

BALANCING MULTIPLE LIFE SPHERES:
THE ROLE OF PERSONALITY AND PERSONALITY-ENVIRONMENT FIT

by
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Abstract

Traditionally, work-life balance has been examined from the perspective of role conflict between two spheres: work and family. In the current research, a broader definition of work-life balance was used that included multiple life spheres outside of work and the consideration that life spheres could positively influence one another. The relations between demands, personality, and personality-environment fit and four work-life balance outcomes (i.e., general work-life balance, work interference with personal life, personal life interference with work, and work-personal life enhancement) were examined. Participants in Study 1 were students who were also employed. There were two samples in Study 2: a sample of students who were employed and a community sample of working adults. Participants from all three samples reported that they participated in and valued multiple life spheres such as community involvement, personal development, fitness, and hobbies. In general, demands, personality, and personality-environment fit each explained variance in work-life balance. Role overload at work or school was a more consistent predictor of the work-life balance outcomes compared with more objective demands, such as work hours and hours spent doing homework. The extent to which participants reported their personalities were a good fit with their life spheres was associated with better general work-life balance and more work-personal life enhancement. This effect was both direct and indirect through perceived stress and energy.

Given these findings, it may be important for both individuals trying to balance work and life and organizations trying to promote a culture that supports work-life balance to consider factors beyond objective demands such as work hours. Finding ways to reduce role overload at work may have a greater impact on work-life balance as compared to policies that target the number and flexibility of work hours. Given that having a good fit between one's personality and life spheres was associated with increases in energy and decreases in stress, which may help people balance work and multiple life spheres, participating in life spheres in which people feel they can be themselves may be an important protective factor .

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Balancing work and multiple life spheres

Balancing Work and Multiple Life Spheres:

The Role of Personality and Personality-Environment Fit

Work is a necessary part of life for most individuals. Even many students and stay-at-home parents would likely argue that they spend a significant amount of time ‘working’ even if they are not paid. Achieving a balance between what individuals view as ‘work’ and the other parts of life is likely very important to health and quality of life for themselves and their families. Skinner and Pocock (2008) argued that all employees desire a healthy balance between their paid employment and other aspects of their lives. Further, there is evidence that participation in nonwork and nonfamily spheres such as volunteerism and fitness activities brings with it benefits to both individuals and their organizations (Hecht & Boies, 2009).

Traditionally, work-life balance has been defined as an inter-role conflict during which the pressures and demands stemming from one life sphere (e.g., work) make it more difficult to fully and effectively participate in another life sphere (e.g., family; Greenhaus & Beutell, 1985), thus leading to a sense of life imbalance. Although work-life balance has received a great deal of attention from researchers, the research is often narrowly focused on the conflict between only two life spheres: work and family (e.g., Greenhaus & Beutell, 1985; Higgins, Duxbury & Irving, 1992; Rotondo, Carlson, & Kincaid, 2003). This narrow focus has excluded the possibility that individuals must balance multiple life spheres that include not only work and family, but also personal needs for leisure, friendships, sport, school, and so forth. It is necessary to examine how people balance many life spheres in a way that allows for greater individual well-being.

Balancing work and multiple life spheres

Many researchers have proposed that, in order to fully understand work-life balance, we need to go beyond the traditional definition that only includes work and family (Crooker, Smith, & Tabak, 2002; Skinner & Pocock, 2008; Sturges, 2008). It is possible that people are able to balance many different life spheres until one sphere increases demands or pressure in such a way that participation in other spheres is hampered. It has been found that as work demands increase, the less people feel they have balance between their work and home-life (Voydanoff, 2004; 2005); however, to date, there has been little research exploring whether increased work demands affect the balance of other life spheres in addition to family life. It is likely that life spheres such as volunteering or taking part-time studies suffer well before family life suffers. Hence, it is important to examine work-life balance taking into account multiple life spheres and the changing demands and pressures in each of the spheres.

Undoubtedly, situational demands, such as work hours, are important considerations when trying to understand work-life balance, but it is also possible that two individuals with very similar situational demands would still report different levels of work-life balance. Recently, researchers have begun to examine the connection between individual differences and work-family balance (e.g., Blanch & Aluja, 2009; Bruck & Allen, 2003; Carlson, 1999; Wayne, Musisca, & Fleeson, 2004; Wierda-Boer, Gerris, & Vermulst, 2009). Although this research is preliminary, there is some evidence that certain personality traits affect the extent to which individuals can balance work and family spheres. For example, there is some support for the idea that people higher in neuroticism may have more difficulties balancing their work and family (Blanch & Aluja,

2009), and this effect may be indirect through job and parenting stress (Wierda-Boer et al., 2009). However, much of the research on the association of personality with work-life balance has only considered how individual traits predict work-family balance, rather than the balance between work and multiple life spheres.

Further to the association of personality and work-life balance, it is also possible that the extent to which an individual's personality matches his or her environment may also influence work-life balance. For instance, introverts may need to take some time to recover if most of their workday is spent interacting with other individuals. In fact, Little and Joseph (2007) found that when participants behaved contrary to their true level of extraversion in order to work on personal projects, they experienced poorer well-being as measured by physical symptoms and depressive affect. Thus, the increased strain people may experience when they behave in a way that is different from their personality may also inhibit their ability to balance work and life.

As such, examining the role of personality and personality-environment fit may help explain why some individuals appear to succeed in balancing multiple life spheres, whereas other individuals appear to struggle more when trying to build both a successful career and lead a balanced life. Although researchers have begun to examine the connection between personality and work-life balance, they have not yet examined the association between personality-environment fit and work-life balance. Individuals' environments are comprised of their life spheres and they may have more time and energy for participation in multiple spheres if they can behave in a way that is congruent with their personality in most of these life spheres.

Given the importance of looking at work-life balance from the perspective of multiple life spheres and personality-environment fit, the purpose of the present research was fourfold. The first purpose was to explore the extent to which people participate in and value multiple life spheres. The second purpose was to examine the connection between achievement and work-life balance. The third purpose was to examine the role that personality plays in work-life balance. The fourth purpose was to investigate whether personality-environment fit is associated with work-life balance.

Work-Life Balance

Many firms and organizations are experiencing pressure resulting from globalization and rapid technological advancement and this pressure is often passed on to the employees of these organizations (Kofodimos, 1993; Ladipo & Wilkinson, 2002). In many workplaces there has been an increase in competitive pressure and technological advances that extend work out of the workplace. For employees, these changes usually mean increased work hours, fast-paced work environments, expected flexibility, greater job demands, and decreases in job security (Ladipo & Wilkinson, 2002; Whitney, Kusznir, & Dixie, 2002) leading to greater challenges in balancing work and other life spheres.

Researchers have long recognized the consequences of over-involvement in work. In the 1960s Von Dusch, a Dutch cardiologist, observed a connection between overwork and increased heart disease (Quick, Henley, & Quick, 2004). Since then, researchers have found connections between working long hours and heart attacks (Liu & Tanaka, 2002; Sokejima & Kagamimori, 1998; Thiel, Parker, & Bruce, 1973), physical symptoms

(Schmitt, Colligan, & Fitzgerald, 1980), impaired cognitive performance (Proctor, White, Robins, Echeverria, & Rocskay, 1996), stress symptoms (Sorensen, Pirie, Folsom, Luepker, Jacobs, & Gillum, 1985), and depression (Proctor et al., 1996). Rau and Triemer (2004) found that women who worked overtime had higher systolic and diastolic blood pressure while at work compared to women who did not work overtime.

Colloquially, overwork is often viewed as the main reason that individuals fail to balance work and life and, indeed, and Aaronson, Pallikkathayil and Crighton (2003) found that participants reported that work stress and overwork led to fatigue and Golden and Wiens-Tuers (2006) found that overtime hours were associated with work stress, fatigue, and imbalance between the work and family spheres. The stress associated with overwork may be particularly damaging when people do not have enough time to retreat into life spheres that may be restorative for them. Fritz and Sonnentag (2005) found that nonwork hassles during time off on the weekend lead to poorer well-being and lower task performance. Failing to achieve balance between work and family leads to negative mental and physical health consequences (Burke, 2006; Kofodimos, 1993; Quick et al., 2004) similar to those associated with overwork and long work hours. Understanding the personal factors that also affect one's work-life balance may provide another means to help individuals lead healthful lives by balancing work and life.

Defining work-life balance. Because work-life balance has been examined from many different perspectives, the term has been defined in a number of different ways. Many researchers have focused on measuring imbalance or conflict (e.g., Frone, Russell, & Cooper, 1992; Kelloway, Gottlieb, & Barham, 1999; Wallace, 1999). In fact, in a

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comprehensive review of the literature, Eby, Casper, Lockwood, Bordeaux, and Brinley, (2005) found that the majority of researchers examining work and family variables examine negative influences between these two spheres. There are some researchers, however, that have included positive aspects (e.g., Rothbard, 2001, Wayne et al., 2004). There is also some variety in the specificity of the terms used to define some phenomenon associated with the amount of time and energy one's occupation occupies. For example, work-life balance is a general term that suggests a balance between work and a number of other life spheres, whereas work-family balance is a more specific term that places the emphasis on a balance between two specific life spheres: work and family. Most of the research in work-life balance focuses on balancing work and family responsibilities (e.g., Edwards & Rothbard, 1999, Fox, Schwartz, & Hart, 2006, Greenhaus & Beutell, 1985, Higgins et al., 1992, Kossek, Noe, & DeMarr, 1999, Rotondo et al., 2003). This focus is often narrowed further as 'family' is often operationalized as parents with children (McQuarrie, 2005).

Although there appears to be a strong focus on work and family, there are some researchers who present more comprehensive definitions. The work-force is changing (e.g., more employees responsible for elder care, more couples choosing not to have children) and it may be important to consider a broader set of demographic groups when defining work-life balance. For instance, Crooker, Smith, and Tabak (2002) defined work-life balance as the balancing of the 'complexity and dynamism' of life using resources from a variety of life spheres including family, community, and work. These researchers argued that as individuals' lives become more complex and dynamic, it will

be less likely that they will believe they have achieved a balance between work and non-work life

The spheres of life that should be examined need to extend beyond work and home Crooker et al (2002) suggested expanding the consideration of life spheres to include (a) home and extended family, (b) job and employer, (c) profession, and (d) community and leisure In addition to the challenge of balancing roles between multiple spheres to avoid conflict, consideration should also be given to the possibility that different spheres can also supply resources that can help individuals achieve work-life balance

In sum, work-life balance is a general term that refers to a balance between many spheres of life including, but not limited to, work, leisure, community involvement, and family This balance should enable individuals to be productive and give them control over personal development that is in line with their personal desires, interests, and values (Kofodimos, 1993) More empirical research in work-life balance is needed -- it should go beyond simply examining the tension between work and family and should incorporate many life spheres into a larger model of work-life balance in order to understand how individuals can achieve a desired balance between work and other life spheres in a way that promotes both productivity and health

Examining work-life balance. Researchers attempting to understand work-life balance have examined the role of conflict between life spheres based on time, strain, or behaviour (e g , Greenhaus & Beurell, 1985), the potential effects of spill-over from one life sphere to another (e g , Higgins et al , 1992), and stress associated with engaging in

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multiple roles (e g , Marks, 1977) These perspectives all contribute to the understanding of important factors that affect work-life balance A common theme for all of these perspectives is that people can become preoccupied or over-involved in one role or life sphere in such a way that there are negative consequences for other roles or spheres

Spillover From One Sphere to Another. The direction (e g , work to family or family to work) of the conflict may be an important factor to consider (Kelloway et al , 1999) Different terms have been used to describe the influences that one life sphere can have on another, but most commonly researchers refer to spillover (e g , Kirchmeyer, 1992, 1993, Leiter & Durup, 1996) or interference (e g , Leiter & Durup, 1996) Interference or negative spillover occurs when activities in one sphere make participation in other spheres problematic or unsatisfactory (Kirchmeyer, 1993) or when problems or conflicts originating in one sphere interfere with proper and healthy functioning in a second sphere (e g , Frone et al , 1992, Kinnunen Vermulst, & Makikangas, 2003) Generally researchers specify which sphere is interfering with which sphere (e g , work interfering with family, family interfering with work)

Different life spheres may have different levels of structure and requirements that may impact how conflict that arises in one sphere influences another There has also been some discussion about whether problems at work contribute more to imbalance as compared to problems that initiate in other spheres Many researchers have found that work interferes with family more than family interferes with work (Higgins et al , 1992, Kinnunen et al , 2003, Leiter & Durup, 1996) For many individuals, their family sphere may be less structured and less constrained compared to their work sphere, thus family

events might be considered and scheduled only after work events are taken care of (Higgins et al., 1992; Kelloway et al., 1999). This argument may be even more pertinent if one considers nonwork spheres other than family. For instance, leisure activities may be viewed as the most flexible in terms of hours and schedule, therefore problems at work would be more likely to cause conflict with leisure activities rather than vice versa.

There may be challenges in understanding the direction of conflict when examining multiple life spheres. However, even when considering multiple spheres, it may be possible to assess the extent to which one sphere has the tendency to interfere with other spheres. For example, the sphere with the most constraints and inflexibility may be most likely to interfere with other spheres. In contrast, spheres that are flexible and non-restraining may be those spheres that are most likely to provide resources for other life spheres but may also receive considerably less focus and attention from individuals.

Researchers are beginning to examine the positive influence, rather than simply the negative influence, one life sphere can have on another. Enhancement, or positive spillover, occurs when activities in one sphere provide support, facilitate, or enhance the activities in another sphere (Kirchmeyer, 1993). Some researchers have used the term 'facilitation' to suggest that participating in one sphere can provide resources that can be used to make participation in another sphere easier (e.g., Wayne et al., 2004). Regardless of the terms that researchers use, the concepts are very similar in meaning -- when individuals participate in a life sphere, that participation can improve the quality of participation in other life spheres. In two separate studies, Kirchmeyer (1992; 1993)

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found that business alumni and experienced managers perceived more positive spillover from nonwork spheres (parenting, community, and leisure) to work domains than negative spillover from nonwork to work spheres. Hecht and Boies (2009) examined participation in more specific nonwork spheres and found that volunteer activities were associated with positive behavioural spillover in the nonwork to work direction and participation in sports and fitness activities was associated with positive emotional spillover from nonwork to work.

There appears to be a colloquial understanding that in order to have a successful career, one must sacrifice work-life balance. Sturges (2008) found that young professionals who were establishing or trying to get ahead in their careers felt that they had to sacrifice participation in nonwork activities in order to manage their careers. This often involved meeting organizational norms such as putting in 'face time' at work. Alternatively, some researchers have emphasized and investigated the possibility that there could be benefits to multiple role participation (Barnett & Gareis, 2006, Hecht & Boies, 2009, Marks, 1977, Rothbard, 2001, Ruderman, Ohlott, Panzer, & King, 2002, Shelton, 2006, Sieber, 1974). Enhancement (e.g., Shelton, 2006), expansion (e.g., Marks, 1977), positive emotional and behavioural spillover (e.g., Hecht & Boies, 2009) and enrichment (e.g., Rothbard, 2001) are all terms that have been used to describe the positive effects of participating in multiple roles. However, most of the research examining the positive direction of work-life balance (e.g., Wayne et al., 2004) has looked only at the work and family spheres and more work is needed to explore possible positive effects of multiple life spheres (Kirchmeyer, 1992, 1993). This spillover may

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provide important resources that help individuals obtain optimal balance between work, family, and other life spheres. Although it may be easier to consider direction when limiting the focus to two spheres, important information may be lost by failure to consider multiple life spheres.

Participation in multiple roles. Ford, Heinen, and Langkamer (2007) argued that, outside of work, it was appropriate to focus on the family spheres because of there was a higher level of responsibility in the family sphere (e.g., child raising responsibilities) compared to other spheres. Because other spheres are less likely to require high levels of responsibility, it is less likely that work will conflict with those spheres. Although it may be true in that externally imposed restrictions and responsibilities would not commonly be imposed on individuals in life spheres outside of work and family, there may be important exceptions. For example, someone may hold an important volunteer position in the community that they value and that imposes important responsibilities. Further, interference or conflict could arise between life spheres, regardless of the number and pressure of responsibilities stemming from a given sphere. For instance, an individual may value time spent with friends or church activities, even though these life spheres may not exert any amount of pressure on the individual. If work or another life sphere makes it difficult to participate in these spheres, then it is likely that interference will still exist even though the nonwork spheres are not exerting undue pressure on the individual. In addition, focusing only on those spheres that contain restrictions and responsibilities limits the investigation of the positive influences between the spheres.

Sieber (1974) described four types of rewards that could be gained from participation in multiple roles. First, he suggested that roles bring privileges (e.g., financial compensation, status, authority) in addition to the duties and responsibilities associated with them. In many cases the privileges outweigh the duties associated with the role, which may be what entices many individuals to participate in a given role. Second, participating in multiple roles may help build status security. For instance, the successes achieved in one role might buffer against the negative consequences of failures associated with another role (Barnett & Gareis, 2006; Sieber, 1974). Third, roles may provide networking opportunities such as invitations to social gatherings and recommendations pertinent to other roles. Last, Sieber proposed that participation in multiple roles may enhance participants' personality as they may be exposed to divergent viewpoints, have access to many different sources of information, and have reduced boredom levels.

Marks (1977) compared the scarcity approach (i.e., loss of energy) and the expansion approach (i.e., gain of energy) to understanding the effects of engaging in multiple roles. He argued that, in Western cultures, people tend to have a series of over- and under-commitments and that individuals choose which life spheres will receive their time and energy. No matter how much individuals may value particular roles to which they are under-committed, the roles to which they are over-committed will consume most of their time and energy. In essence, individuals sometimes invest a substantial amount of time and energy into a life sphere that they may not value a great deal.

