_\_\_ My skills are compatible across my life roles.
- \_\_\_\_\_ I find many ways to apply my abilities in my various life roles.
- \_\_\_\_\_ My abilities are easily transferred across my life roles.
- \_\_\_\_\_ I am able to utilize my abilities in different aspects of my life.
- \_\_\_\_\_ I can freely apply my abilities across my life roles.
- \_\_\_\_\_ My abilities are compatible across my various life roles.
- \_\_\_\_\_ I am unable to utilize my abilities in different aspects of my life.\*
- \_\_\_\_\_ Abilities I have can be transferred across my life roles.
- \_\_\_\_\_ I can transfer my abilities across my life roles.
- \_\_\_\_\_ No matter what role I am in, I find my abilities can be used.
- \_\_\_\_\_ I am unable to apply my abilities to all my life roles.\*
- \_\_\_\_\_ My beliefs are easily applied across my life roles.
- \_\_\_\_\_ There is consistency in my beliefs across my various life roles.
- \_\_\_\_\_ My beliefs do not change across my various life roles.\*
- \_\_\_\_\_ Beliefs that I have outside of work are brought with me to work.
- \_\_\_\_\_ Whatever role I am in, I bring my beliefs with me.
- \_\_\_\_\_ I feel free to express my beliefs across my life roles.
- \_\_\_\_\_ I feel I am unable to express my beliefs across my life roles.\*
- \_\_\_\_\_ I feel constrained in expressing my beliefs across my life roles.\*
- \_\_\_\_\_ I find it hard to maintain my beliefs across my life roles.
- \_\_\_\_\_ I feel I have to adjust my attitude between various life roles.
- \_\_\_\_\_ My attitude does not change across my various life roles.
- \_\_\_\_\_ I find it hard to maintain my attitude across my life roles.
- \_\_\_\_\_ No matter what role I am currently in, my attitude does not change.
- \_\_\_\_\_ I sometime feel constrained in expressing my attitudes across my life roles.\*

- \_\_\_\_\_ I apply my values to all the roles I am involved in.
- \_\_\_\_\_ I am able to apply my values across my various life roles.
- \_\_\_\_\_ I find many ways to apply my values across my life roles.
- \_\_\_\_\_ There is consistency in my values across my life roles.
- \_\_\_\_\_ My values do not change across my life roles.
- \_\_\_\_\_ Values that I have outside of work are transferred in to the workplace.
- \_\_\_\_\_ I find that my values have an effect on everything I do.
- \_\_\_\_\_ I feel constrained in trying to express my values across my life roles.\*
- \_\_\_\_\_ I can freely express my values across my life roles.
- \_\_\_\_\_ My values are easily applied across my life roles.
- 
- \_\_\_\_\_ I am able to utilize my life experiences across my various life roles.
- \_\_\_\_\_ My experiences can be easily applied to my various life roles.
- \_\_\_\_\_ I find my life experiences helpful in dealing with my daily roles.
- \_\_\_\_\_ No matter what role I am in, I find my experiences useful.
- \_\_\_\_\_ My previous experiences help me deal with situations I have today.
- \_\_\_\_\_ I am unable to see how my life experiences can help me deal with my various life roles.\*
- \_\_\_\_\_ My life experiences can not be used in my various life roles.\*
- \_\_\_\_\_ I do not find it easy to apply my life experiences across my various roles.\*
- \_\_\_\_\_ I am able to use my experiences to help me in different situations.
- \_\_\_\_\_ I am able to bring my work experience into my other life roles.
- \_\_\_\_\_ I can use my work experience to help me with my other roles.
- \_\_\_\_\_ Experiences I have had outside of work help me handle situations at work.
- \_\_\_\_\_ Experiences I have had at work help me deal with situations outside of work.
- \_\_\_\_\_ My life experiences help me do my job better.
- \_\_\_\_\_ My work experience has helped me outside of work.