There may be some life roles or spheres that can be very demanding in terms of

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responsibility, but are not strongly valued by those individuals participating in them. For instance, there may be individuals who feel trapped in a particular employment situation because they are dependent on the financial compensation, but who do not value their employment. These individuals may be overcommitted to their job and hence invest much of their time and energy into it and have little time and energy left over for life spheres that they value highly such as family or community involvement. Indeed, many over-worked individuals report that their families are most important, yet these same individuals spend a great deal of time at work (Hewlett & Luce, 2006). In fact, it may be the life spheres that are not demanding that get most excluded when an individual is having difficulty finding work-life balance. An individual may strongly value a leisure activity, but because there may not be any external demands (e.g., threat of punishment, need for money) for participating in it, the individual may forgo the activity he or she enjoys in favour of the more demanding roles. For example, it may be considered less appropriate to refuse overtime in order to engage in a hobby compared to refusing overtime in order to spend more time with family.

A comprehensive understanding of the effects of participating in multiple roles requires investigation into both the negative and the positive effects of such participation. If individuals become more committed to roles they value, they may find that the time and energy invested in these roles provides resources that makes participation in other roles easier. It is likely that, although there are both benefits and downfalls to participating in multiple roles, balancing work with nonwork appears to be a challenge facing many employed individuals including those with and without demanding family

obligations.

Correlates of Work-Life Balance

Attempting to understand and predict behaviour in general usually requires assessing both situational factors and personal factors and how these factors interact (Chatman, 1999). The same is likely the case when attempting to understand what variables are associated with work-life balance. Although it is highly probable that both personal and situational factors have some direct influence on an individual's capacity for achieving work-life balance, it may be necessary to consider personal and situational factors together in order to gain a more comprehensive understanding of work-life balance. Individuals' most advantageous strategies for achieving work-life balance may depend on the unique combination of their personalities and the environmental conditions of work and other life spheres.

Demands and work-life balance. Work demands are claims attached to particular work roles that are either norms, requirements, or expectations to which individuals must put in effort in order to respond appropriately (Voydanoff, 2005). Demands may be time-based, such as the number of hours required for a particular task, or strain-based, such as work-load pressure or job insecurity. Individuals may strive to meet the demands to avoid negative consequences or to gain positive resources.

Both time-based and strain-based demands have been found to predict problems between work and nonwork domains. For instance, Geurts, Rutte, and Peeters (1999) found that work schedules that disrupted participants' sleep-wake cycles and limited spare time predicted higher levels of work interference with home. Valcour (2007) found

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that greater work hours was associated with less satisfaction with work-family balance and this was particularly true for individuals with little control over their work hours. In addition, Valcour also found that participants who reported they worked under pressure and had too much work to do also reported more work interference with home. Further, hours worked, extra hours without notice, overnight travel, job insecurity, and workload pressure predicted work-family conflict (Voydanoff, 2004; 2005).

Wallace (1999) examined perceived workload and actual hours of work per week as predictors for work-to-nonwork conflict for lawyers. Hours worked predicted time-based conflict only for the men and did not predict strain-based conflict for either gender. Perceived workload, however, predicted both time-based and strain-based work-nonwork conflict in both men and women. These findings are interesting because the subjective perception of being overworked appears to be a stronger and more consistent predictor of time-based work-to-nonwork conflict than the more objective measure of actual hours worked. Even with sufficient time for each sphere, individuals may still perceive that they do not have work-life balance if the stress from one sphere is spilling into another.

Personality and work-life balance. Even when the demands such as work hours are taken into consideration, a considerable amount of variability in work-life balance remains unexplained, which may be accounted for by the personality of employees. For instance, Voydanoff (2004) found that 32% of the variance in work-family conflict and 14% of the variance in work-family facilitation was accounted for by demographic variables (gender, ethnicity, education, and number of children), demands, and resources. This suggests that at least two-thirds of the variance in work-life balance might be

accounted for by other variables, such as personality and the extent individuals fit with their environment.

Some researchers have proposed models of work-family or work-life balance that included personal resources such as hardiness, locus of control, and proactive personality (Crooker et al., 2002; Greenhaus & Powell, 2006). Despite the theoretical push to include individual differences examined in work-life balance research, personality variables have been included in only a few empirical studies. Byron (2005) conducted a meta-analysis of the antecedents of both work interference with family life and family life interference with work. She noted that very little research included personality variables and that this was an important consideration for future research. Eby et al. (2005) conducted a content analysis of work-family research from 1980 – 2002 and found that individual differences were examined in only 4.6% of predictive studies and only a quarter of these included personality variables. Individual differences were examined in 12% of exploratory studies, but of these, less than 10% included personality variables.

The few studies that consider both personality and work-life balance outcomes often consider personality as a moderating factor between work-life balance and well-being or distress rather than a direct influence (Kinnunen et al., 2003; Rantanen, Pulkkinen, & Kinnunen, 2005). However, there are a small number of studies that consider the associations between personality and work-family balance directly (Blanch & Aluja, 2009; Bruck & Allen, 2003; Carlson, 1999; Wayne et al., 2004; Wierda-Boer et al., 2009), although it is noted that these studies have been limited to examinations of

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work-family conflict or, to a lesser extent, work-family facilitation, rather than the fuller spectrum of work-life balance

The five factor model of personality and work-life balance. The five-factor model of personality is a good place to begin examining the connection between personality and work-life balance. Each of the big-five personality factors (i.e., extraversion, neuroticism, conscientiousness, agreeableness, and openness to experience) likely have unique associations with work-life balance. For instance, some factors, such as conscientiousness, may play a role by increasing positive spill-over between spheres, whereas other factors, such as neuroticism, may play a role in increasing conflict between spheres. Although the research on the association of the big-five personality factors on individuals' tendencies to achieve a satisfactory work-life balance (e.g., Bruck & Allen, 2003, Wayne et al., 2004) has focused exclusively on balancing between work and family, there are some important findings that likely would be applicable to work-life balance involving the balancing of multiple life spheres.

Extraversion. Individuals on the extraversion continuum vary in the extent to which they enjoy social interaction and lively activity (McCrae & Costa, 2003). Individuals high in extraversion tend to experience more positive affect, be more outgoing and active, and have more energy than more introverted individuals (McCrae & John, 1992). Because individuals high in extraversion may have higher energy levels and greater positive affect, they may accomplish more than those low in extraversion in a given amount of time and may not fatigue as easily (Wayne et al., 2004). Being high in extraversion may help individuals achieve greater balance because highly extroverted

individuals may be particularly adept at applying resources from one sphere to other spheres. For instance, social interaction that occurs in one sphere may provide those who are high in extraversion with more energy for other spheres.

Despite the theoretical connection between extraversion and work-life balance, the evidence is mixed as to whether being high in extraversion reduces conflict between the work and family spheres. Rantanen et al. (2005) and Wayne et al. (2004) did not find any relation between extraversion and conflict between the work and family spheres, whereas Kinnunen et al., (2003) found a negative relation between extraversion and family interfering with work. In the only study that also examined the link between extraversion and work-family facilitation, however, Wayne et al. (2004) found that extraversion predicted both family to work ($r = .22$) and work to family facilitation ($r = .24$); extraversion accounted for approximately 5% of the variance in work-family facilitation.

Because extraverts desire social and lively activities, they may participate in a number of life spheres outside of work and family. Thus, when examining the relation between extraversion and work-life balance it is likely very important to consider multiple life spheres, rather than just work and family.

Neuroticism. People who are highly neurotic react more strongly and negatively to stressful situations as compared to individuals who are more emotionally stable (Costa, Terracciano, & McCrae, 2001; McCrae & John, 1992;), which may lead to higher conflict between life spheres as perceptions of events are more likely to be negative. In addition, due to their propensity to experience negative emotions, individuals who are

high in neuroticism may spend more time worrying and less time focusing on tasks they need to accomplish (Wayne et al. 2004). Thus, highly neurotic individuals may experience more conflict between life spheres.

Many researchers have found an association between neuroticism and conflict between the work and family spheres (Blanch & Aluja, 2009; Rantanen et al., 2005; Wayne et al., 2004; Wierda-Boer et al., 2009; Witt & Carlson, 2006). Wayne et al. also found that low neuroticism was a very weak negative predictor of work-family facilitation. More research is needed to assess to what extent neuroticism is related to work-family balance in a variety of demographic groups, including groups that may be attempting to balance work and spheres other than family, such as leisure activities or community involvement. Work and family are two life spheres that typically have a number of responsibilities attached to them, thus there is considerable opportunity for strain to spillover from these spheres. The relation between neuroticism and work-life balance when balance includes less constraining spheres, such as leisure, may be different than the relation between neuroticism and work-family conflict.

Conscientiousness. Individuals high in conscientiousness tend to carefully plan their daily events, are organized, usually engage in efficient time management, and are high in achievement orientation (McCrae & John, 1992). Conscientious individuals, therefore, may be able to accomplish more in a given amount of time compared to non-conscientious individuals (Wayne et al., 2004). Rantanen et al. (2005) hypothesized that conscientiousness would be related to less work-family conflict because conscientious individuals would be highly effective in accomplishing daily tasks. By contrast, Kossek

et al. (1999) proposed that highly conscientious individuals would have high role involvement for both work and family and this would impact negatively on the balance between their work and family.

Most of the research suggests that individuals who are high in conscientiousness also experience lower levels of conflict between the work and family spheres (Rantanen et al., 2005; Wayne et al., 2004; Witt & Carlson, 2006), supporting Rantanen et al.'s rather than Kossek et al.'s (1999) hypothesis. Kinnunen et al. (2003) found a significant relation between conscientiousness and family interfering with work, but not for work interfering with family, however, the non-significant relation was in the anticipated direction.

The evidence of the connection between conscientiousness and positive influence between the work and family spheres was less consistent. Wayne et al. (2004) found that conscientiousness increased facilitation only in the family to work direction. Witt and Carlson (2006), on the other hand, did not find any relations between conscientiousness and work to family or family to work enrichment.

The relation between conscientious and the broader definition of work-life balance may be different than the relation between conscientiousness and work-family conflict. Conscientiousness may be a particularly pertinent factor when balancing between highly demanding spheres. Work and family are two spheres with a number of duties and responsibilities associated with each, thus it makes sense that being efficient and organized would assist individuals in balancing responsibilities in these spheres.

Agreeableness. Individuals high in agreeableness are nurturing and caring

towards others and altruistic, whereas those who are more antagonistic are self-centered, indifferent, and sometimes hostile to others (McCrae & John, 1992). Agreeable individuals may experience less conflict due to interpersonal connections and strong social support (Rantanen et al. 2005; Wayne et al., 2004). However, it is also possible that agreeable people tend to take on too many responsibilities and thus have difficulty balancing responsibilities or leaving time for activities that they enjoy for themselves. Kinnunen et al. (1993) and Rantanen et al. found weak negative zero-order correlations between agreeableness and work to family conflict, but no statistically significant relation for the family to work direction. Bruck and Allen (2003) found that agreeableness was negatively related to time-based conflict between work and family. Wayne et al. (2004) found that agreeableness predicted work to family conflict and family to work facilitation.

Given that agreeableness appears to moderately improve balance between the work and family spheres, it is likely that the strong interpersonal bonds and good social support enjoyed by agreeable individuals plays a larger role than agreeable individuals' potential to take on too much responsibility out of concern for others in predicting balance between work and family. Therefore, it would be expected that agreeableness would have a similar impact on balancing between multiple life spheres rather than causing conflict by taking on too many responsibilities for others.

Openness to experience. Individuals who are high in openness to experience have a greater need for variety, are imaginative and sensitive to aesthetics, and may follow unconventional values (McCrae & Costa, 1999; McCrae & John, 1992; Wayne et al.,

2004). Thus, individuals who are open to experience may be more accepting of change and more willing to work outside of traditional roles compared to individuals who are not open to experience (Wayne et al., 2004), which may make it easier for individuals who are open to experience achieve a balance between life spheres. Wayne et al. found that openness to experience was associated with an increase in work to family facilitation. Kinnunen et al. (2003) found that openness to experience reduced family interference with work. In contrast, Rantanen et al. (2005) found that openness to experience was related to increased family to work conflict, but only for men. This last finding could potentially be because men who are open to experience may be assuming more non-traditional family roles and the higher level of family responsibility may be interfering with work. In terms of multiple life spheres, open individuals may be able to think of creative ways to ensure they have the resources to participate in all the life spheres they value.

More focused personality characteristics. Although the big five factors cover a broad range of personality, sometimes more specifically focused personality characteristics are better predictors for particular outcomes (Hough & Schneider, 1996) because they are less abstract (Crant, 1995) and, as such, should be more specifically related to particular attitudes or behaviours. Of the broad spectrum of individual differences that could relate to work-life balance, it was considered that proactive personality and resilience might have the greatest level of explanatory value beyond the big five factors.

Proactive personality. Proactive personality has been found as a characteristic

that, although related, is clearly distinguishable from the big five factors (Major, Turner, & Fletcher, 2006). People who are highly proactive are good at noticing situational factors that can be altered and act on these situational factors to bring about change (Crant, 1995). Because highly proactive individuals actively look for ways to bring about positive change, they will not resign themselves to situations they feel can be improved (Crant, 2000). Proactive personality has been found to be associated with career progression and success (Seibert, Kraimer, & Crant, 2001), but there is almost no empirical research examining the connection between proactive personality and work-life balance. In one study, researchers examined proactive personality as a moderator of the relation between work-family interference and well-being (Cunningham & De La Rosa, 2008), but there has been no research examining the direct influence of proactive personality on work-life balance.

The tendency in proactive individuals to alter undesirable situations may help proactive individuals balance work and life. Greenhaus and Powell (2006) suggested that researchers examine proactive personality as a predictor of enhancement between the work and family spheres as highly proactive people may be more able to harness resources from one sphere and apply them to another sphere.

Resilience. Resilience is the ability to bounce back quickly after experiencing a stressful situation (Smith, Dalen, Wiggins, Tooley, Christopher, & Bernard, 2008). Because resilient people return to normal functioning more quickly after being stressed, they may be less likely to experience strain-based spillover between the life sphere, take less recovery time when switching from one sphere to another and, thus, experience

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better general work-life balance. To date, the association between work-life balance and resilience has not been examined. There is evidence, however, that job stress and parenting stress are associated with increases in conflict between the work and family spheres (Wierda-Boer et al., 2009) and resilient individuals, those who are able to recover from stress more quickly, may be better able to balance work and multiple life spheres. Further, resilience is positively associated with job satisfaction and happiness (Youssef & Luthans, 2007). These positive affective states may lead to spillover between life spheres, thus improving work-life balance.

In general, there is evidence to suggest that personality plays a role in work-family conflict and facilitation. However, work-family balance research that has included personality has not examined work-life balance from a broader perspective that would include a balance between multiple life spheres including, but not limited to, work, family, community involvement, and leisure. Although some personality factors, such as conscientiousness and neuroticism, may be associated with conflict between work and family, it is likely that other factors, such as extraversion and openness to experience have a larger impact on work-life balance when it is operationalized as a broader concept that includes positive influences between multiple spheres.

Person-environment fit and work-life balance. Researchers have yet to examine the association between personality-environment fit and work-life balance. The extent to which individuals can behave in a way that is congruent with their personality may influence their ability to balance work and life. There has been some discussion and research into the strategies that individuals use to attempt to balance their work and

personal lives and the extent that these strategies are a good match with their work environment and personal preferences (e.g., Edwards & Rothbard, 1999; Kossek et al., 1999; Kreiner, 2006). Although these researchers do not directly examine the association between personality-environment fit, examining the fit between strategies, work environment, and personal preference does shed some light on to how person-environment fit in general may be connected with work-life balance.

Kossek et al. (1999) discussed fit between work-life balance strategies and an organization's culture surrounding work and home life. Individuals make different choices about how to organize their work and family lives so that they can achieve a satisfactory balance between the two. These strategies involve the extent to which employees embrace different roles and the extent to which employees establish boundaries between these roles. When attempting to balance work and life, employees may choose to keep work as separate as possible from their home lives. For example, employees who do not take calls from home at work (and vice versa), do all of their work at the office, and who do not discuss work at home (and vice versa) are choosing to segment work and home. In contrast, employees who frequently take work home, answer work calls while at home and calls from home while at work, or deal with home issues while at work, are integrating home and work. Work-home segmentation or integration refers to the extent that employees separate or merge these two spheres.

Kossek et al. (1999) proposed that a good fit between the strategies that individuals use to balance their lives and organizational culture will lead to improved work-family balance. To the extent that the organization's policies and culture matches

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employees' preferred strategy (i.e., segmentation or integration) employees may be better able to limit work-family conflict. For instance, an employee who preferred to keep work and family very separate would find it easier to balance work and family in a work environment that discouraged personal calls at work and limited the work-related contact with the employee outside of the immediate work environment. Employing strategies that are congruent with the organizational culture, but which are difficult for the individual, may also hinder the achievement of a balance between work and other life spheres. The authors suggest that these preferred strategies are most likely influenced by personality factors such as openness to experience and conscientiousness. Although these authors focused their discussion on work and family roles, they acknowledged that investigation into other life roles in the broader context of work-life balance is also important.

Some employees may value being able to integrate work and home because it may be convenient to occasionally bring work home or leave work early to deal with family issues. On the other hand, other employees may willingly give up the ability to deal with home issues at work, provided that it can be ensured that work never intrudes on their home lives. Kreiner (2006) investigated the usefulness of work-home segmentation or integration as methods to help employees balance work and home and found that individuals varied in the extent to which they preferred to keep work and home separate, and that working for organizations whose policies matched their desired levels of segmentation lessened work-home conflict. However, having excessive levels of segmentation increased stress and decreased job satisfaction. Edwards and Rothbard

(1999) found that, for segmentation between work and family, there was an increase in well-being as the supply of segmentation, the extent that the organization's policies and culture supported a segmentation between work and home (e.g., workplace refrains from calling employees at home), approached the level that was valued by the employee, but there was a decrease in well-being as the level of segmentation exceeded the level that was valued. Hence, the positive effects of either segmentation or integration appear to be when the strategy has a close fit to one's personal values.

Personality-environment fit and work-life balance. Although the above studies shed some light on how person-environment fit may influence individuals' capability to achieve work-life balance, they do not consider behaviour beyond strategies put in place to specifically deal with work-life balance. Individuals may behave differently in different situations because they perceive that different behaviour is required to accomplish personal goals or ambitions. For instance, individuals who have the tendency to be cooperative, may be more so in an organization that fosters cooperation compared to how they would behave working in an organization that fosters competition (Chatman, 1999). In a competitive environment, naturally cooperative individuals may mute some of their cooperative tendencies in order to achieve certain career goals or simply to be able to function within that environment. Individuals may be more comfortable in environments that match their personality; however, they may be willing to behave incongruently with their personality in order to achieve particular goals.

Generally, there are strong tendencies for individuals to choose situations with which they are compatible with and strong tendencies for individuals to perform best in

situations with which they are compatible (Chatman, 1999). Indeed, when people have goals that are compatible with their traits, they report greater levels of happiness (McGregor, McAdams, & Little, 2006). This connection between trait and goal compatibility and happiness was mediated by the extent to which participants reported they enjoyed their goals and were able to manage their goals. While this may suggest that the best strategy would be for people to select goals that are congruent with their traits, the complexity of life's pursuits needs to be considered. For any overarching goal, such as having a successful career, it is likely that a variety of different traits will be needed in different circumstances. In order to achieve some of life's overarching goals, individuals will likely at some point have to act out of character in order to be successful. For example, an employee may be in a job that requires a great deal of work done without social interaction, making the position a good fit for introverts. However, the same employee may have to do presentations on occasion for the company or at conferences, which may require more extroverted behaviour. From this perspective, the ability to act out of character may be very important even when there is a relatively good match between an individual's position and their natural tendencies.

Little (e.g., Little, 1996; Little, 2000; Little & Joseph, 2007), in his free trait theory, considers people's capacity to act out of character and the potential consequences of acting out of character over a prolonged period of time. Free traits are patterns of behaviours that individuals engage in to help them further their personal goals, but these patterns of behaviour may be counter to their natural personality or tendencies (Little, 2000; Little & Joseph, 2007). Thus, when individuals are acting out of character they are

behaving in a way that is incongruent with their natural selves, but this incongruent behaviour will help them either adapt to a situation or help them accomplish a particular goal. The strain that is potentially experienced from acting out of character may help explain why some individuals appear to be better at balancing work and multiple life spheres.

Although the empirical investigation into free trait theory is relatively recent, in this line of research participants are asked to behave in a way that is incongruent with particular traits (e.g., acting introverted if naturally extroverted) and indeed, it has been found that participants are capable of behaving in ways that are incongruent with their own personalities (e.g., McNiel & Fleeson, 2006). Individuals may behave in a way that is incongruent with their personality deliberately in order to fulfill their goals. For instance, some individuals may have high career aspirations but may not be naturally conscientious; however, at work they behave in a conscientious manner in order to ensure they perform well so that they can achieve the promotions they desire. Although people are able to act out of character, it is theorized that doing so leads to strain; however, if there is access to restorative environments, the strain may be quickly relieved.

Restorative environments are associated with increases in happiness (Hartig, Mang, & Evans, 1991) and attentional capacity (Berto, 2005). Restorative environments, natural settings for example, are thought to be restorative to all or at least to most individuals. Restorative niches, on the other hand, take on different forms for different individuals (Little & Joseph, 2007). Extroverted individuals are more likely to find a loud crowded party to be a restorative niche, whereas introverted individuals may be

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bettered restored alone with a good book. It may be important for workplaces to consider personality-environment fit in the context of providing restorative niches for employees. Specifically, although the office party may provide an outlet and be restorative for the office extroverts, it is unlikely to have the same restorative effects for the office introverts. Restorative niches are optimally restorative only for those individuals whose true personalities are a good match for that environment. Being in a restorative niche likely relieves the strain associated with acting out of character. Behaving in a way that is incongruent with one's true self (i.e., acting out of character) may cause strain and have a negative influence on physical and mental health unless individuals find sufficient restorative niches where they can behave in a way that is congruent with their natural traits (Little & Joseph, 2007).

Although the concept of free traits can, at the very least, be applied to the traits in the Big-Five model of personality, most of the preliminary research has been conducted on extraversion and introversion. In one study (Little, 2000) it was found that differences between the extent to which individuals rate themselves as extroverts and the extent to which others rate them as extroverts was associated with decrements in well-being; however, if participants reported they had access to restorative niches, this relation was attenuated. In another study Little and Joseph (2007) calculated a free trait index based on acting out of character and stress while taking participants' access to restorative niches into consideration and found that this index was positively associated with physical symptoms, life satisfaction, and depressive affect.

Although research on free trait theory appears to still be in its infancy, the

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conceptualization that people act out of character to accomplish goals and that behaving in a way that is incongruent with their natural personalities may cause strain could help explain why, given similar environments, some individuals have both successful careers and are able to lead a balanced life while other individuals become overwhelmed. When individuals are acting in a way that is incongruent with their natural personality, it may be more difficult to accomplish tasks because effort and energy is invested in maintaining the incongruent behaviour. If there is no easily accessible restorative niches within individuals' main life spheres in which they can gather energy and feel restored, individuals may have to seek out other restorative niches. If prolonged incongruent behaviour leads to health consequences, being in poor health could negatively impact individuals' capacities to get things done and subsequently interfere with their work-life balance.

Overarching Purpose

The overall aim of the present research was to explore correlates of work-life balance when work-life balance is defined broadly to include multiple life spheres. There were four general purposes. The first purpose was to explore the extent to which people participate in and value multiple life spheres. In this sense, the present study went beyond the balance research that focuses solely on work and family. Within this, the present research included an assessment of the positive influences between life spheres, which suggests that participation in multiple life spheres may actually be beneficial. The second purpose was to examine the association between achievement and work-life balance. Although there is an common belief that people must sacrifice balance in order

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to achieve, it was expected that a positive perception of work-life balance and achievement are actually related because work-life balance may actually enable success. The third purpose of the research was to explore the role that personality plays in predicting work-life balance. In this investigation, the direct influence of the big-five personality factors and two more specific characteristics (i.e., proactive personality and resilience) on work-life balance was examined. The fourth purpose of the research was to examine the association between personality-environment fit and work-life balance.

To address these research objectives, two separate studies were conducted. In the first study, the extent to which students, who were employed in full or part-time jobs, participated in and valued multiple life spheres was explored. Demands, such as work hours and role overload, the big five factors, and personality-environment fit were examined as predictors of work-life balance. Using a student sample was appropriate in this circumstance because many students tend to be involved in multiple life domains including school, family, intimate dating partners, part-or full-time jobs, sports, friends, and leisure activities.

The second study built on the first study in three ways. First, a working adult sample and a student sample were included to check both the reliability of the results from Study 1 and the extent to which they generalized to a working adult population. Second, proactive personality and resilience were examined as predictors of work-life balance in addition to the big five factors and as buffers of the relation between role overload and work-life balance. Third, given the finding in the first study that the extent to which people perceived a good fit between their personalities was associated with

work-life balance, the indirect effect of fit with spheres through stress and energy on the work-life balance outcomes was examined

In conducting these two studies, the connections between personality and work-life balance in a variety of demographic groups, some of which (e.g., individuals without children, students) are often excluded from the work-life balance literature, were examined. The studies together provide an understanding of the situational and personal correlates of successfully balancing work and multiple life spheres.

Study 1

Purpose and Hypotheses

The purpose of Study 1 was to examine the extent to which demands, achievement, personality, and personality-environment fit are associated with balance between work and multiple life spheres. The sample comprised full and part-time students who were working full or part-time. Lounsbury, Gibson, Sundstrom, Wilburn, and Loveland (2004) found that the same personality traits that predicted achievement at work also predicted achievement at school and concluded that school and work are very similar psychologically, particularly as both have tasks, projects, deadlines and evaluations. When assessing work-life balance, full-time students were asked about school and personal life, rather than work and personal life, however, due to the similarities between work and school, the construct was still considered to be work-life balance.

In addition to work, school, and family, people likely participate in and value other life spheres such as leisure activities, community involvement, religion, or training

for a second career. In order to understand how individuals balance multiple life spheres, rather than just work and family, work-life balance was defined broadly to include multiple life spheres because the broader concept may have different correlates than balance between only work and family.

Hypothesis 1. The number and type of life spheres that individuals value and participate in would vary and most people would value more than two life spheres (e.g., traditionally work and family).

Contrary to the notion that people would have to sacrifice balance in order to achieve, researchers have found that participation in nonwork spheres often provides resources such as support and skill development (Ruderman et al. 2002) and, therefore, these resources can contribute to achievement at work and school. For students, grades are typically the most obvious indicator of achievement.

Not all individuals have the same goals and ambitions. For example, one student may view a grade of B+ as a success, whereas another student may find this same grade unacceptable and view it as a failure. Therefore, it is also important to consider satisfaction with achievement. Individuals who are satisfied with how they are achieving are more likely to believe they have better balance because it is less likely that they feel they have to devote more resources in order to improve achievement, and, thus, those resources can be directed toward other life spheres.

Hypothesis 2a. Higher grades would be positively associated with work-life balance.

Hypothesis 2b. Satisfaction with achievement would be associated with higher levels of work-life balance.

There is consistent research supporting the idea that demands such as number of work hours and unexpected overtime affect the extent to which people can balance work and family (e.g., Voydanoff, 2004; 2005). In addition to objective demands such as work hours, researchers have found that perceptions of work overload also interfere with work-family balance (Frone, Yardley, & Markey, 1997; Wallace, 1999). These results would be expected to generalize to work-life balance when multiple life spheres are taken into consideration.

Hypothesis 3a. Greater objective demands (e.g., work hours, number of courses, hours spent doing homework) would be associated with lower levels of work-life balance.

Hypothesis 3b. Role overload at work or school would be associated with lower levels of work-life balance.

Personality is likely linked with work-life balance because people may vary in their ability to balance demands and resources based on specific traits. For instance, individuals high in extroversion have greater positive affect and energy and are more outgoing (McCrae & John, 1992), therefore, highly extroverted individuals may find it easier to achieve a satisfactory work-life balance compared to individuals low in extraversion. Individuals high in neuroticism, on the other hand, may have greater difficulty balancing work and life because they may spend more time worrying and react more negatively to stressful situations compared to individuals who are more emotionally stable (Costa, Terracciano, & McCrae, 2001; McCrae & John, 1992). Those high in neuroticism may be more likely to think about problems associated with one sphere, when trying to focus on another sphere, making it more difficult for individuals high in

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neuroticism to accomplish things in multiple spheres. The organizational abilities and efficiency of individuals high in conscientiousness (McCrae & John, 1992) may give them an advantage when balancing multiple life spheres. Highly agreeable individuals may have higher levels of social support due to their agreeable nature and, therefore, may be able to better balance work and life. People who are more open to experience may be more able to balance the spheres in their lives because they may find more creative ways of balancing multiple life spheres.

Hypothesis 4 The big five personality factors would be related to work-life balance, such that work-life balance would be positively associated with extraversion, agreeableness, conscientiousness, and openness to experience and would be negatively associated with neuroticism.

Personality-environment fit may also influence people's work-life balance. If people feel they sometimes must behave in ways that are unnatural, this may create strain (Little & Joseph, 2007) that can lead to negative spillover between spheres, thus minimizing work-life balance. Also in line with the research on acting out of character (Little & Joseph, 2007), when people believe that their personalities are a good fit with their life spheres they may experience lower levels of stress than those who have a poor fit, thus enabling them to better balance work and life.

Hypothesis 5a Acting out of character would be associated with lower levels of work-life balance.

Hypothesis 5b Pressure to act out of character would be associated with lower levels of work-life balance.

Hypothesis 5c Perception of a good fit between one's personality and one's life spheres would be associated with higher levels of work-life balance

Also, in line with Little's free trait theory (Little, 1996, 2000), people can minimize strain if they have access to restorative niches within their life spheres. That is, if people have somewhere they can go or an activity they can engage in where they can truly be themselves, they may experience less strain. Simply knowing restorative niches exist within their life spheres and are accessible may be enough to relieve much of the strain, however, it is also possible that actually using restorative niches is an additional factor in relieving the strain.

Hypothesis 6a. Having access to restorative niches would be associated with higher levels of work-life balance

Hypothesis 6b. Using restorative niches would be associated with higher levels of work-life balance

Method

Participants. One hundred and thirty undergraduate students who also held part-time (81.1%) or full-time (18.9%) jobs were recruited through a first year psychology participant pool to complete a series of questionnaires and answer interview questions regarding their personality, well-being, and school and work experiences (See Appendix A for recruitment messages). Just over half (52.8%) of the participants reported they were in permanent employment positions rather than temporary or contract positions. The mean age was 23 ($SD = 6.57$) and there were 92 (71%) female and 38 (29%) male participants. Just over half of the participants (52.8%) were in their first year of

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university and 58.3% of participants were full-time students (4 or more courses). Less than half (43.3%) of participants were single and the remaining 56.7% were either married or in a serious dating relationship. The vast majority of participants did not have any dependents (88.8%). All participants earned experimental credit toward their first year psychology course.

Procedure. Participants came to the research lab individually and were given a consent form outlining that participation involved completing a series of questionnaires and answering a few interview questions about their personality, well-being, and school and work experiences and informing them of their rights as research participants (See Appendix B for consent forms). Immediately after participants signed the consent form they were presented with the first questionnaire (See Appendix C for measures). The researcher or a research assistant was present in the room while participants completed the questionnaires.

The first questionnaire contained questions assessing general demographics (i.e., age, gender, marital status, number of dependents, student status, year of study, program, average grade from their previous semester at university, number of current courses, position at work, employment status, number of hours of paid employment) and their satisfaction with school and career achievement. Next participants were presented with a definition of 'life sphere' (see Appendix C) and were asked to list all the life spheres in which they participate and to indicate the extent to which they valued each of these spheres and the amount of time they devoted to each. Participants returned this questionnaire to the researcher prior to proceeding with the subsequent questionnaire.

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The second questionnaire assessed participants' personality (i.e., extraversion, neuroticism, agreeableness, conscientiousness, and openness to experience) and their work-life balance. Personality was assessed prior to the personality-environment fit questions to ensure that the measure of personality was not influenced by reports of actual behaviour in different life spheres.

Out of the list of life spheres that participants generated while completing the first questionnaire, the researcher identified the three spheres in which participants indicated they spend the most time. It was decided that three spheres would be used to assess personality-environment fit because completing the personality-environment fit questions more than three times would have become onerous for the participants. Although it was expected that most participants would report more than three spheres, it was still expected that the top three spheres would account for a substantial proportion of their time. For each of these three spheres, the participants were verbally primed to think about the sphere for the next part of the study (see Appendix C). Next, participants were given a questionnaire that assessed the extent to which they felt they must act out of character in that particular sphere. Specifically, they were asked about how they were expected to behave and how they actually behaved for each of their top three spheres. After the acting out of character questions for each sphere, participants were asked five interview questions about how well their personality fit with this sphere and their access and use of restorative niches within this sphere

Participants were asked to grant consent for the researcher to use their academic audits (i.e., grade reports; see Appendix B); however, because a large number of students

were in their first term of university and their audit did not contain any grades, the audits were not used in the present study. Self-report grades were used instead. During the debriefing participants were thanked and given an information sheet about the purpose and hypotheses of the study.

Measures. All measures can be found in Appendix C. All internal reliability coefficients for measures in the present study were acceptable and are reported in the description of each measure.

Work-life balance. A number of work-life balance measures from different sources were included to ensure a comprehensive assessment of work-life balance. All items from the work-life balance measures were factor analyzed in order to identify whether items loaded onto a single factor or if there were multiple dimensions.

Work-life balance measures typically assess the perceived balance between work and nonwork spheres, but for many full-time students who were working part-time it was more appropriate to assess their perceived balance between school and nonschool spheres. For this reason, for the work-life balance scales the word 'work' was changed to 'school' for those participants who spent more time at school than work as assessed by the number of courses they were taking and the number of hours they worked. Any student who worked full-time (≥ 30 hours per week) was given the work-based version of the questionnaire. Full-time students (≥ 4 courses) who worked part-time were given the school-based version of the questionnaire. For those participants who worked 10-19 hours per week, if they were taking one course they were given the work version and if they were taking two or more courses they were given the school version. For

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participants who worked 20-29 hours per week, those who were taking one or two courses were given the work version and those taking three or more courses were given the school version. This resulted in two versions of the questionnaire: school-based and work-based. Because of the similarities between work and school (e.g., responsibilities, tasks, deadlines) the construct is still viewed as work-life balance, but it was thought it would be easier for full-time students if the items were framed as school-life balance.

The work-life balance subscale from the Voice Climate survey (Langford, 2009) had four items assessing participants' overall perceptions of their work-life balance (e.g., *I maintain a good balance between work and other aspects of my life*). Participants responded using a 5-point Likert-type response format from 1- *strongly agree* to 5- *strongly disagree*. Participants were asked two additional questions about how successful they felt balancing work and personal life (1-*not successful at all* to 5-*very successful*) and how much conflict they faced when balancing work and personal life (1-*none at all* to 5-*quite a lot*; Tausig & Fenwick, 2001).

Because it was also important to capture the direction of influence between work and nonwork spheres and positive influence between spheres, Hayman's (2005) measure of work-life balance was included (adapted from Fisher-McAuley, Stanton, Jolton, & Gavin, 2003). This scale has three factors: 7 items measuring work interference with personal life (e.g., *My personal life suffers because of work*), 4 items assessing personal life interference with work (e.g., *My personal life drains me of energy for work*), and 4 items assessed work-personal life enhancement (e.g., *My personal life gives me energy for my job*). The participants responded by indicating the frequency with which they felt

the statements were true of them (0- *not at all* to 7- *all the time*).