\* reverse scored



**APPENDIX E**  
**REVISED ROLE INTEGRATION MEASURE**

A role can be defined as a set of expectations that a person applies to him/herself. It also involves the expectations of socially significant others such as parent, spouse, employer, etc. A person can occupy several roles at one time. For example, a person can have an employee role, a parent role, community member role, and spousal role all at the same time.

Please look at **ALL** the roles below and use the scale to rate the importance of each role that is **CURRENTLY** part of your life. Write your rating in the parentheses ***(numbers may be used more than once)***. The number will represent the importance of that role to you. For example, a role with the number 5 next to it will indicate that that role is very important to you. A rating of 0 means the role is not presently part of your life.

0	1	2	3	4	5
Not Applicable Or Not My Role	Very Unimportant	Unimportant	Neither Important Nor Unimportant	Important	Very Important

***Each of the roles below should have a number next to it.***

- |   |                            |
|---|----------------------------|
| ( ) Spouse/Partner                        | ( ) Church Member          |
| ( ) Community Member (i.e., civic league) | ( ) Son/Daughter           |
| ( ) Worker/Employee                       | ( ) Student                |
| ( ) Sibling                               | ( ) Parent                 |
| ( ) Recreation/Leisure Participant        | ( ) Extended Family Member |
| ( ) Homemaker/Household Manager           | ( ) Friend                 |

**Below you will be asked questions regarding your multiple life roles. Keep YOUR ROLES listed on the previous page in mind as you respond. Please use the rating scale below to respond to the statements that follow.**

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

- \_\_\_\_\_ I find that my roles are compatible with one another.
- \_\_\_\_\_ I feel free to express my beliefs across my life roles.
- \_\_\_\_\_ Having compatible roles is meaningful to me.
- \_\_\_\_\_ My knowledge from one role has little relevance for my other roles. \*
- \_\_\_\_\_ I need to have consistency among my life roles.
- \_\_\_\_\_ My skills tend to be specific and unique to each of my life roles. \*
- \_\_\_\_\_ I feel more comfortable sharing my beliefs and opinions in some roles than in other roles. \*
- \_\_\_\_\_ Some of my roles are more consistent with my values than others. \*
- \_\_\_\_\_ My values change as I change roles. \*
- \_\_\_\_\_ Experiences I have in one role help me in my other roles.
- \_\_\_\_\_ My roles are separate, and I don't see much overlap between them. \*
- \_\_\_\_\_ Skills I use in one role have little relevance for my other roles. \*
- \_\_\_\_\_ My roles seem to require similar attitudes and beliefs.
- \_\_\_\_\_ My knowledge tends to be specialized for a particular role. \*
- \_\_\_\_\_ I can openly express my values across my life roles.
- \_\_\_\_\_ Experiences I gain from one role are often useful in my other roles.
- \_\_\_\_\_ I often focus on more than one aspect of my life (i.e., being a parent, spouse, worker, etc.) at the same time.
- \_\_\_\_\_ Knowledge that is useful in one role is also useful in my other life roles.
- \_\_\_\_\_ I have skills that can be easily transferred across my life roles.
- \_\_\_\_\_ Across my various life roles, I seldom feel like I have to compromise my values.
- \_\_\_\_\_ Attitudes and beliefs I have in one role seem unacceptable when I'm in other roles. \*
- \_\_\_\_\_ Experiences I have in one role don't really apply to my other roles. \*

**Please use the rating scale below to respond to the statements that follow.  
Keep YOUR ROLES in mind as you respond.**

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

- \_\_\_\_\_ I have the opportunity to apply my skills across all my life roles.
- \_\_\_\_\_ Having compatibility between my roles is important to me.
- \_\_\_\_\_ My experiences in one role have little relevance in my other roles. \*
- \_\_\_\_\_ It's OK with me if my roles do not overlap. \*
- \_\_\_\_\_ I can apply things I have learned to all parts of my life.
- \_\_\_\_\_ When I am involved in one role I do not think about my other roles. \*

\* reverse scored

**APPENDIX F**  
**PERSON-ORGANIZATION FIT**

The statements below address how your work and values fit with the organizations. Please use the scale below to answer how your values fit with the organization.