Prior to conducting the factor analysis, parallel analysis and Velicer's Minimum Average Partial were used to establish the appropriate number of factors (O'Connor, 2000). Both these techniques indicated that there were four factors. All 21 work-life balance items were factor analyzed (principle axis factoring) with oblimin rotation with four factors requested. The four factors accounted for 52% of the variance (see Appendix E for pattern and structure matrices). The three subscales of Hayman's (2005) measure of work-life balance emerged as factors one, two, and four: work-interference with personal life ($\alpha = .82$), personal life interference with work ($\alpha = .84$), and work – personal life enhancement ($\alpha = .77$). One item from the work interference with personal life subscale cross-loaded with the general work-life balance factor in both the pattern and structure matrices. In both matrices this item had a higher loading with work interference with personal life and removal of this item did not improve the internal reliability of this scale, therefore, the item was left as part of the work interference with personal life subscale.

The four items that comprised the work-life balance subscale from the Voice Climate survey (Langford, 2009) and the items assessing the success and conflict participants felt balancing work and life (Tausig & Fenwick, 2001) all loaded on to the third factor that measured general work-life balance ($\alpha = .75$). The item from Tausig and Fenwick that assessed conflict between the life spheres cross-loaded on the work interference with personal life scale. In both the pattern and structure matrices this item had a higher loading with general work-life balance and removal of the item did not

improve the internal reliability of the scale. Further, this item fits better theoretically with the general work-life balance scale as it does not indicate the direction of conflict. This item was left as part of the general work-life balance subscale.

Life spheres. After being presented with a definition of 'life sphere' participants were asked to write out a list of all the life spheres in which they participate. In the first column next to the list of spheres participants assigned the percentage of their time they devote to that sphere. For each sphere, participants also indicated how important the sphere was to them on a scale of 1 - *not at all important* to 5-*very important*. This procedure was adapted from Kofodimos (1993).

Personality. Personality was measured with the Big Five Inventory (John & Srivastava, 1999). Participants indicated the extent to which they agreed or disagreed that they are someone who matches a list of 44 descriptive statements that assessed extraversion (e.g., *is talkative*, $\alpha = .83$), agreeableness (e.g., *has a forgiving nature*, $\alpha = .69$), conscientiousness (e.g., *does a thorough job*, $\alpha = .79$), neuroticism (e.g., *can be tense*, $\alpha = .82$), openness to experience (e.g., *is inventive*, $\alpha = .71$). A five-point Likert response format was used (1- *disagree strongly* to 5- *agree strongly*).

Personality – environment fit. There were three measures of personality - environment fit: pressure to act out of character, actual acting out of character, and perceived fit with spheres. Research into acting out of character is relatively new and measures have not yet been developed and tested, therefore, acting out of character was conceptualized and measured in two ways: pressure to act out of character and actual acting out of character (B. R. Little, personal communication, July 23, 2007).

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Pressure to act out of character and actual acting out of character were both measured using an 11-item version of the Big Five Inventory (Rammstedt & John, 2007) adjusted to ask the extent to which participants felt that each descriptor reflected *expected* behaviour for each life sphere and the extent to which each descriptor reflected their *actual* behaviour in that sphere. Participants responded using a five-point Likert response format (1-*disagree strongly* to 5-*agree strongly*). The 11-item version of the Big Five Inventory rather than the original 44-item version was used to reduce participant demand as they completed the expected behaviour questions and the actual behaviour questions once for each of three spheres (i.e., they complete 6 different sets of the 11-item version). Although individuals' personalities remain constant across spheres and was only measured once, how they are expected to behave and how they actually behave is likely to vary across life spheres and was measured for each of the three spheres in which participants indicated they spent the most time.

By definition, pressure to act out of character is the difference between an individual's personality and the perception of the personality they are expected to portray (i.e., expected behaviour). For pressure to act out of character, the absolute difference scores between each trait and the expected behaviour for that trait were calculated and then summed across the five traits. This provided a pressure to act out of character score for each of the top three spheres. Similarly, actual acting out of character is the difference between an individual's personality and the personality he or she projects (i.e., actual behaviour). The same procedure that was used for pressure to act out of character was also followed for actual acting out of character except the difference scores were

between the traits and actual behaviour.

The fit with spheres and restorative niche questions were asked in an interview format to give participants the opportunity to seek clarification as these questions were created for the current study. The intent was to notice any common comprehension problems so that the questions could be adjusted for Study 2 if necessary. Participants focused on a particular life sphere and were asked three questions to which they responded on a scale from one to ten (i.e., *to what extent do feel you must behave in a way that is counter to your natural personality* (reverse coded), *to what extent do you feel your true personality is consistent with the roles you play in this life sphere*, and *to what extent do you feel that who you are fits well with this particular sphere*). These questions provided an indicator of the extent to which participants generally perceived there was a good fit between their personality and each of their top three life spheres.

For each of these three personality-environment fit variables (i.e., acting out of character, pressure to act out of character, and fit with spheres) a weighted average based on time spent in the top three spheres was calculated. There was variability in the total amount of time participants spent in their first three spheres (range: 53%-100%). In order to appropriately weight the scores from each sphere, the percent of time in each of the top three spheres was reweighted so that the percent of time in the top three spheres summed to 100 for all participants. Without this reweighting, total time spent in the top three spheres would have been confounded with each of the personality-environment fit variables. Once the percent of time was reweighted, a weighted average was calculated based on the amount of time spent in each of the three top spheres for each of the three

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personality-environment fit variables (i.e., pressure to act out of character, actual acting out of character, and fit with spheres). For example, if someone spent 70% of their time in Sphere 1, 20% of their time in Sphere 2, and 10% of their time in Sphere 3, the Sphere 1 score is multiplied by .7, the Sphere 2 score by .2, and the Sphere 3 score by .1. The three weighted scores were then summed to create the overall score for 1) acting out of character; 2) pressure to act out of character; and 3) fit with spheres. The possible range of scores for both acting out of character variables was 0-20, and the actual ranges were 1.48 – 8.43 for pressure to act out of character and 1.33 – 6.18 for actual acting out of character. The possible range for fit with spheres was 1-10 and the actual range was 4.61 – 10.

Restorative niches. Access to, and use of, restorative niches were assessed following a procedure similar to Little (2000) in which the researcher described restorative niches to participants and asked them if they had access to such restorative niches. Restorative niches were defined as “places people can go, activities they can engage in, or people that they can interact with during which they feel they can truly be themselves.” For each of their top three spheres, participants were asked to identify to what extent they felt that they had access to at least one restorative niche for that particular sphere. Participants responded on a scale of 1 to 10, 1 indicating they had absolutely no access to restorative niches and 10 indicating ample access to restorative niches. They were also asked to what extent they make use of those restorative niches. Again, respondents indicated their response on a scale of 1 to 10, 1 indicating they never use the restorative niches and 10 indicating they use the restorative niches all the time. If

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participants reported that they had no access in the first question, they were given a score of '1' for the question about use of restorative niches because if they do not have access to restorative niches then they cannot use them. One participant expressed that the entire sphere was restorative so they did not use 'niches'. This participant was assigned as score of 10 for use of restorative niches. The same weighting procedure that was used for pressure to act out of character, actual acting out of character, and fit with spheres was also used for access to restorative niches and use of restorative niches.

Demands. In order to get a sense of extent to which their school and work environments were demanding, participants reported how many courses they were taking, how many hours they spent doing homework, and the number of hours they worked at paid employment. These were all single item questions and were treated as separate variables.

In addition, participants completed a role overload scale (e.g, *I never seem to have enough time to get everything done*; Cammann, Fichman, Jenkins, & Klesh, 1983), which measured the extent people feel overloaded at work or school. This internal reliability coefficient was low at .65 and removing one item (i.e., *The amount of work I'm asked to do is fair* – reversed coded) improved the reliability to .76; therefore, this item was dropped. Participants responded on five-point Likert scales from 1-*disagree strongly* to 5-*agree strongly*. A higher score indicated more overload.

Achievement. Participants were asked if their average grade in the previous semester was an A, B, C, D, or F. Participants who were not in school during the previous academic session were asked to estimate their current average based on returned

tests and assignments in the current semester. In addition, participants were asked how satisfied they were with their current academic achievement using a five-point scale from 1-*not satisfied at all* to 5-*extremely satisfied*. For career achievement, participants were asked if they considered the job that they are currently employed in as a career job. If the answer to this question was yes, participants were asked to complete Greenhaus, Parasuraman, and Wormley's (1990) 5-item career satisfaction scale (e.g., *I am as satisfied with the success I have achieved in my career*; $\alpha = .76$). Participants responded using five-point scales from 1-*disagree strongly* to 5-*agree strongly*. However, because only 18 participants reported they were in a career job, career satisfaction was not examined in the current study.

Demographics. Participants were asked to indicate their age, gender, marital status, and number of dependents. With regard to information about school, participants were asked their year of study and program. Participants also indicated their employment position, type of job (e.g., permanent, contract, self-employed), employment status (full or part-time), number of hours worked per week, position tenure, and organization tenure.

Results

Preliminary analyses.

Missing data. Missing data were minimal. Average grade had the largest amount of missing data (4.6%) and for these cases participants felt they could not accurately estimate their average grade because this was their first term of university and they had not yet received any feedback. These participants were omitted from analyses involving grades, but were included in all other analyses. Two participants did not indicate how

satisfied they were with their academic achievement and were subsequently omitted for the analyses involving satisfaction with academic achievement but included in all remaining analyses. One participant did not indicate the number of hours they worked and was deleted as hours of work was included in the majority of analyses. The two participants who were missing restorative niche data due to researcher error were also deleted. Two participants did not indicate whether they had dependents, but as this variable was not included in the main analyses, these participants remained in the data set. The final data set consisted of 127 participants.

Assumptions. Data were checked prior to all analyses to ensure that assumptions of the various techniques were met. For the MANOVA, there were neither univariate nor multivariate outliers and Box's test of equality of covariance matrices was not significant, $p = .62$, and the data were approximately normally distributed in each cell. Further, for the univariate analysis of personal life interference with work, Levene's test was not significant, $p = .42$, indicating that the assumption of equal variances was met.

For the variables used in the regression analyses, there were a small number of univariate outliers (absolute z-score value greater than 3), but no multivariate outliers as indicated by Mahalonobis distances. No adjustments were made, however, because neither the cases that were univariate outliers nor any of the other cases were influential. The maximum value of Cook's Distance was 0.13 for general work-life balance, 0.17 for work interference with personal life, .07 for personal life interference with work, and .09 for work-personal life enhancement. For each regression, plots of standardized predicted values versus standardized residuals did not reveal any violations of normality, linearity,

or homoscedasticity.

Demographics. With the exception of personal life interference with work, the demographic variables were not related to the work-life balance outcomes. Age, $r = -.25$, $p < .01$, and organization tenure, $r = -.21$, $p < .05$, were both negatively correlated with personal life interference with work. The majority of participants were not responsible for any dependents (88.8%) and, unexpectedly, having dependents was negatively associated with personal life interference with work, such that those without dependents ($n = 111$, $M = 2.93$, $SD = 1.27$) experienced more personal life interference with work than those with dependents ($n = 14$, $M = 2.09$, $SD = 0.91$), $t(123) = 2.38$, $p < .05$. This finding may be associated with age in that older participants have less personal life interference with work and are more likely to have dependents. In addition, full-time employees ($n = 24$, $M = 2.11$, $SD = 1.25$) reported lower levels of personal life interference with work compared to part-time employees ($n = 103$, $M = 3.00$, $SD = 1.21$), $t(125) = 3.21$, $p < .01$. Last, people who completed the work-based version ($n = 51$, $M = 2.13$, $SD = 0.96$) had less personal life interference with work compared to those who completed the school-based version ($n = 76$, $M = 3.30$, $SD = 1.22$), $t(125) = 5.75$, $p < .001$.

Personal life interference with work was regressed on age, dependents, part-versus full-time work, organizational tenure, and school-based versus work-based versions of the questionnaire. Together these variables accounted for 22% of the variance in personal life interference with work, $R^2 = .22$, $F(5, 119) = 6.64$, $p < .001$ (See Table 1). Questionnaire version was the only significant unique predictor of personal-life

interference with work, $\beta = -.40$, $t(119) = 4.17$, $p < .001$. The lives of people given the work-based questionnaire were more centered on work rather than school and, therefore, they answered the work-life balance questions in relation to work rather than school. It is possible that the flexibility associated with school invites more personal life interference than does work. Due to this finding, questionnaire version was controlled in all subsequent analyses involving personal life interference with work.

Table 1

Regression of personal life interference with work on demographic variables

Variable	β	95% CI
Age	-.03	[-.26, .20]
Organizational tenure	-.07	[-.28, .13]
Dependents	-.05	[-.24, .13]
Job status	.02	[-.18, .22]
Questionnaire version	-.40***	[-.59, -.21]
R^2	.22	
F	6.64***	

*** $p < .001$

Life Spheres. On average, people reported participation in 5.31 ($SD = 1.23$) life spheres. The range was 3 to 8 spheres and the modal response was 5. Not surprisingly,

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given that being in school and working were prerequisites for participation, no participant reported fewer than three spheres. The vast majority of participants (98.4%) reported at least one sphere outside of work, school, and family (See Figure 1). The number of spheres in which people participate was not correlated with any of the work-life balance outcomes (i.e., general work-life balance, work interference with personal life, personal life interference with work, work-personal life enhancement).

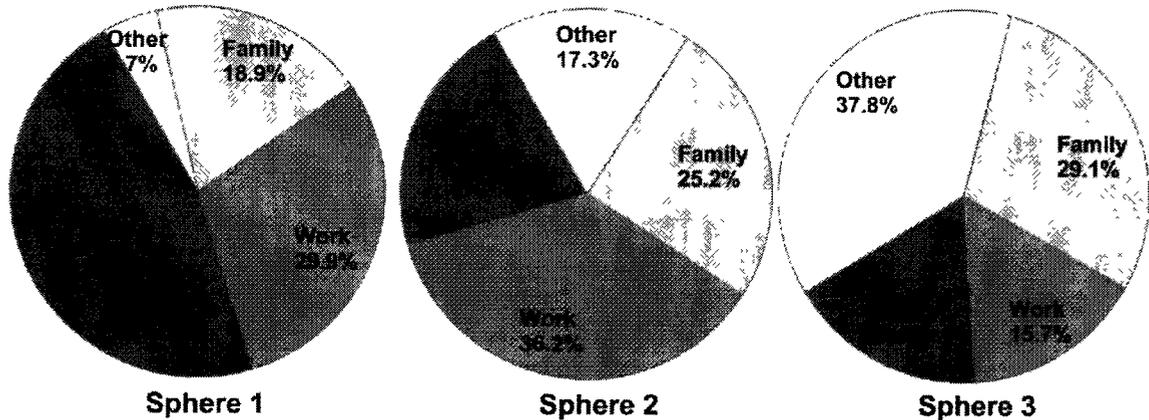


Figure 1. Life spheres in which participants reported spending the most time.

There was considerable variability in the types of spheres reported by participants, which included work, study, home, friends, leisure, community involvement, personal time, clubs, video games, and fitness. In addition, the extent to which participants segmented their spheres also varied. For instance, some participants reported work as one sphere even if they had multiple jobs, whereas for other participants multiple jobs represented multiple spheres. In other instances, participants were balancing more than one family and some participants viewed multiple family roles in terms of different

spheres (e.g., parent sphere and spouse sphere)

Participants valued all the life spheres they participated in. The mean value levels for each sphere ranged from 3.57 (eighth sphere) to 4.43 (first sphere), with 5 being the highest possible level. In sum, in support of the first hypothesis, all participants reported at least three spheres and generally they valued all of the spheres they participated in. In addition, there was variability in the number and type of spheres that participants reported.

Achievement.

Grades. Twenty-seven participants reported that their average grade was an 'A', 46 participants reported their average grade was a 'B', 49 participants reported their average grade was a 'C', 2 participants reported their average grade was a 'D', and no students reported their average grade was an 'F'. Because only two participants indicated they had a 'D' average, the 'C' and 'D' students were grouped together for the following analyses.

In order to test the hypothesis that grades would be positively related to work-life balance, a multivariate analysis of variance (MANOVA) with general work-life balance, work interference with personal life, personal life interference with work, and work-personal life enhancement as the dependent variables was conducted. In addition to grades, questionnaire version was included as a variable because of its significant relation to personal life interference with work.

There was a main effect of questionnaire version, *Wilk's* $\Lambda = .747$, $F(4, 112)$, $p < .001$, partial $\eta^2 = .25$. Follow-up univariate analyses revealed that participants who

completed the school-based questionnaire ($n = 76, M = 3.30, SD = 1.22$) reported more personal life interference with work as compared to participants who completed the work-based questionnaire ($n = 45, M = 2.14, SD = 0.96$), $F(1, 115) = 25.05, p < .001$, partial $\eta^2 = .18$. The significant findings for questionnaire version are not surprising based on earlier demographic results. There was no main effect of average grade, *Wilk's* $\Lambda = .913, F(8, 224), p = .24$, and there was no significant interaction between average grade and questionnaire version *Wilk's* $\Lambda = .884, F(8, 224), p = .08$. Hypothesis 2a, that grades would be positively related to work-life balance was not supported.

Satisfaction with achievement. It was hypothesized that satisfaction with achievement would be correlated with work-life balance. There were significant correlations between satisfaction with academic achievement and general work-life balance, $r = .29, p < .01$ and personal life interference with work, $r = -.26, p < .01, sr = -.24, p < .01$, with questionnaire version controlled. However, satisfaction with academic achievement was not significantly associated with work interference with personal life, $r = -.03, p = .73$ or work-personal life enhancement, $r = .14, p = .12$. There was partial support for hypothesis 2b in that satisfaction with academic achievement was positively associated with general work-life balance and negatively associated with personal life interference with work.

Demands and work-life balance It was hypothesized that higher objective demands (i.e., number of courses, hours spent doing homework, work hours) and subjective demands (i.e., role overload at work or school) would be associated with lower levels of work-life balance (See Table 2 for correlations, means, and standard deviations)

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There was some, but not universal support for these hypotheses. Role overload at work or school was the only demand that was significantly associated with general work-life balance, $r = - .46, p < .001$. The more overload individuals felt, the lower general work-life balance they reported. Hours spent doing homework, $r = .22, p < .05$, and role overload, $r = .49, p < .001$, predicted work interference with personal life. Although number of courses was associated with more personal life interference with work, $r = .33, p < .001$, work hours was negatively associated with personal life interference with work, $r = -.33, p < .001$, these associations were no longer significant when questionnaire version was controlled. None of the demands were significantly associated with work-personal life enhancement. Overall, there was some support for the third hypothesis as role overload at work or school was associated less general work-life balance and more interference between the spheres in both directions and hours spent doing homework was associated with more work interference with personal life.

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Table 2
Correlations, means, standard deviations of predictors and outcome variables

Variables	1	2	3	4	5	6	7	8	9	10	11
1 Questionnaire Version											
2 Number of Courses	- .60***										
3 Homework	-.21*	.26***									
4 Work hours	.68***	-.36***	-.19*								
5 Role overload	.09	.01	.10	.07							
6 Extraversion	-.03	.17	-.12	.04	-.18*						
7 Agreeableness	-.05	.05	.02	-.02	.12	.16					
8 Conscientiousness	.04	.03	.18*	.06	-.04	.26**	.29**				
9 Neuroticism	-.03	-.11	.09	-.21*	.27**	-.15	-.16	-.22*			
10 Openness	.05	-.08	.15	.08	.01	-.01	.07	.14	-.11		
11 Out of character - pressure	.09	-.11	-.06	.02	.02	-.07	-.22*	-.31***	.48***	.05	
12 Out of character - actual	.06	-.02	-.03	.08	.13	-.01	-.13	-.11	.15	.06	.49***
13 Fit with spheres	.04	-.09	-.28**	-.05	-.19*	.35***	.23*	.26**	-.05	-.00	-.14
14 Access to restorative niches	-.20*	.19*	-.07	-.10	-.20*	.39***	.21*	.25**	-.20*	.08	-.09
15 Use of restorative niches	-.15	.15	-.12	-.14	-.15	.21*	.08	.12	-.04	.13	.09
16 General work-life balance	-.10	.10	-.09	-.07	-.46***	.19*	.17	.29**	-.44***	-.03	-.17
17 Work interference with personal life	.04	.09	.22*	.03	.49***	-.13	-.15	-.04	.29**	.15	.11
18 Personal life interference with work	-.46***	.33***	.13	-.33***	.19*	-.03	-.11	-.22*	.23*	-.08	.11
19 Work-personal life enhancement	-.09	.02	-.09	-.02	-.15	.05	.25**	.02	-.20*	-.03	-.13
Mean	--	3.47	11.99	23.08	3.46	3.56	3.91	3.66	2.95	3.56	4.31
Standard deviation	--	1.59	8.69	10.08	1.00	0.72	0.51	0.64	0.79	0.55	1.40

* $p < .05$ ** $p < .01$ *** $p < .001$ Note For questionnaire version, school-based was coded as 0 and work-based was coded as 1

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Table 2 continued

Variables	12	13	14	15	16	17	18	19
13 Fit with spheres	- 09							
14 Access to restorative niches	- 09	49***						
15 Use of restorative niches	02	32***	53***					
16 General work-life balance	- 10	28**	33***	25**				
17 Work interference with personal life	05	- 30**	- 28**	- 21*	- 51***			
18 Personal life interference with work	08	- 19*	- 07	08	- 29**	25**		
19 Work-personal life enhancement	- 08	23**	05	- 01	37***	- 38***	- 23**	
Mean	3.34	7.65	7.26	6.80	3.36	3.65	2.83	3.70
Standard deviation	0.94	1.13	1.66	1.86	0.64	1.21	1.26	1.25

* $p < 05$ ** $p < 01$ *** $p < 001$

Personality and work-life balance Hypothesis 4 stated that extraversion, agreeableness, conscientiousness, and openness would be associated with more work-life balance whereas neuroticism would be associated with lower levels of work-life balance. There were significant associations in support of the fourth hypothesis. Specifically, extraversion was significantly associated with general work-life balance, $r = .19, p < .05$, agreeableness was associated with work-personal life enhancement, $r = .25, p < .01$, conscientiousness was associated with less personal life interference with work $r = -.22, p < .05$ ($sr = -.20, p < .05$, questionnaire version controlled), and more general work-life balance, $r = .29, p < .01$. Neuroticism was associated with more work interference with personal life, $r = .29, p < .01$, and personal life interference with work, $r = .23, p < .05$ and less general work-life balance, $r = -.44, p < .001$, and less work-personal life enhancement $r = -.20, p < .05$. Openness was not significantly associated with any of the work-life balance outcomes, however, it approached significance with work interference with personal life, $r = .15, p = .08$. In general, the fourth hypothesis was supported as each of the big five factors, with the exception of openness, was associated with at least one of the work-life balance outcomes in the anticipated direction.

Personality-Environment Fit and Work-Life Balance. It was anticipated that both acting out of character (Hypothesis 5a) and pressure to act out of character (Hypothesis 5b) would be associated with lower levels of work-life balance. These hypotheses were not supported as neither acting out of character nor pressure to act out of character were significantly associated with any of the four outcome variables (i.e., general work-life balance, work interference with personal life, personal life interference

with work, and work – personal life enhancement; See Table 2 for correlations).

Hypothesis 5c stated that perceived fit with spheres would be associated with higher levels of work-life balance. There was strong support for this hypothesis as fit with spheres was associated with more general work-life balance, $r = .28, p < .01$, and work-personal life enhancement, $r = .23, p < .01$, and less work interference with personal life, $r = -.30, p < .01$, and personal life interference with work, $r = -.19, p < .05$.

Restorative niches and work-life balance. It was also anticipated that access to (Hypothesis 6a) and use of (Hypothesis 6b) restorative niches would be associated with better work-life balance. In support of these hypotheses, access to restorative niches was associated with general work-life balance, $r = .33, p < .001$, and work interference with personal life, $r = -.28, p < .01$. Actual use of restorative niches was also associated with general work-life balance, $r = .25, p < .01$, and work interference with personal life, $r = -.21, p < .05$. However, neither access to or use of restorative niches was significantly associated with personal life interference with work or work-personal life enhancement.

Unique predictors of the work-life balance outcomes. In order to examine important predictor variables for each outcome (i.e., general work-life balance, work interference with personal life, personal life interference with work, and work-personal life enhancement), four hierarchical multiple regressions were conducted. In general, demands were entered into the first block, personality variables were entered into the second block, and acting out of character, pressure to act out of character, and fit with spheres were entered into the third block. Access to restorative niches and use of restorative niches were entered into the fourth block. In order to control for questionnaire

version, it was entered first for the regression of personal life interference with work.

General work-life balance. For general work-life balance, number of courses, hours of homework, work hours, and role overload at work or school were included in the first block, extraversion, agreeableness, conscientiousness, and neuroticism, and openness to experience were included in the second block, pressure to act out of character, actual acting out of character, and fit with spheres were included in the third block, and access to and use of restorative niches were included in the fourth block (See Table 3).

The demands accounted for 23% of the variance in general work-life balance, $R^2 = .23$, $F(4, 122) = 9.01$, $p < .001$. The second block, which include the personality variables, accounted for an additional 17% of the variance above that already accounted for by demands, $\Delta R^2 = .17$, $F(5, 117) = 6.60$, $p < .001$. Pressure to act out of character, actual acting out of character, and fit with spheres together did not account for a significant amount of variance above that already accounted for by demands and personality; however, fit with spheres approached significance as a unique predictor. Use of and access to restorative niches, added in the fourth block, did not significantly account for any additional variance and neither access to nor use of restorative niches were unique predictors.

Because the fourth block, which contained the restorative niches variables, did not contribute anything to the model (i.e., not additional variance and no unique predictors), the third block was examined for unique predictors. Role overload, $\beta = -.34$, $t(114) = -4.21$, $p < .001$, conscientiousness, $\beta = .20$, $t(114) = 2.38$, $p < .05$, and neuroticism, $\beta = -$

.37, $t(114) = -3.89, p < .001$, were significant unique predictors and fit with spheres approached significance, $\beta = .15, t(114) = 1.72, p = .09$ as a unique predictor.

Table 3

Regression of general work-life balance

Variable	Block 1	Block 2	Block 3	Block 4	
	β	β	β	β	95% CI
Courses	.12	.04	.06	.03	[-.14, .20]
Homework	-.07	-.08	-.03	-.02	[-.19, .15]
Work hours	-.01	-.11	-.11	-.09	[-.26, .07]
Role overload	-.45***	-.37***	-.34***	-.33***	[-.50, -.17]
Extraversion		-.01	-.05	-.06	[-.22, .10]
Agreeableness		.11	.10	.10	[-.06, .25]
Conscientiousness		.21*	.20*	.19*	[.02, .36]
Neuroticism		-.29**	-.37***	-.36***	[-.54, -.17]
Openness to experience		-.07	-.09	-.11	[-.26, .04]
Out of character - pressure			.12	.10	[-.10, .30]
Out of character - actual			.00	.01	[-.16, .18]
Fit with spheres			.15	.10	[-.08, .29]
Restorative niches - access				.04	[-.16, .23]
Restorative niches - use				.11	[-.07, .28]
R^2	.23	.40	.42	.43	
F	9.01***	8.59***	6.90***	6.11***	
ΔR^2		.17	.02	.01	
ΔF		6.60***	1.49	1.24	

* $p < .05$. ** $p < .01$. *** $p < .001$.

Work interference with personal life. Number of courses hours spent doing homework, work hours, and role overload at work or school were entered into the first

block, extraversion, agreeableness, conscientiousness, neuroticism, and openness were entered into the second block. Pressure to act out of character, actual acting out of character, and fit with spheres were entered into the third block, and access to and use of restorative niches were entered into the fourth block (See Table 4).

Number of courses, hours spent doing homework, work hours, and role overload accounted for 28% of the variance in general work-life balance, $R^2 = .28$, $F(4, 122) = 11.65$, $p < .001$. The second block which included the personality variables, accounted for an additional 9% of the variance above that already accounted for by demands, $\Delta R^2 = .09$, $F(5, 117) = 3.26$, $p < .01$. The block that contained pressure to act out of character, actual acting out of character, and fit with spheres did not account for a significant amount of variance, but fit with spheres approached significance as a unique predictor. The block that contained the restorative niches variables did not significantly account for any additional variance in work interference with personal life and neither access to nor use of restorative niches were significant unique predictors.

Because the fourth block, which contained the restorative niches variables, did not contribute anything to the model (i.e., no additional variance and no unique predictors), the third block was examined for unique predictors. Role overload, $\beta = .44$, $t(114) = 5.25$, $p < .001$, agreeableness, $\beta = -.18$, $t(114) = -2.18$, $p < .05$, neuroticism, $\beta = .20$, $t(114) = 2.07$, $p < .05$, and openness to experience, $\beta = .18$, $t(114) = 2.29$, $p < .05$, were significant unique predictors and fit with spheres, $\beta = -.17$, $t(114) = -1.91$, $p = .06$, approached significance as a unique predictor .

Table 4

Regression of work interference with personal life

Variable	Block 1	Block 2	Block 3	Block 4	
	β	β	β	β	95% CI
Number of courses	06	13	11	15	[- 02, 32]
Homework	17*	11	06	05	[- 12, 23]
Work hours	06	09	08	06	[- 11, 23]
Role overload	47***	45***	44***	42***	[26, 59]
Extraversion		- 01	03	06	[- 11, 22]
Agreeableness		- 19*	- 18*	- 17*	[- 33, - 01]
Conscientiousness		02	06	07	[- 10, 24]
Neuroticism		18*	20*	18	[01, 37]
Openness to experience		17*	18*	20*	[04, 35]
Out of character - pressure			01	04	[- 16, 25]
Out of character - actual			- 09	- 10	[- 27, 08]
Fit with spheres			- 17	- 10	[- 29, 09]
Restorative niches - access				- 11	[- 30, 09]
Restorative niches - use				- 09	[- 27, 09]
R^2	28	37	39	41	
F	11.65***	7.47***	6.08***	5.54***	
ΔR^2		.09	.03	.02	
ΔF		3.26**	1.57	1.82	

* $p < .05$ ** $p < .01$ *** $p < .001$

Personal life interference with work. For personal life interference with work, questionnaire version was on its own in the first block, number of courses, hours spent doing homework, work hours, and role overload at work or school were all included in the second block, extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience were included in the third block, and pressure to act out of

character, actual acting out of character and fit with spheres were included in the fourth block, and access to and use of restorative niches was included in the fifth block (See Table 5).

On its own, questionnaire version accounted for 21% of the variance in personal life interference with work, $R^2 = .21$, $F(1, 125) = 33.08$, $p < .001$. The demands together accounted for an additional 6% of the variance above that already accounted for by questionnaire version; however, this block only approached significance, $\Delta R^2 = .06$, $F(4, 121) = 2.31$, $p = .06$. Personality accounted for an additional 7% of variance above that already accounted for by questionnaire version and demands; however, this only approached significance $\Delta R^2 = .07$, $F(3, 118) = 3.66$, $p = .052$. Neither the block containing pressure to act out of character, actual acting out of character, and fit with spheres nor the block containing access to and use of restorative niches accounted for additional variance in personal life interference with work. None of the variables added in blocks 4 or 5 were significant unique predictors.

Because neither the fourth block, which contained the personality-environment fit variables nor the fifth block, which contained the restorative niches variables, contributed anything to the model, the third block was examined for unique predictors.

Questionnaire version, $\beta = -.41$, $t(116) = -3.34$, $p < .01$, and role overload, $\beta = .20$, $t(116) = 2.40$, $p < .05$, were significant unique predictors and conscientiousness approached significance as a unique predictor, $\beta = -.16$, $t(116) = -1.87$, $p = .07$.

Table 5

Regression of personal life interference with work

Variable	Block 1	Block 2	Block 3	Block 4	Block 5	
	β	β	β	β	β	95% CI
Version	- 46***	- 40**	- 41**	- 41**	- 42**	[- 67, - 17]
Courses		07	10	08	07	[- 14, 28]
Homework		- 00	03	01	03	[- 15, 21]
Work hours		- 05	01	- 01	01	[- 21, 23]
Role overload		23**	20*	18*	19*	[01, 36]
Extraversion			06	08	09	[- 09, 27]
Agreeableness			- 09	- 08	- 07	[- 24, 10]
Conscientiousness			- 16	- 14	- 14	[- 32, 04]
Neuroticism			13	13	12	[- 09, 32]
Openness to experience			- 02	- 02	- 03	[- 19, 13]
Act out of character - pressure				01	- 00	[- 22, 21]
Act out of character - actual				03	03	[- 15, 21]
Fit with spheres				- 09	- 07	[- 27, 13]
Restorative niches - access					- 12	[- 33, 09]
Restorative niches - use					14	[- 05, 32]
R^2	21	27	33	34	35	
F	33.08***	8.74***	5.73***	4.43***	4.03***	
ΔR^2		06	07	01	02	
ΔF		2.31	2.27	0.38	1.28	

* $p < .05$ ** $p < .01$ *** $p < .001$ Note For questionnaire version, school-based was coded as 0 and work-based was coded as 1

Work – personal life enhancement. Number of courses, hours spent doing homework, work hours, and role overload at work or school were included in the first block, extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience were included in the second block, and pressure to act out of character, actual

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acting out of character, and fit with spheres were included in the third block, and access to and use of restorative niches were included in the fourth block (See Table 6).

Demands did not account for a significant amount of variance in work-personal life enhancement. Personality accounted for 9% of the variance with demands controlled, $\Delta R^2 = .09$, $F(5, 117) = 2.37$, $p < .05$. Neither the block that contained pressure to act out of character, actual acting out of character, and fit with spheres nor the block that contained the restorative niches accounted for any addition variance.

Because the block containing the restorative niche variables did not contribute to the model, the third block was examined for unique predictors. Agreeableness, $\beta = .23$, $t(114) = 2.46$, $p < .05$, and fit with spheres, $\beta = .21$, $t(114) = 2.02$, $p < .05$ were significant unique predictors.

Table 6

Regression of work-personal life enhancement.

Variable	Block 1	Block 2	Block 3	Block 4	
	β	β	β	β	95% CI
Courses	05	00	03	06	[- 15, 27]
Homework	- 09	- 06	- 00	- 01	[- 21, 19]
Work hours	- 01	- 03	- 00	- 02	[- 22, 18]
Role overload	- 14	- 14	- 11	- 12	[- 32, 07]
Extraversion		- 03	- 08	- 05	[- 25, 15]
Agreeableness		27**	23*	24*	[05, 43]
Conscientiousness		- 07	- 12	- 10	[- 31, 10]
Neuroticism		- 14	- 16	- 18	[- 41, 05]
Openness to experience		- 04	- 05	- 03	[- 21, 15]
Out of character - pressure			- 00	03	[- 22, 27]
Out of character - actual			00	- 01	[- 21, 20]
Fit with spheres			21*	28*	[06, 50]
Restorative niches - access				- 13	[- 37, 10]
Restorative niches - use				- 06	[- 27, 15]
R^2	03	12	15	17	
F	0 96	1 77	1 68	1 63	
ΔR^2		09	03	02	
ΔF		2 37*	1 38	1 27	

* $p < .05$ ** $p < .01$ *** $p < .001$

In sum, each of the four work-life balance outcomes had a different set of unique predictors. Role overload at work or school, conscientiousness, and neuroticism were uniquely associated with general work-life balance and fit with spheres approached significance as a unique predictor. Role overload, agreeableness, and openness to experience were uniquely associated with work interference with personal life and fit

with spheres approached significance as a unique predictor. Role overload and questionnaire version were uniquely associated with personal life interference with work and conscientiousness approached significance. Agreeableness and fit with spheres were uniquely associated with work-personal life enhancement.