1	2	3	4	5	6	7
Not at all	Usually Not	Sometimes	Occasionally	Often	Usually True	Completely

\_\_\_\_\_ 1. To what degree do your values, goals, and personality 'match' or fit this organization and the current employees in the organization?

\_\_\_\_\_ 2. To what degree do your values and personality prevent you from 'fitting in' this organization because they are different from most of the other employees' values and personality in this organization? \*

\_\_\_\_\_ 3. Do you think the values and 'personality' of this organization reflect your own values and personality?

\* reverse scored

Cable, D. M., & Judge, T. A. (1996). Person-organizational fit, job choice decisions, and organizational entry. *Organizational Behavior and Human Decisions Processes*, 67, 294-311.

**APPENDIX G**  
**ROLE CONFLICT**

The following statements are ways in which various roles can interfere with one another. Please record your level of agreement with each statement using the following scale.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

- \_\_\_\_1. My present job gives me little time for extra-curricular activities (appointments, studies, recreation etc.).
- \_\_\_\_2. My personal interests remain neglected due to my involvement with work.
- \_\_\_\_3. I feel guilty about neglecting my family due to job demands.
- \_\_\_\_4. My job requirements make it difficult for me to fulfill my social obligations.
- \_\_\_\_5. My job makes it difficult to be the kind of parent and/or spouse I would like to be.
- \_\_\_\_6. The demands of my job make it difficult to be relaxed all the time at home.
- \_\_\_\_7. At times I feel helpless that I cannot strike a balance between work and family demands.
- \_\_\_\_8. My job constrains me in meeting my cultural interests.

Pandey, S. & Kumar, E. S. (1997). Development of a measure of role conflict.

*The International Journal of Conflict Measurement, 8, 187-215.*



**APPENDIX H**  
**WORK-FAMILY CONFLICT**

The following are ways in which one's work life can interfere with one's family life. Please indicate your level of agreement with each statement using the following scale.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

- \_\_\_\_\_ 1. The demands of my work interfere with my home and family life.
- \_\_\_\_\_ 2. The amount of time my job takes up make it difficult to fulfill family responsibilities.
- \_\_\_\_\_ 3. Things I want to do at home do not get done because of the demands my job puts on me.
- \_\_\_\_\_ 4. My job produces strain that makes it difficult to fulfill family duties.
- \_\_\_\_\_ 5. Due to work-related duties, I have to make changes to my plans for family activities.
- \_\_\_\_\_ 6. The demands of my family or spouse/partner interfere with work-related activities.
- \_\_\_\_\_ 7. I have to put off doing things at work because of demands on my time at home.
- \_\_\_\_\_ 8. Things I want to do at work don't get done because of the demands of my family or spouse/partner.
- \_\_\_\_\_ 9. My home life interferes with my responsibilities at work such as getting to work on time, accomplishing daily tasks, and working overtime.
- \_\_\_\_\_ 10. Family-related strain interferes with my ability to perform job-related duties.

Netemeyer, R. G., Boles, J. S., & McMurrian, R. (1996). Development and validation of work-family conflict and family-work conflict. *Journal of Applied Psychology, 81*, 400-410.

**APPENDIX I**  
**PAY SATISFACTION**

Please use the scale below to describe your satisfaction with pay.

1	2	3	4	5
Very	Dissatisfied	Neutral	Satisfied	Very
Dissatisfied				Satisfied

I am \_\_\_\_\_ with...

- \_\_\_\_\_ 1. my current salary.
- \_\_\_\_\_ 2. my overall level of pay.
- \_\_\_\_\_ 3. size of my current salary.
- \_\_\_\_\_ 4. my take home pay.

Heneman, H., & Schwab, D. (1985). Pay satisfaction: Its multidimensional nature and measurement. *International Journal of Psychology, 20*, 129-141.

**APPENDIX J**  
**MARLOWE-CROWNE SOCIAL DESIRABILITY**

Listed below are a number of statements concerning personal attitudes and traits. Read each statement below and decide whether the statement is **TRUE** or **FALSE** as it pertains to you personally.

- \_\_\_\_\_ Before voting I thoroughly investigate the qualifications of all the candidates.
- \_\_\_\_\_ I never hesitate to go out of my way to help someone in trouble.
- \_\_\_\_\_ It is sometimes hard for me to go on with my work if I am not encouraged.\*
- \_\_\_\_\_ I have never intensely disliked anyone.
- \_\_\_\_\_ On occasion I have had doubts about my ability to succeed in life.\*
- \_\_\_\_\_ I sometimes feel resentful when I don't get my way.\*
- \_\_\_\_\_ I am always careful about my manner of dress.
- \_\_\_\_\_ My table manners at home are as good as when I eat out in a restaurant.
- \_\_\_\_\_ If I could get into a movie without paying and be sure I was not seen I would probably do it.\*
- \_\_\_\_\_ On a few occasions, I have given up doing something because I thought too little of my ability.\*
- \_\_\_\_\_ I like to gossip at times.\*
- \_\_\_\_\_ There have been times when I felt like rebelling against people in authority even though I knew they were right.\*
- \_\_\_\_\_ No matter who I'm talking to, I'm always a good listener.
- \_\_\_\_\_ I can remember "playing sick" to get out of something.\*
- \_\_\_\_\_ There have been occasions when I took advantage of someone.\*
- \_\_\_\_\_ I'm always willing to admit it when I make a mistake.
- \_\_\_\_\_ I always try to practice what I preach.
- \_\_\_\_\_ I don't find it particularly difficult to get along with loud mouthed, obnoxious people.

**Marlowe-Crowne social desirability scale continued.**

- \_\_\_\_\_ I sometimes try to get even rather than forgive and forget.\*
- \_\_\_\_\_ When I don't know something I don't at all mind admitting it.
- \_\_\_\_\_ I am always courteous, even to people who are disagreeable.
- \_\_\_\_\_ At times I have really insisted on having things my own way.\*
- \_\_\_\_\_ There have been occasions when I felt like smashing things.\*
- \_\_\_\_\_ I would never think of letting someone else be punished for my wrongdoings.
- \_\_\_\_\_ I never resent being asked to return a favor.
- \_\_\_\_\_ I have never been irked when people expressed ideas very different from my own.
- \_\_\_\_\_ I never make a long trip without checking the safety of my car.
- \_\_\_\_\_ There have been times when I was quite jealous of the good fortune of others.\*
- \_\_\_\_\_ I have almost never felt the urge to tell someone off.
- \_\_\_\_\_ I am sometimes irritated by people who ask favors of me.\*
- \_\_\_\_\_ I have never felt that I was punished without cause.
- \_\_\_\_\_ I sometimes think when people have a misfortune they only got what they deserved.\*
- \_\_\_\_\_ I have never deliberately said something that hurt someone's feelings.

\* reverse scored

Crowne, D. P., Marlowe, D. (1960). A new scale of social desirability independent of psychopathology. *Journal of Consulting Psychology, 24*, 249-354.

**APPENDIX K**  
**DEMOGRAPHIC INFORMATION**

4



Please provide the following information.