Study 1 Discussion

The purpose of this initial study was to explore correlates of work-life balance when work-life balance is defined broadly to include spheres outside of work and family. Initially, the extent to which people participated in and valued life spheres was explored. The relations between achievement and satisfaction with achievement to work-life balance were investigated. In addition, demands, personality, and the extent to which individuals' personalities matches their life spheres were explored as predictors of work-life balance.

As anticipated, respondents reported that they participated in and valued multiple life spheres, which provides initial support for the argument that the definition of work-life balance should be broadened to include life spheres other than work and family. A student sample was used in the current study making it difficult to know if a broader definition of work-life balance is also appropriate for non-student working populations. The utility of including multiple spheres when examining working adult populations was, therefore, explored in Study 2. In this student sample, demands, personality, and personality-environment fit were examined as predictors of four work-life balance outcomes that each used a broad definition of 'life' that encompassed the entirety of personal life, rather than just family.

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Role overload at work or school was associated with three of the work-life balance outcomes: general work-life balance, work interference with personal life, and personal life interference with work. Although each of the more objective demands (i.e., number of courses, hours spent doing homework, work hours) were correlated with at least one of the outcomes, once the other demand variables were taken into consideration, number of courses, hours spent doing homework, and work hours were no longer significant. Based on this finding, it appears that the perception of being overloaded at work or school may be a more important consideration than actual hours put in when predicting work-life balance. Role overload remained an important predictor even once personality and personality-environment fit were taken into consideration. In addition, none of the demands, including role overload, uniquely predicted work-personal life enhancement, suggesting that resources that enhance participation in other spheres do not emerge simply from a reduction in demands.

As hypothesized, the big five factors were associated with work-life balance, however, extraversion did not emerge as a unique predictor of any of the four outcome variables. Agreeableness, on the other hand, predicted work interference with personal life and work-personal life enhancement even when demands and the other personality variables were taken into consideration. Agreeable people may be able to garner more social support (Bowling, Beehr, & Swader, 2005), which in turn may better enable them to balance multiple life spheres. Neuroticism also played a role predicting lower levels of general work-life balance and higher levels of work interference with personal life. Conscientiousness was associated with more general work-life balance and less personal

life interference with work. It was anticipated that openness to experience would be associated with better work-life balance; however, openness was uniquely associated with more work-interference with personal life. Although it is evident that the big five factors are associated with work-life balance to some degree, it is possible that more specific personality traits, such as proactive personality and resilience, may do a better job of predicting work-life balance than the big five factors. These two personality traits were explored as predictors of work-life balance in Study 2.

In addition to personality predicting work-life balance, it is possible that personality-environment fit also explains variability in work-life balance. Personality-environment fit was measured with three different variables: a general perception that one's personality was a good match with one's spheres, the pressure individuals feel to act differently from their personality, and the extent to which individuals actually behave differently from their personality. General perceptions that individuals' personalities fit with their spheres was associated with all four work-life balance outcomes. However, once demands and personality were controlled, fit with spheres was only associated with work-personal life enhancement and was marginally significant as a predictor of general work-life balance and work interference with personal life. It is possible that participation in spheres that are a good fit leads to lower stress levels and higher energy levels, providing resources for other spheres and thus making balancing work and life more manageable. Pressure to act out of character and actual acting out of character did not seem to play as large a role as general fit with spheres suggesting that general perceptions of fit may play a more important role than the pressure to engage in specific

behaviours that are incongruent with one's personality or actually engaging in these behaviours.

The zero-order correlations indicated that access to and use of restorative niches were associated with general work-life balance and work interference with personal life. Access to and use of restorative niches together did not account for any variance in the work-life balance outcomes beyond that already accounted for by demands, personality, and personality-environment fit. It is possible that, to some degree, participants included an assessment of access to and use of restorative niches when assessing their personal fit with spheres. The restorative niches questions were asked in an interview format and a number of participants either sought clarification or found the question difficult to answer because they felt it was already answered during the fit with spheres questions (e.g., "The whole spheres is restorative"). Hence, there may have been measurement problems associated with the restorative niches variables as some participants seemed to have difficulty separating the extent to which their personalities fit with their spheres and their access and use of restorative niches. Although people may be able to generalize about the extent to which they feel a match between their life spheres and their personalities, it may be difficult for them to break up their sphere into niches.

In general, the results from this initial study suggest there are connections between personality and personality-environment fit and work-life balance when multiple life spheres are considered. The results were not consistent across the four work-life balance outcomes indicating a need to continue to investigate these four dimensions separately. There may have been some issues with power of the statistical tests for the

four hierarchical regressions as there were 14 predictors and only 127 participants. Some results (e.g., fit with spheres and general work-life balance) were marginally significant, but the effect sizes associated with these results suggest these may be meaningful results. Replication of these results with a larger sample size would help clear up some of these ambiguities.

Study 2

Purpose and Hypotheses

In Study 1, it was found that four of the big five personality traits (i.e., agreeableness, conscientiousness, neuroticism, openness to experience) were each associated with at least one of the work-life balance outcomes (i.e., general work-life balance, work interference with personal life, personal life interference with work, work-personal life enhancement). even when controlling for demands such as role overload, hours spent doing homework, and work hours. Further, the better the perceived fit between individuals' personalities and their life spheres, the greater the balance individuals reported between work and life. In Study 1, these hypotheses were examined using a sample of students who also held positions of paid employment.

The second study built on Study 1 in five ways: 1) generalizability of the results to a working adult population was tested; 2) trimmed regression models for each of the work-life balance outcomes were examined in order to focus on key predictors and to identify the different patterns of prediction for general work-life balance, work-interference with personal life, personal life interference with work and work-personal life enhancement; 3) in addition to the big five traits, being resilient and having a

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proactive personality were examined as predictors of work-life balance, 4) resilience and proactive personality were examined as buffers of the relation between role overload at work or school and work-life balance, and 5) perceived stress and energy were tested as possible explanatory variables for the relation between fit with spheres and work-life balance

Although students who are also employed may face significant work-life balance challenges and are an appropriate population for investigation, it was possible that the findings from Study 1 were unique to this particular population. The first purpose of Study 2 was to test whether the results, and in particular the patterns of prediction for the four work-life balance outcomes, would generalize to an adult working population. Although the students in the first study were also employed in part-time or full-time jobs, the demands of being a student may change the way this group views their life spheres. It was important to determine whether working adults who identified as employees rather than students, and who are typically older and have other personal and work demands, would have similar patterns of balancing work and life. In Study 2 data were collected and analyzed separately for two different samples -- a student sample and a working adult sample. It was important to examine both these groups because, although both groups may experience work-life balance challenges, there may be somewhat different predictors for each population. Hence, by including a sample of students in the second study it was possible to examine the reliability of the results from Study 1 and examine the extent to which these results generalize to a working adult population.

The second purpose of Study 2 was to develop and test models for each of the

four work-life balance outcome variables using trimmed regression models in order to help identify the most important personality and personality-environment fit variables that predict each of the outcomes in each of the two samples. Specifically, if a variable was not a significant or marginally significant unique predictor of one of the outcomes in Study 1 and had a non-significant zero-order correlation in Study 2, that predictor was excluded from the regression model. Based on these criteria, there were different predictors included in each of the four regression models and for each of the two samples, which enabled a closer examination of the different pattern of prediction for each of the outcome variables (i.e., general sense of work-life balance, work interference with personal life, personal life interference with work, and work-personal life enhancement) and potential differences between student and working adult populations.

Hough and Schneider (1996) argued that personality constructs that provide a more specific focus, relative to the larger focus of the big five factors, may be better predictors of particular outcome variables. Therefore, the third purpose of Study 2 was to examine whether resilience and proactive personality, two more specifically focused personality traits, explained variance in work-life balance above that already explained by demands and the big-five personality traits. Specifically, because resilient individuals tend to recover quickly and more fully from stressful experiences (Smith et al., 2008), it was thought that these individuals would also be better able to balance work and life. In addition, because proactive individuals tend to take steps to actively solve problems and create opportunities to improve their circumstances (Crant, 2000), proactive individuals may have better work-life balance because they may be able to identify and use more

diverse strategies for balancing work and life

Hypothesis 1a Individuals who scored higher on proactive personality and those who scored higher on resilience would report more general work-life balance as compared to individuals who scored lower on proactive personality and those who scored lower on resilience

Hypothesis 1b Individuals who scored higher on proactive personality and those who scored higher on resilience would report less work interference with personal life relative to individuals who scored lower on proactive personality and those who scored lower on resilience

Hypothesis 1c Individuals who scored higher on proactive personality and those who scored higher on resilience would report less personal life interference with work as compared to individuals who scored lower on proactive personality and those who scored lower on resilience

Hypothesis 1d Individuals who scored higher on proactive personality and those who scored higher on resilience would report more work-personal life enhancement than individuals who scored lower on proactive personality and those who scored lower on resilience

In Study 1, greater role overload at work or school was associated with less general work-life balance and more interference between spheres (i.e., work interference with personal life and personal life interference with work). Although there was no significant relation between role overload and work-personal life enhancement, it is possible that role overload limits enhancement between life spheres, but only for those

individuals who are not very proactive or resilient. The fourth purpose of Study 2 was to examine whether proactive personality and resilience buffer the relations between role overload at work or school and the work-life balance outcomes. It is possible that having a proactive personality may enable individuals to anticipate and deal with problems before these problems require a substantial amount of time and energy (Crant, 2000). In addition, being resilient may enable individuals to recover from stressful experiences more quickly and completely (Smith et al., 2008), thus minimizing the amount of negative spill-over between spheres.

Hypothesis 2a. Being more resilient and having a more proactive personality would buffer the association between role overload and general work-life balance.

Hypothesis 2b. Being more resilient and having a proactive personality would buffer the association between role overload and work interference with personal life.

Hypothesis 2c. Being more resilient and having a more proactive personality would buffer the association between role overload and personal life interference with work.

Hypothesis 2d. Being more resilient and having a more proactive personality would buffer the association between role overload and work-personal life enhancement.

Study 1 provided evidence of the association between fit with spheres and general work-life balance, work interference with personal life, and work-personal life enhancement. There is some evidence that individuals who must act out of character for a substantial amount of time experience considerable stress as a consequence (Little, 2000; Little & Joseph, 2007). It is possible that when individuals' personalities do not fit with their spheres, they may experience increases in stress levels and decreases in energy.

This increased stress and decreased energy may, in turn, influence their ability to balance work and life. The fourth purpose of Study 2 was to test the indirect effect of fit with spheres through perceived energy and stress on three work-life balance outcomes: general work-life balance, work interference with personal life, and work -personal life enhancement.

Hypothesis 3a. There would be an indirect effect of fit with spheres on general work-life balance through perceived stress and energy.

Hypothesis 3b. There would be an indirect effect of fit with spheres on work interference with personal life through perceived stress and energy.

Hypothesis 3c. There would be an indirect effect of fit with spheres on work-personal life enhancement through perceived stress and energy.

Method

Participants.

Sample 1. Similar to the first study, 226 part- and full-time students who also held part- (88%) or full-time (12%) jobs were recruited through a first year psychology participant pool to complete a series of questionnaires regarding their personality, well-being, and school and work experiences. Participants from Study 1 were ineligible to participate in Study 2. Just under half (45.6%) of the participants reported they were in permanent employment positions, 52.3% were temporary, contract, casual, or self-employed positions, and the remaining 2.2% did not indicate their job status. The 2.2% of participants who did not indicate their job status were included in all analyses that did not involve job status. The mean age was 21.5 ($SD = 5.37$) and there were 140 (61.9%)

female and 86 (38.1%) male participants. There were students from all four years of study and some special students (i.e., not registered in a program). Just under half of the participants were in their first year of university (42.9%) and 78.7% of participants were full-time students (4 or more courses). About half (51.4%) of participants were single or casually dating someone, 47.8% were either married, engaged, living together, or in a serious dating relationship, and the remaining 0.9% were separated or divorced. The vast majority of participants did not have any dependents (90.7%).

Sample 2. There were 210 participants who were recruited for the working adult sample. Of these, 172 (81.5%) were permanent employees, the remaining 18.5% were temporary or casual employees, on contract, or self-employed. One participant did not report his/her job type. Most of the participants were working full-time (90.5%) and 6.2% were part-time, 7 (3.3%) participants did not report their job status.

The average age for this sample was 41.52 (range 21 – 68 years) and 53.1% of this group were female. Approximately two-thirds of the sample were either married (61.0%) or living with their partner (7.6%), 5.2% were engaged or in a serious dating relationship, 16.2% were single, 9.5% were separated, divorced, or widowed. One participant did not report his or her marital status. About half of the sample reported they did not have any dependents (49.3%), and the mean number of dependents for the 51.7% of those with dependents was 2.74.

Procedure.

Sample 1. Students came to the lab and read and signed a consent form that explained their rights as a participant. After they signed the consent form, participants

were asked the average number of hours they worked per week and the number of courses in which they were currently registered. Participants were then given either a work-based or school-based version of the questionnaire, both of which assessed their work-life balance, personality, personality-environment fit, school demands, and some general demographic questions. Any student who worked full-time (≥ 30 hours per week) was given the work-based version of the questionnaire. Full-time students (≥ 4 courses) who worked part-time were given the school-based version of the questionnaire. For those participants who worked 10-19 hours per week, if they were taking one course they were given the work version and if they were taking two or more courses they were given the school version. For participants who worked 20-29 hours per week, those who were taking one or two courses were given the work version and those taking three or more courses were given the school version. Following completion of the survey, participants were thanked and given a debriefing that explained more about the study and provided the contact information of the researchers.

Sample 2. Participants were recruited through the StudyResponse Project, which is a web-based service hosted by the School of Information Studies at the University of Syracuse for the purpose of facilitating online research. This service enables researchers to pay respondents while at the same time maintaining complete anonymity of the participants. The StudyResponse project is an established method of data collection that has been used by social science researchers in many areas including organizational psychology (e.g., Crossley, Bennett, Jex, & Burnfield, 2007, Piccolo & Colquitt, 2006), human resources (e.g., Rogelberg, Allen, Shanock, Scott, & Shuffler, 2010), economics

(e.g., Garbarino & Slonim, 2009) human computer interaction (e.g., Barbeite, & Weiss, 2004), and personality psychology (e.g., Vodanovich, Wallace, & Kass, 2005). Using StudyResponse enabled access to adults working in a variety of occupations and organizations.

StudyResponse has basic demographic information on their panellists and, as such, were able to randomly select three hundred employed adults to receive an invitation to participate in the current study. The goal was to ensure a sample of 200 and I used 50% oversampling in order to meet the target. StudyResponse forwarded the recruitment email to potential participants (See Appendix A for recruitment messages). Of the 300 panellists who received an invitation, 211 submitted their responses for a response rate of 70%. One participant failed to complete a substantial proportion of the questionnaire (i.e., life sphere section, demographics, and several scale items) and this case was deleted from the dataset. Respondents were given a \$5 gift certificate to Amazon.com for their participation through the StudyResponse Project. Because the target of 200 participants was reached within a week of the initial recruitment email, no reminder email was sent to participants.

A link in the recruitment email brought participants to an informed consent page, which included all of the information regarding their rights as research participants and explained that participants recruited through StudyResponse would receive a \$5.00 credit to Amazon.com for their participation that would be administered through StudyResponse (See Appendix B for consent forms). After reading the consent information participants entered their StudyResponse participant code and clicked on an

'I agree' button at the bottom of the consent page, which brought them to the online survey. After participants completed the final section of the questionnaire, they were brought to a debriefing page (See Appendix D for debriefing forms). They were thanked for their participation and given a link to a webpage that they could access at a later date to see a report on the results.

Measures. For variables that were used in both Study 1 and Study 2, the same measures were used in order to be consistent. A brief description of all measures is included below; any new measures are discussed in greater detail. In all cases, the first Cronbach's alpha reported is from the student sample and the second Cronbach's alpha is from the working adult sample. All measures can be found in Appendix C.

Work-life balance. For participants who spent more time at school than at work, it was more appropriate to assess their perceived balance between school and nonschool spheres, rather than between their work and nonwork spheres. For this reason, for the work-life balance items the word 'work' was changed to 'school' for these participants, resulting in two versions of the questionnaire for Sample 1: school-based and work-based. Because Sample 2 was working adults, none of the work-life balance items were altered for this sample. Again, because of the similarities between work and school (e.g., responsibilities, tasks, deadlines) the construct is still viewed as work-life balance; the questions were reframed for students to make completion of the questionnaire more comprehensible for them.

Based on the factor analysis reported on in Study 1, the three subscales of Hayman's (2005) measure of work-life balance (adapted from Fisher-McAuley, Stanton,

Jolton, & Gavin, 2003) were used to measure work-interference with personal life (Cronbach's $\alpha = .89/.93$), personal life interference with work (Cronbach $\alpha = .82/.92$), and work-personal life enhancement (Cronbach $\alpha = .75/.84$). The four items that comprised the work-life balance subscale from the Voice Climate survey (Langford, 2009) and the two items assessing the success and conflict participants felt balancing work and life (Tausig & Fenwick, 2001) were used to measure general work-life balance (Cronbach $\alpha = .80/.84$).