Age: \_\_\_\_\_ years

Gender: *(Please check one)*

Male  
 Female

Ethnicity: *(Please check one)*

African American  
 Asian  
 Caucasian  
 Hispanic  
 Native American  
 Other

Educational level: *(Please check one)*

Some high school  
 High school graduate (or equivalent)  
 Some college  
 College graduate  
 Some graduate school  
 Completed advanced degree

Your annual salary: *(Please check one)*

Under \$10,000  
 \$10,000 - \$19,999  
 \$20,000 - \$29,999  
 \$30,000 - \$39,999  
 \$40,000 - \$49,999  
 \$50,000 - \$59,999  
 \$60,000 - \$69,999  
 \$70,000 - \$79,999  
 \$80,000 - \$89,999  
 \$90,000 - \$99,999  
 \$100,000 and over

Employment: *(Please check one)*

Part time \_\_\_\_\_ Full time \_\_\_\_\_ Currently unemployed \_\_\_\_\_

What is your current occupation? \_\_\_\_\_

Are you working in your field of choice/study?

\_\_\_\_\_ Yes \_\_\_\_\_ No

Number of children and their ages:

Number of boys: \_\_\_\_\_ Ages: \_\_\_\_\_

Number of girls: \_\_\_\_\_ Ages: \_\_\_\_\_

Relational status *(Please check one)*

\_\_\_\_\_ Single and living alone  
\_\_\_\_\_ Married  
\_\_\_\_\_ Unmarried but living together

Number of years living together in the same household: \_\_\_\_\_ years

**APPENDIX L**  
**ROLE INTEGRATION MEASURE, STUDY 2**

A role can be defined as a set of expectations that a person applies to him/herself. It also involves the expectations of socially significant others such as parent, spouse, employer, etc. A person can occupy several roles at one time. For example, a person can have an employee role, a parent role, community member role, and spousal role all at the same time.

Please look at **ALL** the roles below and use the scale to rate the importance of each role that is **CURRENTLY** part of your life. Write your rating in the parentheses ***(numbers may be used more than once)***. The number will represent the importance of that role to you. For example, a role with the number 5 next to it will indicate that that role is very important to you. A rating of 0 means the role is not presently part of your life.

0	1	2	3	4	5
Not Applicable or Not My Role	Very Unimportant	Unimportant	Neither Important Nor Unimportant	Important	Very Important

***Each of the roles below should have a number next to it.***

- |   |                            |
|---|----------------------------|
| ( ) Spouse/Partner                        | ( ) Church Member          |
| ( ) Community Member (i.e., civic league) | ( ) Son/Daughter           |
| ( ) Worker/Employee                       | ( ) Student                |
| ( ) Sibling                               | ( ) Parent                 |
| ( ) Recreation/Leisure Participant        | ( ) Extended Family Member |
| ( ) Homemaker/Household Manager           | ( ) Friend                 |

Below you will be asked questions regarding your multiple life roles. Keep YOUR ROLES listed on the previous page in mind as you respond. Please use the rating scale below to respond to the statements that follow.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

- \_\_\_\_\_ I have skills that can be easily transferred across my life roles.
- \_\_\_\_\_ My knowledge from one role has little relevance in my other roles.\*
- \_\_\_\_\_ Experiences I gain from one role are often useful in my other roles.
- \_\_\_\_\_ My roles are separate, and I don't see much overlap between them.\*
- \_\_\_\_\_ Experiences I have in one role help me in my other roles.
- \_\_\_\_\_ Knowledge that is useful in one role is also useful in my other life roles.
- \_\_\_\_\_ My experiences in one role have little relevance in my other roles.\*
- \_\_\_\_\_ I can apply things I have learned to all parts of my life.
- \_\_\_\_\_ Experiences I have in one role don't really apply to my other roles.\*
- \_\_\_\_\_ Skills I use in one role have little relevance in my other roles.\*
- \_\_\_\_\_ Each of my roles supports my beliefs.
- \_\_\_\_\_ I have to adjust my attitude for different roles.\*
- \_\_\_\_\_ All of my roles allow me to express my true values.
- \_\_\_\_\_ Some of my roles require me to go along with things I don't really believe in.\*
- \_\_\_\_\_ In most of my roles, I deal with people whose attitudes are similar to mine.
- \_\_\_\_\_ Each of my roles allows me to be true to myself.
- \_\_\_\_\_ To be effective, I have to adopt different attitudes for different roles.\*
- \_\_\_\_\_ In some of my roles, I can't say what I really think.\*
- \_\_\_\_\_ My beliefs do not change across my different life roles.
- \_\_\_\_\_ My attitude remains the same across my various life roles.
- \_\_\_\_\_ Some of my roles require me to interact with people who don't share my values.\*
- \_\_\_\_\_ I feel free to express my beliefs across my life roles.