Life spheres. Using the procedure adapted from Kofodimos (1993), after being presented with a definition of 'life sphere' participants were asked to list on paper all the life spheres in which they participate, the percentage of time they spend in each sphere, and on a scale of 1 - *not at all important* to 5-*very important*, how much they value each sphere. For 8.8% of participants in Sample 1 and 13% of participants who completed the life spheres section in Sample 2, the percentage of time spent in all spheres did not add up to 100; their answers were reweighted to so that they summed to 100.

Personality.

Big five factors. The first assessment of personality was the Big Five Inventory (John & Srivastava, 1999). Participants were presented with a list of 44 descriptive statements and were asked to indicate for each statement the extent they agreed or disagreed that, when they are truly being themselves, they are someone who matches that descriptor. This list of 44 descriptive statements assessed extraversion ($\alpha = .83/.85$), agreeableness ($\alpha = .71/.84$), conscientiousness ($\alpha = .79/.83$), neuroticism ($\alpha = .86/.88$),

openness to experience ($\alpha = .73/.84$) A five-point Likert response format was used (1-*disagree strongly* to 5-*agree strongly*)

Resilience. Resilience was measured with the Brief Resilience Scale (Smith et al., 2008) Participants responded on 5-point Likert type scales (1 – *strongly disagree* to 5 – *strongly agree*) to six items assessing their capacity to recover quickly after stressful experiences (e.g., *I tend to bounce back quickly after hard times*; $\alpha = .85/.88$)

Proactive personality Proactive personality was measured with a 10-item short-form scale developed by Seibert, Crant, and Kraimer (1999) that was adapted from Bateman and Crant (1993) Participants indicated how much they agreed or disagreed on 7-point Likert type response format with items assessing their proactiveness (e.g., *I am constantly on the lookout for new ways to improve my life*, $\alpha = .89/.94$)

Personality-environment fit. There were three measures of personality-environment fit: pressure to act out of character, actual acting out of character, and perceived fit with spheres. Actual acting out of character was not assessed in Sample 2 due to concerns over the length of the survey instrument. Pressure to act out of character and actual acting out of character were both measured using an 11-item version of the Big Five Inventory (Rammstedt & John, 2007) adjusted to ask the extent to which participants felt that each descriptor reflected *expected* behaviour for each life sphere and the extent to which each descriptor reflected *actual* behaviour in that sphere. Participants responded using a five-point Likert response format (1-*disagree strongly* to 5-*agree strongly*) By definition, pressure to act out of character is the difference between an individual's personality and the perception of the personality they are expected to portray

(i.e., expected behaviour). Similarly, actual acting out of character is the difference between an individual's personality and the personality he or she projects (i.e., actual behaviour). Although individuals' personalities remain constant across spheres and was only measured once, how they are expected to behave and how they actually behave is likely to vary across life spheres and was measured for each of the three spheres that participants indicated they spent the most time in. An indicator of general pressure to act out of character (absolute difference between personality and expected behaviour) and an indicator of actual acting out of character (absolute difference between personality and actual behaviour) were calculated. The scores for each of these two variables (i.e., pressure to act out of character and actual acting out of character) were calculated using a weighted average based on the percent of time spent in the top three spheres. For example, if someone spent 70% of their time in Sphere 1, 20% of their time in Sphere 2, and 10% of their time in Sphere 3, the Sphere 1 score is multiplied by .7, the Sphere 2 score by .2, and the Sphere 3 score by .1. The three weighted scores are then summed to create the overall score.

In contrast to Study 1 in which the perceived fit with spheres items were asked as interview questions, in Study 2 the perceived fit with spheres items were included in the questionnaire (i.e., *to what extent do you feel you must behave in a way that is counter to your natural personality* (reverse coded), *to what extent do you feel your true personality is consistent with the roles you play in this life sphere*, and *to what extent do you feel that who you are fits well with this particular sphere*). The same weighting procedure that was used for pressure to act out of character and acting out of character was also used

for the fit with spheres measure. The possible range for fit with spheres was 1-10 and the actual range was 3.2 – 10 for the student sample and 3.08 – 10 for the working adult sample.

Stress. Perceived stress was measured using the 10-item short form of Cohen and Williamson's (1988) Perceived Stress Scale (e.g., *In the last month, how often have you felt difficulties were piling up so high that you could not overcome them*). Responses for each item ranged from 1 = *never* to 5 = *very often* (Cronbach's alpha = .88/.83).

Energy. Energy was measured using a 7-item measure of subjective vitality (Ryan & Frederick, 1997), which reflects energy levels influenced by both psychological and physical factors. Participants responded on 7-point scales (1 = *not true at all* to 7 = *very true*) to items referring to perceptions of energy (e.g., *I have energy and spirit*; $\alpha = .90/.91$).

Demands.

Sample 1. Demands included number of courses, hours of homework, work hours, and role overload at work or school, all of which were assessed with single item questions with the exception of role overload, for which Cammann et al.'s (1983) scale was used (e.g., *I never seem to have enough time to get everything done*). In order to be consistent with Study 1 and to improve the internal reliability from .70 to .75, the same item that was removed in Study 1 was removed in Study 2 (i.e., *the amount of work I'm asked to do is fair* – reverse coded). Participants responded on five-point Likert scales ranging from 1-*disagree strongly* to 5-*agree strongly*.

Sample 2. As was with Sample 1, Cammann et al.'s (1983) role overload scale

was used in Sample 2 to measure perceptions of feeling overloaded at work. Removing the item, *the amount of work I'm asked to do is fair*, improved the alpha from .68 to .71 and this item was removed from the role overload scale.

In addition to role overload, participants in Sample 2 were asked about their average weekly work hours. Specifically, they were asked about their non-overtime work hours, desired overtime hours, undesired overtime hours, work hours performed at work, and work hours performed somewhere other than work. Investigation of the responses to these questions revealed that a substantial number of participants did not interpret the questions as intended. Obvious typographical errors were corrected and the remaining responses were left unchanged. There are likely reliability issues with these questions and results involving these work hour variables should be interpreted with caution.

Achievement.

Sample 1. Participants were asked whether their average grade for the previous semester was an A, B, C, D, or F. Two students gave two responses (i.e., B and C; A and B). Because grade was treated as a categorical variable it was not possible to assign these students a value between these two grades. In both these cases they were assigned the lower grade.

For satisfaction with academic achievement, participants indicated on a single five-point scale from 1-*not satisfied at all* to 5-*extremely satisfied* how satisfied they were with their academic achievement.

Sample 1 and 2. In Study 1, only participants who reported that they had a career-level job responded to Greenhaus et al.'s (1990) 5-item career satisfaction scale and not

enough participants completed the scale to warrant doing an analysis. In Study 2, all participants from both the student and the working adult sample were asked to complete Greenhaus et al's scale (e.g., *I am as satisfied with the success I have achieved in my career*; $\alpha = .76/.92$). It was thought that, even though many participants would not yet have career jobs, they would be able to assess how satisfied they were with where they were in their current career trajectory.

Demographics. Participants were asked to indicate their age, gender, marital status, and number of dependents. With regard to information about school, participants in Sample 1 were asked their year of study and program. Participants from both Samples 1 and 2 indicated their employment position, type of job (e.g., permanent, contract, self-employed), employment status (full or part-time), position tenure, and organization tenure.

Results

Preliminary analyses.

Missing data.

Sample 1. Missing data were minimal because participants were supervised while completing the questionnaires. Some participants did not complete some of the scale items, but no item was missing more than 1.8% of responses. Valid mean substitution was used to calculate scale scores provided participants completed at least 50% of the scale's items. Dodeen (2003) found that valid mean substitution was effective and not influenced by the number of items missing responses.

Similar to Study 1, average grade had the largest amount of missing data (5.8%)

and it is likely for many of these cases participants felt they could not accurately estimate their average grade for the previous term because this was their first term of university. These participants were omitted from the analyses involving grades. There were 10 other variables that had missing data, but these variables were missing less than 2.5% of responses. To investigate the best way to handle the missing data, a t-test for each variable with 1% or more missing data was calculated comparing those with and without data on the four dependent variables (i.e., general work-life balance, work interference with personal life, personal life interference with work, and work- personal life enhancement). People who did not report their job type had lower general work-life balance, $n = 5, M = 3.03$, compared to people who did report their job type, $n = 221, M = 3.39, t(6.3) = 3.3, p < .05$. There were no other statistically significant differences. Job type was included in the questionnaire to help describe the sample and was not included in any of the main analyses, therefore these five participants were included in subsequent analyses. Cases were excluded from an analysis if they were missing data on any variable included in the respective analysis. Excluding cases with missing data from an analysis (listwise deletion) is an unbiased method of dealing with missing data when the data are missing from only the independent variables and the pattern of missing data is not associated with any of the dependent variables (Allison, 2002).

Sample 2. As was done with the first sample, valid mean substitution (Dodeen, 2003) was used to calculate scale scores provided participants completed at least 50% of the scale's items. Fit with spheres and pressure to act out of character were the only variables missing more than 5% of data and they were each missing 5.7%. There were 11

other variables that had missing data and these were missing less than 3.3% of cases, with the exception of perceived stress which was missing 4.8% of cases. In order to further investigate the missing data, a t-test for each variable with 1% or more missing data was calculated comparing those with and without data on the four dependent variables (i.e., general work-life balance, work interference with personal life, personal life interference with work, and work-school personal life enhance). The only significant t-tests were for perceived stress. The 10 participants who completed fewer than 5 items (50%) of the perceived stress scale, and thus had no score for perceived stress, reported better general work-life balance, $M = 4.44$, less work interference with personal life, $M = 1.86$, less personal life interference with work, $M = 1.32$, and more work-personal life enhancement, $M = 5.8$ compared to people who had a score for perceived stress, $n = 200$, $M = 3.76$, $M = 3.15$, $M = 2.44$, $M = 4.07$ $t(11.9) = -4.5, p < .01$, $t(11.1) = 3.8, p < .01$, $t(15) = 5.2, p < .001$, $t(11.7) = -5.9, p < .001$, respectively. Listwise deletion was not appropriate for these cases that were missing data on the Perceived Stress Scale. Instead, valid mean substitution was used even for participants who completed less than 50% of the perceived stress scale. Nine of the 10 participants completed 40% of the scale and 1 participant completed 30% of the scale. The means and standard deviations for perceived stress with ($M = 1.49, SD = 0.57$) and without ($M = 1.50, SD = 0.57$) these participants included is very similar. For the remaining 12 variables with missing data, cases were excluded from an analysis if they were missing data on any variable included in the respective analysis.

Assumptions.

Sample 1. Prior to all analyses, data were checked to ensure that all necessary assumptions were met. For the MANOVA, data were approximately normally distributed and there were no outliers in any of the cells. However, Box's test revealed that the assumption of homogeneity of the variance-covariance matrices was violated. Because the sample sizes of the cells were extremely unequal (range: 11-86), the generalized variances for each of the cells were examined. The three largest generalized variances belonged to the three largest groups and the three smallest generalized variances belonged to the cells with the smallest sample size (See Table 26 in Appendix 6 for sample sizes and generalized variances). The pattern of generalized variances suggests that the multivariate tests for the MANOVA would be conservative (Stevens, 2002). For the follow-up univariate tests, there were no violations of homogeneity of variance for work interference with personal life, personal life interference with work, or work-personal life enhancement. For general work-life balance, however, Levene's test, $F(5, 205) = 2.52, p < .05$, indicated a violation. The largest variance belonged to the smallest group and the second smallest variance belonged to the largest group, indicating that the univariate F test for general sense of work-life balance may be liberal (Stevens, 2002; See Table 26 in Appendix F for sample sizes and variances).

There were a few cases for each of the regression analyses in which there were multivariate outliers as indicated by Mahalanobis distances. No adjustments were made, however, because neither the cases with high Mahalanobis distances nor any of the other cases were influential. The maximum value of Cook's Distance was .05 for general work-life balance, .08 for work interference with personal life, .04 for personal life

interference with work, and .06 for work-personal life enhancement. For the regressions of general work-life balance, work interference with personal life, and work-personal life enhancement, plots of standardized predicted values versus standardized residuals did not reveal any violations of normality, linearity, or homoscedasticity.

For personal life interference with work, however, the residual plot indicated some heteroscedasticity. There were smaller residuals associated with lower predicted scores on personal life interference with work. Exploration of the data revealed that this was due to questionnaire version. The variance of personal life interference with work was 0.90 for participants who completed the work-based questionnaire and 1.86 for participants who completed the school-based questionnaire. When questionnaire version was omitted from the regression, there was no longer any indication of heteroscedasticity on the residual plot, confirming that questionnaire version was causing the heteroscedasticity in the regression. Although heteroscedasticity may weaken an analysis, it does not invalidate it (Tabachnick & Fidell, 2007). Further, it would not have been appropriate to omit questionnaire version from the regression because it was significantly related to personal life interference with work and as such, the results from the regression that included questionnaire version are reported.

Sample 2. There were some multivariate outliers as indicated by Mahalanobis distances for each of the regression analyses. No adjustments were made, however, because none of the cases included in the regressions were influential. The maximum value of Cook's Distance was .24 for general work-life balance, .19 for work interference with personal life, .09 for personal life interference with work, and .08 for work-personal

life enhancement

Plots of standardized predicted values versus standardized residuals did not reveal any violations of normality, linearity, or homoscedasticity for general work-life balance, work interference with personal life, or work-personal life enhancement. There was, however, evidence of heteroscedasticity for personal life interference with work. Examination of individual scatterplots reveals that there was substantial heteroscedasticity in the relation between job status and personal life interference with work. Removing job status from the equation did not improve the heteroscedasticity in the full regression model. Further examination of the individual scatterplots revealed minor violations of the homoscedasticity assumption for several variables. It is possible that these minor violations are creating a cumulative effect on the violation of homoscedasticity. Based on this violation, it is important to note that the regression model more accurately predicted lower personal life interference with work scores compared to higher scores.

Demographics.

Sample 1. Most of the demographic variables were not related to any of the work-life balance outcome variables. Specifically, age, position tenure, organizational tenure, having permanent employment, having dependents, gender, marital status, and year of study were not significantly related to general work-life balance, work-interference with personal life, personal life interference with work and work-personal life enhancement. As was the case in Study 1, people who completed the work-based version ($n = 44$, $M = 2.53$, $SD = 0.95$) had less personal life interference with work

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compared to those who completed the school-based version ($n = 182$, $M = 3.21$, $SD = 1.36$), $t(91.26, \text{adjusted due to unequal variances}) = -3.91$, $p < .001$.

Participants who worked full-time reported better general work-life balance ($n = 27$, $M = 3.65$, $SD = 0.64$) and less personal life interference with work ($n = 27$, $M = 2.54$, $SD = 0.79$) compared to those participants who worked part-time ($n = 199$, $M = 3.35$, $SD = 0.79$; $n = 199$, $M = 3.15$, $SD = 1.36$, respectively), $t(224) = 2.71$, $p < .01$. It is important to note that questionnaire version and job status were related because the majority of people who completed the work-based questionnaire were full-time employees. When either general work-life balance or personal life interference with work was regressed on both job status and questionnaire version, questionnaire version was the only significant unique predictor and it only predicted personal life interference with work. Therefore, only questionnaire version was controlled in subsequent analyses when personal life interference with work was the outcome variable.

Sample 2. Organizational tenure, position tenure, job type, and receiving a promotion in the past year were not associated with any of the work-life balance outcomes (i.e., general work-life balance, work interference with personal life, personal life interference with work, work-personal life enhancement). Full-time employees reported more personal life interference with work ($M = 2.44$, $SD = 1.44$) compared with part-time employees ($M = 1.33$, $SD = 0.51$), $t(27.92 - \text{adjusted due to unequal variances}) = 6.27$, $p < .001$. Job status was not significantly associated with the other three work-life balance outcomes.

Older people reported more general work-life balance $r = .16$, $p < .05$, less work

interference with personal life, $r = -.16, p < .05$, and less personal life interference with work $r = -.32, p < .001$; however, age was not significantly correlated with work-personal life enhancement, $r = .08, p = .28$. Number of dependents was associated with work interference with personal life, $r = .19, p < .01$, and personal life interference with work, $r = .14, p < .05$, but it was not associated with general work-life balance $r = -.10, p = .15$ or work-personal life enhancement, $r = .01, p = .92$. Neither gender nor education level were associated with any of the four work-life balance outcomes.

Life Spheres.

Sample 1. The findings for life spheres in the student sample were extremely similar to the findings from Study 1. On average, participants reported participation in 5.04 ($SD = 1.20$) life spheres and 98.2% of participants reported at least one sphere outside of work, school, and family. Interestingly, even though this sample was recruited through a first year psychology pool, 8.3% of participants did not report school as one of their top three spheres. See Figure 3 for breakdown of the three top spheres (based on percent of time in each sphere). Similar to Study 1, there was a wide variety of spheres outside of work, school, and family (e.g., church, fitness, socializing, friends, alone time, volunteering, community involvement, gaming, and watching TV). Participants valued all the life spheres in which they participated, with mean value levels for each sphere ranging from 3.63 (eighth sphere) to 4.30 (first sphere), with 5 being the highest possible level of importance. The number of spheres respondents participated in was not significantly correlated with general work-life balance, $r = 0.08$, work interference with personal life, $r = .06$, personal life interference with work, $r = -.08$, or work-personal life

enhancement, $r = .07$.