\* reverse scored

**APPENDIX M**

**JOB STRESS**

Please record your level of agreement with each statement using the rating scale below.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

- \_\_\_\_\_ 1. I work under a great deal of tension.
- \_\_\_\_\_ 2. I have too much work to do.
- \_\_\_\_\_ 3. My working environment is very stressful.
- \_\_\_\_\_ 4. I feel I cannot work long enough or hard enough.
- \_\_\_\_\_ 5. I feel stressed by my job.
- \_\_\_\_\_ 6. I feel as if I will never get all my work done.
- \_\_\_\_\_ 7. It makes me tense to think about my job.
- \_\_\_\_\_ 8. While at work, I feel there is too much pressure to get things done.
- \_\_\_\_\_ 9. I have unwanted stress as a result of my present job.
- \_\_\_\_\_ 10. I feel "burned-out" after a full day of work.
- \_\_\_\_\_ 11. The tension I feel at work makes me unhappy.
- \_\_\_\_\_ 12. My job is stressful.

Hofler, K. (1996). *Work interference with family (W-F) and family interference with work (F-W): Antecedents and mediators*. Unpublished masters thesis, Old Dominion University, Norfolk, VA.

**APPENDIX N**  
**HOME STRESS**



The questions in this scale ask you about your feelings and thoughts during the last month. In each case you will be asked to indicate how often you felt or thought a certain way. Although some of the questions are similar, there are differences between them and you should treat each one as a separate question. The best approach is to answer each question fairly quickly. That is, don't try to count up the number of times you felt a particular way, but rather indicate the alternative that seems like a reasonable estimate.

For each question choose from the following alternatives:

0	1	2	3	4
Never	Almost Never	Sometimes	Fairly Often	Very Often

\_\_\_\_\_ In the last month, how often have you been upset because of something that happened unexpectedly at home/in your family?

\_\_\_\_\_ In the last month, how often have you felt you were unable to control important things in your family?

\_\_\_\_\_ In the last month, how often have you felt nervous and "stressed" at home?

\_\_\_\_\_ In the last month, how often have you dealt successfully with irritating hassles at home?\*

\_\_\_\_\_ In the last month, how often have you felt that you were effectively coping with important changes that were occurring at home/in your family?\*

\_\_\_\_\_ In the last month, how often have you felt confident about your ability to handle personal problems at home/in your family?\*

\_\_\_\_\_ In the last month, how often have you felt things were going your way at home/in your family?\*

\_\_\_\_\_ In the last month, how often have you found that you could not cope with all the things that you had to do at home/for your family?

\_\_\_\_\_ In the last month, how often have you been able to control irritations at home?\*

\_\_\_\_\_ In the last month, how often have you felt that you were on top of things at home?\*

\_\_\_\_\_ In the last month, how often have you been angered because of things that happened at home/in your family that were outside your control?

\_\_\_\_\_ In the last month, how often have you found yourself thinking about things that you have to accomplish at home?

\_\_\_\_\_ In the last month, how often have you been able to control the way you spend your time at home/with your family?\*

\_\_\_\_\_ In the last month, how often have you felt difficulties at home/in your family were piling up so high that you could not overcome them?

\*reverse scored

Cohen, S., Kamarck, & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior, 24*, 385-396.

**APPENDIX O**  
**JOB SATISFACTION**



**APPENDIX P**  
**HOME SATISFACTION**

Please rate your level of agreement with each statement using the scale below.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree

\_\_\_\_\_1. Generally speaking, I am very satisfied with my family situation.

\_\_\_\_\_2. I frequently think I would like to change my family situation.\*

\_\_\_\_\_3. I am generally satisfied with my family situation.

\*reverse scored

Hackman, J. R., & Oldham, G. R. (1975). *The job diagnostic survey: An instrument for the diagnosis of jobs and the evaluation of job redesign projects (Technical Report No. 4)*. New Haven, Conn.: Yale University, Department of Administrative Sciences.

**APPENDIX Q**  
**LIFE SATISFACTION**

Please circle the number that best reflects how you feel about your life in general.

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

Quinn, R., & Staines, G. (1979). *The 1977 Quality of Employment Survey*.

Survey Research Center, Ann Arbor, MI.

**APPENDIX R****FINAL TWO FACTOR ROLE INTEGRATION MEASURE**



## Factor 1

## Knowledge, skills, and experiences (KSE)

- \_\_\_\_\_ I have skills that can be easily transferred across my life roles.
- \_\_\_\_\_ Experiences I gain from one role are often useful in my other roles.
- \_\_\_\_\_ Experiences I have in one role help me in my other roles.
- \_\_\_\_\_ Knowledge that is useful in one role is also useful in my other life roles.
- \_\_\_\_\_ My experiences in one role have little relevance in my other roles.\*
- \_\_\_\_\_ I can apply things I have learned to all parts of my life.

## Factor 2

## Values, beliefs, attitudes (VBA)

- \_\_\_\_\_ All of my roles allow me to express my true values.
- \_\_\_\_\_ Some of my roles require me to go along with things I don't really believe in.\*
- \_\_\_\_\_ Each of my roles allows me to be true to myself.
- \_\_\_\_\_ In some of my roles, I can't say what I really think.\*
- \_\_\_\_\_ My attitude remains the same across my various life roles.
- \_\_\_\_\_ I feel free to express my beliefs across my life roles.

\*reverse scored

**APPENDIX S**  
**MEANS, STANDARD DEVIATIONS, AND INTERCORRELATIONS INCLUDING**  
**SUBSCALE INDICATORS**

*Means, Standard Deviations, and Intercorrelations of Subscale Indicators*

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1. Age	43.64	9.22																							
2. Gender	1.65	.48	-.01																						
3. Educational Level	3.65	1.26	.03	-.03																					
4. Task 1	4.33	.53	.03	.13*	.12*	(.82)																			
5. KSE 2	4.22	.61	-.02	-.06	.06	.65**	(.82)																		
6. KSE 3	4.32	.56	-.03	.11*	.06	.62**	.63	(.82)																	
7. VBA 1	3.27	.91	.03	-.06	-.01	.09	.04	.06	(.78)																
8. VBA 2	3.09	.85	-.07	-.06	-.07	.03	.03	.11*	.56**	(.78)															
9. VBA 3	2.96	.88	-.02	-.07	-.01	.12*	.11*	.13*	.54**	.61**	(.78)														
10. Job stress 1	3.06	1.01	.02	-.01	-.05	-.06	-.07	-.07	-.28**	-.42**	-.34**	(.95)													
11. Job stress 2	3.22	1.00	.04	-.02	-.00	-.03	-.03	-.04	-.29**	-.45**	-.37**	.88**	(.95)												
12. Job stress 3	3.33	.99	.02	-.01	-.03	-.03	-.05	-.06	-.28**	-.43**	-.33**	.88**	.90**	(.95)											
13. Home stress 1	1.66	.70	-.17**	-.02	-.07	-.10*	-.09	-.12*	-.21**	-.16**	-.09	.26**	.27**	.26**	(.88)										
14. Home stress 2	1.26	.73	-.09	-.01	-.10*	-.15**	-.16**	-.23**	-.22**	-.20**	-.16**	.26**	.26**	.26**	.72**	(.88)									
15. Home stress 3	1.46	.73	-.13*	.06	-.06	-.10	-.02	-.15**	-.24**	-.15**	-.12*	.25**	.25**	.26**	.70**	.75**	(.88)								
16. Work-Family Conflict	3.20	1.65	-.06	-.06	.05	.09	-.14**	-.13*	-.25**	-.35**	-.26**	.61**	.61**	.63**	.39**	.32**	.28**	(.93)							
17. Family-Work Conflict	2.06	1.02	-.06	-.13*	.03	-.06	-.06	-.11*	-.11*	-.14**	.10*	.34**	.34**	.31**	.48**	.44**	.39**	.54**	(.85)						
18. Job Satisfaction	6.46	2.26	.15**	.01	.14**	.12*	-.12*	.12*	.26**	.31**	.28**	-.61**	-.52**	-.53**	-.25**	-.25**	-.20**	-.45**	-.25**	(.84)					
19. Home Satisfaction	5.37	1.47	.11*	-.03	.06	.11*	.05	.07	.21**	.06	.13**	-.19**	-.20**	-.19**	-.54**	-.60**	-.57**	-.28**	-.31**	.18**	(.83)				
20. Life Satisfaction 1	5.28	1.40	-.01	-.06	.17*	.23**	.16**	.16**	.15**	.17**	.22**	-.25**	-.24**	-.22**	-.30**	-.30**	-.33**	-.23**	-.16**	.34**	.37**	(.97)			
21. Life Satisfaction 2	5.47	1.45	-.05	.00	.15**	.23**	.19**	.19**	.13*	.17**	.19**	-.27**	-.25**	-.24**	-.28**	-.35**	-.26**	-.26**	-.21**	.35**	.32**	.69**	(.97)		
22. Life Satisfaction 3	5.55	1.45	-.05	-.02	.18**	.22**	.17**	.17**	.09	.11*	.14**	-.19**	-.19**	-.17**	-.23**	-.32**	-.25**	-.17**	-.15**	.28**	.32**	.67**	.91**	(.97)	
23. Total Roles	9.97	1.77	-.01	-.06	-.03	.07	.10*	.10*	.01	.03	.07	-.05	-.02	-.05	.06	-.03	.01	-.01	.06	.06	.11*	.11*	.12*	.11*	--

**Note:**  $n = 391$ . An \* specifies significance at  $p \leq .05$  and \*\* specifies significance at  $p \leq .01$ . Internal consistency was not computed for each subscale indicator, therefore, alpha levels reflect internal consistency for the entire scale for this sample.

## VITA

**Tonya Alicia Miller received her B.A. in Psychology from Hampton University in May of 1992. While attending Hampton University, Dr. Miller was inducted into Alpha Kappa Mu, Beta Kappa Chi, and Psi Chi honor societies. She spent the summer of 1991 as a MARC-AIM fellow where she conducted research under a well renowned developmental psychologist at Purdue University.**

**Dr. Miller received her M.S. in Psychology from Old Dominion University [Psychology Department, 250 MGB, Norfolk, VA 23529] in December 1994, and her Ph.D. in Industrial/Organizational Psychology in December 1999. While completing her graduate work Dr. Miller kept busy through her teaching, research, and many projects. She began, as a teaching assistant in perception and cognition and later became the instructor for an introduction to psychology course. She was also involved in various research projects in the areas of clothing perceptions, career development, and life role integration. Much of this research resulted in regional and national conference presentations.**

**Dr. Miller has been involved in many projects outside the academic environment. Her work in five different organizations ranged from health care to the telecommunications industry. As a member of many project teams she worked on job analysis, competency development, the improvement of selection procedures, development of a training module, validation studies, performance assessment development, bench-marking and best-practices, and construction and implementation of a 360 feedback questionnaire.**