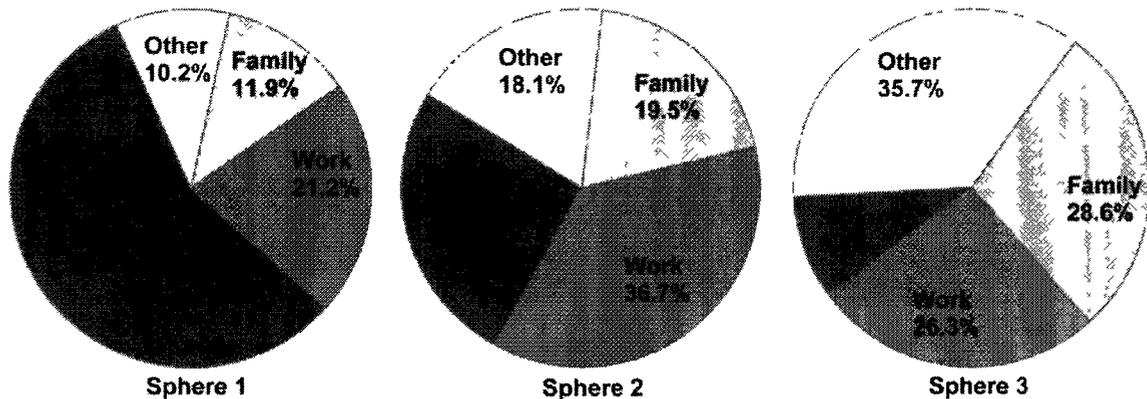


Figure 2. Life spheres in which participants reported spending the most time – Sample 1.

Sample 2. On average, participants reported participation in 3.82 ($SD = 1.60$) life spheres and 82.2% of participants reported at least one sphere outside of work and family. See Figure 3 for breakdown of the three spheres that participants reported spending the most time in. Similar to Study 1 and the student sample of the current study, there was a wide variety of spheres outside of work, school, and family (e.g., church, travel, socializing, friends, alone time, sex, community involvement, gaming, and watching TV). Participants valued all the life spheres in which they participated. In the working adult sample, the mean value levels for each sphere ranged from 3.54 (sixth sphere) to 3.94 (first sphere). The number of spheres in which people participate was not significantly correlated with work interference with personal life, $r = -.06$, personal life interference with work, $r = -.09$, or work – personal life enhancement, $r = .10$. For this sample, number of spheres was positively correlated with general work-life balance $r =$

.16, $p < .05$, such that the more reported life spheres, the greater the sense of work-life balance.

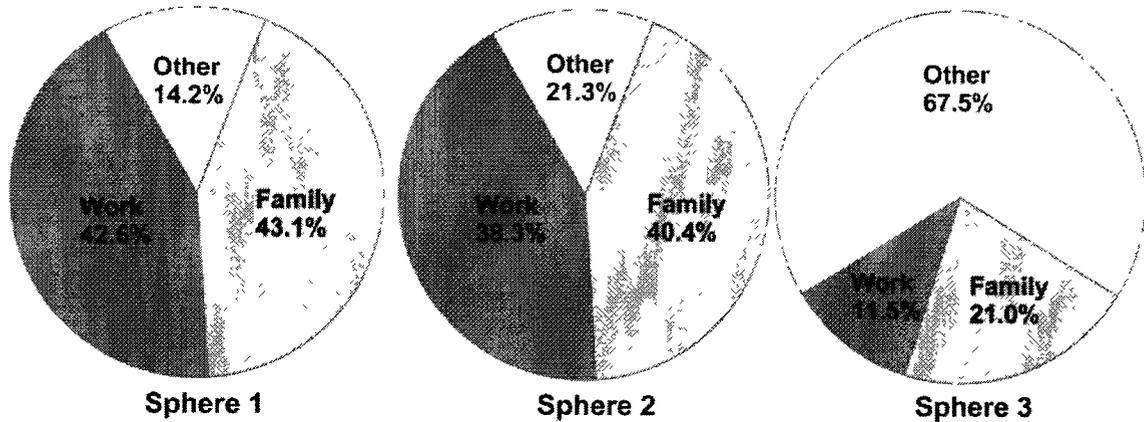


Figure 3. Life spheres in which participants reported spending the most time – Sample 2.

Achievement. Relations between achievement and the work-life balance outcomes were examined to test the commonly-held notion that in order to attain high achievement, it is necessary to sacrifice balance.

Grades. Because Sample 2 comprised working adults rather than students, the relation between work-life balance and grades was only examined in the student sample. Sixty-six participants reported that their average grade was an ‘A’, 105 participants reported their average grade was a ‘B’, 35 participants reported their average grade was a ‘C’, 7 participants reported their average grade was a ‘D’, and no students reported their average grade was an ‘F’.

In order to test whether high achievers were sacrificing balance, a multivariate analysis of variance was calculated with general work-life balance, work interference

with personal life, personal life interference with work, and work-personal life enhancement as the dependent variables and average grade and questionnaire version as the independent variables. Because of the association between personal life interference with work and questionnaire version, questionnaire version was included in this analysis. To be consistent with Study 1 and to ensure there were no empty cells, the C and D students were grouped together.

There were significant main effects for grade, *Wilk's* $\Lambda = .87$, $F(8, 408) = 3.56$, $p < .01$, partial $\eta^2 = .07$, and for questionnaire version, *Wilk's* $\Lambda = .95$, $F(4, 204) = 2.63$, $p < .05$, partial $\eta^2 = .05$, but no significant interaction between grade and questionnaire version. Based on earlier demographic results, it is not surprising that participants who completed the school-based questionnaire ($n = 169$, $M = 3.18$, $SD = 1.37$) reported more personal life interference with school than did participants who completed the work-based questionnaire ($n = 42$, $M = 2.56$, $SD = 0.95$), $F(1, 207) = 10.29$, $p < .01$, partial $\eta^2 = .05$.

Follow-up univariate analyses for the main effect of grade revealed that there were no significant differences for work interference with personal life, personal life interference with work, or work-personal life enhancement. There were, however, significant differences for general work-life balance based on grade, $F(2, 207) = 3.06$, $p < .05$, partial $\eta^2 = .03$, such that students in the higher grade categories reported greater work-life balance. There was a significant linear trend in that people with lower grades also tended to have lower general work-life balance, $L = -.29$, $p < .05$ (See Figure 4). It is

important to keep in mind that the unequal variances for general work-life balance make this test more liberal and that the effect size is quite small, however, the direction of the trend (higher grades are associated with better balance) still provides support for the notion that people do not have to sacrifice achievement in order to have work-life balance

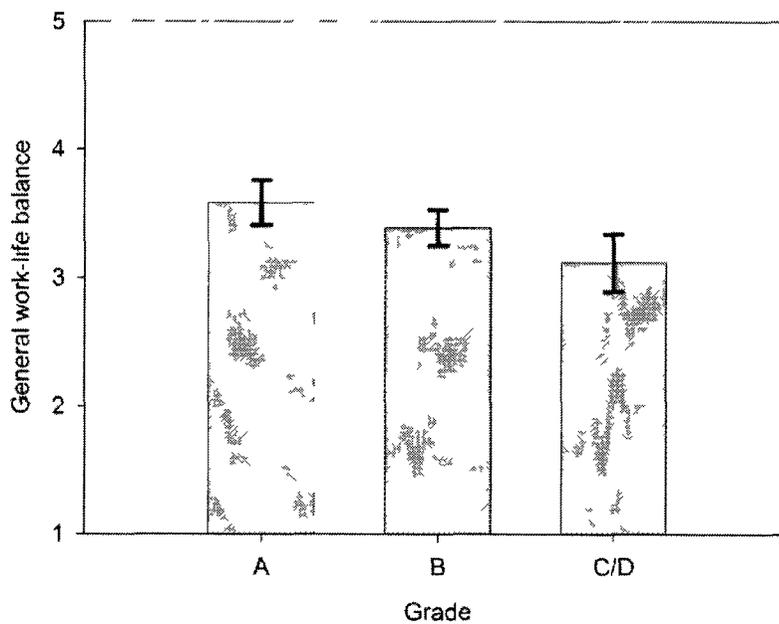


Figure 4 Means for general work-life balance by grade Error bars represent 95% confidence intervals calculated using a pooled error term (Masson & Loftus, 2003).

Satisfaction with achievement for Sample 1. Both career satisfaction and academic satisfaction were associated with higher levels of general work-life balance, more work-personal life enhancement, and less personal life interference with work when questionnaire version was controlled (See Table 7) Career satisfaction was associated with lower levels of work-interference with personal life In general, higher

levels of career and academic achievement are associated with more positive reports of work-life balance, rather than the opposite

Table 7

Semi-partial correlations between career and academic satisfaction with work-life balance outcomes controlling questionnaire version in Sample 1

	Career Satisfaction	Academic Satisfaction
General work-life balance	29***	34**
Work interference with personal life	- 13*	- 08
Personal life interference with work	- 29***	- 30***
Work-personal life enhancement	28***	21**

Note For career satisfaction N = 224 and for academic satisfaction N = 225

* $p < .05$ ** $p < .01$ *** $p < .001$

Career Satisfaction for Sample 2. Career satisfaction was positively correlated with general work-life balance, $r = .38, p < .001$, and work-personal life enhancement, $r = .40, p < .001$, and was negatively correlated with work interference with personal life $r = -.23, p < .01$. Career satisfaction was not significantly associated with personal life interference with work. Overall, people who reported they were satisfied with their careers reported better work-life balance.

Main Analyses.

Predictors of the work-life balance outcomes. In order to examine important predictor variables for each outcome (i.e., general work-life balance, work interference

with personal life, personal life interference with work, and work-personal life enhancement), four hierarchical multiple regressions were conducted with each sample. In order to trim the models, variables were not included in the models if 1) they were not significant unique predictors in the first study and 2) they did not have a significant zero order correlation with the outcome variable in the current study. The zero order correlations, means, and standard deviations are presented in Table 13 for Sample 1 and in Table 14 for Sample 2.

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Table 8

Correlations, means, standard deviations of predictors and outcome variables – Sample 1

Variables	1	2	3	4	5	6	7	8	9	10	11
1 Questionnaire Version											
2 Number of Courses	- .53***										
3 Homework	- .14*	.24***									
4 Work hours	.76***	-.41***	-.22**								
5 Role overload	-.01	.03	.01	.05							
6 Extraversion	-.04	.14*	.09	-.05	-.09						
7 Agreeableness	-.09	.02	.13	-.11	-.10	.11					
8 Conscientiousness	-.02	.13	.18**	-.00	-.19**	.09	.37***				
9 Neuroticism	-.02	-.05	-.10	-.04	.40***	-.27***	-.39***	-.24***			
10 Openness	-.02	.00	.10	.02	.04	.04	.03	.08	-.00		
11 Proactive Personality	.05	-.06	.17*	.05	-.10	.22**	.18**	.27***	-.34***	.42***	
12 Resilience	.06	-.02	-.04	.14	-.29***	.19**	.20**	.16*	-.62***	.01	.35***
13 Out of character - pressure	.06	-.06	-.01	.14	.28***	-.30***	-.34***	-.39***	.48***	.07	-.12
14 Out of character - actual	.07	-.12	-.05	.17	.22***	-.08	-.24***	-.26***	.21**	-.02	-.03
15 Fit with spheres	-.14*	.13*	.05	-.11	-.22***	.19**	.26***	.25***	-.16*	.09	.18**
16 Perceived stress	-.06	-.04	-.02	-.08	.53***	-.20**	-.26***	-.23***	.64***	.05	-.25***
17 Perceived energy	.05	-.04	.09	.03	-.43***	.31***	.34***	.26***	-.55***	.05	.32***
18 General work-life balance	.06	-.01	.04	-.06	-.54***	.17**	.29***	.24***	-.47***	-.02	.25***
19 Work interference with personal life	-.04	.19**	.27***	.05	.52***	-.07	-.07	-.08	.30***	.14*	-.01
20 Personal life interference with work	-.21**	-.02	-.15*	-.10	.34***	-.11	-.23**	-.23***	.28***	.02	.01
21 Work – personal life enhancement	.03	.02	-.03	.06	-.27***	.26***	.22**	.08	-.35***	.15*	.29***
Mean	—	4.22	16.16	19.96	3.44	3.52	3.88	3.62	2.89	3.58	5.12
Standard deviation	—	1.19	12.33	8.85	1.06	0.73	0.56	0.62	0.84	0.57	0.94

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* $p < .05$ ** $p < .01$ *** $p < .001$ Note For questionnaire version, school-based coded as 0 and work-based coded as 1

Table 8 continued

Variables	12	13	14	15	16	17	18	19	20	21
13 Out of character - pressure	- 23**									
14 Out of character - actual	- 13*	56***								
15 Fit with spheres	16*	- 31***	- 22**							
16 Perceived stress	- 52***	35***	17*	- 34***						
17 Perceived energy	40***	- 41***	- 22**	30***	- 60***					
18 General work-life balance	32***	- 37***	- 26**	33***	- 56***	50***				
19 Work interference with personal life	- 18**	28***	12	- 22**	45***	- 35***	- 59***			
20 Personal life interference with work	- 19**	18**	12	- 23***	41***	- 35***	- 43***	22**		
21 Work – personal life enhancement	27***	- 31***	- 10	38***	- 41***	52***	36***	- 34***	- 24***	
Mean	3.45	4.43	3.26	7.46	1.85	4.10	3.38	3.73	3.08	3.71
Standard deviation	0.86	1.44	1.05	1.49	0.68	1.21	0.72	1.28	1.32	1.13

* $p < .05$ ** $p < .01$ *** $p < .001$

Balancing work and multiple life spheres

Table 9
Correlations, means standard deviations of predictors and outcome variables - Sample 2

Variables	1	2	3	4	5	6	7	8	9	10	11	12
1 Age												
2 Number of dependents	-07											
3 Job status	-00	-12										
4 Regular work hours	-05	-03	24**									
5 Undesired overtime hours	-05	02	09	06								
6 Desired overtime hours	-02	-01	07	13	67***							
7 Work hours at work	08	01	22**	23**	21**	19**						
8 Work hours not at work	-06	-00	08	-01	21**	22**	08					
9 Role overload	-20**	18*	06	-10	06	-03	-05	19**				
10 Extraversion	08	03	02	-09	02	12	04	04	-15*			
11 Agreeableness	21**	05	-18*	-13	-24**	-08	10	-02	-09	27***		
12 Conscientiousness	23**	03	-11	-07	-20**	-10	09	-07	-29***	26***	55***	
13 Neuroticism	-28***	04	07	05	05	-08	-17*	02	29***	-36***	-53***	-58***
14 Openness	19**	-00	-06	-08	-05	-02	09	17*	-07	49***	23**	35***
15 Proactive personality	15*	-09	-02	-10	-09	-05	05	11	-05	60***	29***	38***
16 Resilience	12	-12	-10	-06	-09	08	13	02	-29***	34**	29***	48***
17 Out of character – pressure	-18*	-06	-01	02	01	-16*	-00	-07	09	-30***	-36***	-31***
18 Fit with spheres	19**	01	-12	-08	-17*	-04	17*	-09	-18**	18***	47***	44***
19 Perceived stress	-23**	19**	02	09	08	-05	-07	-02	40***	-24**	-31***	-37***
20 Perceived energy	18*	-05	-01	-14*	-08	12	-09	09	-20**	48***	36***	35***
21 General work-life balance	16*	-10	-06	-09	-24***	-09	-07	-13	-34***	22**	35***	36***
22 Work interference with personal life	-16*	19**	05	04	22**	07	10	17*	41***	-04	-24**	-24***
23 Personal life interference with work	-32***	14*	19**	02	24**	09	-11	16*	48***	-13	-29***	-43***
24 Work – personal life enhancement	08	01	-06	-09	02	11	01	20**	-17***	31**	26***	24***
Mean	41.5	1.05	--	34.27	2.82	3.94	33.47	3.18	2.90	3.19	3.87	4.04
Standard deviation	10.52	1.35	--	13.87	6.94	8.05	14.37	5.37	1.11	0.83	0.71	0.64

* $p < 05$ ** $p < 01$ *** $p < 001$ Note For job status, part-timers coded as 0 and full-timers coded as 1

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Table 9 continued

Variables	13	14	15	16	17	18	19	20	21	22	23	24
14 Openness	-30***											
15 Proactive personality	-34***	71***										
16 Resilience	-65***	32***	37***									
17 Out of character pressure	50***	-07	-14	-29***								
18 Fit with spheres	-36***	21**	25***	29***	-26***							
19 Perceived stress	51***	-20**	-19**	-53***	29***	-33***						
20 Perceived energy	-51***	39***	46***	44***	-41***	24**	-54***					
21 General work-life balance	-34***	25***	31***	35***	-20**	37***	-40***	45***				
22 Work interference with personal life	26***	04	01	-27***	12	-21**	32***	-25***	-69***			
23 Personal life interference with work	44***	-13	-11	-40***	22**	-29***	49***	-26***	-34***	48***		
24 Work – personal life enhancement	-38***	27***	31***	31***	-30***	34***	-37***	59***	38***	-16*	-08	
Mean	2.52	3.60	5.22	3.55	3.61	7.71	1.50	4.38	3.79	3.09	2.39	4.15
Standard deviation	0.85	0.70	1.12	0.84	1.61	1.55	0.57	1.37	0.72	1.53	1.45	1.47

* $p < .05$ ** $p < .01$ *** $p < .001$

General work-life balance – Sample 1. For general work-life balance in the student sample, role overload at work or school was included in the first block, extraversion, agreeableness, conscientiousness, neuroticism, proactive personality, and resilience were included in the second block, and pressure to act out of character, actual acting out of character, and fit with spheres were included in the third block (see Table 10)

On its own, role overload accounted for 30% of the variance in general work-life balance, $R^2 = .30$, $F(1, 222) = 93.40$, $p < .001$. The second block, which included the personality variables, accounted for an additional 11% of the variance over that already accounted for by role overload, $\Delta R^2 = .11$, $\Delta F(6, 216) = 6.66$, $p < .001$. The final block, which included the personality-environment fit variables accounted for additional variance beyond that already accounted for by all the demands and personality variables, $\Delta R^2 = .03$, $\Delta F(3, 213) = 3.66$, $p < .05$. Role overload, $\beta = -.40$, $t(213) = -6.76$, $p < .001$, and neuroticism, $\beta = -.19$, $t(213) = -2.40$, $p < .05$, significantly predicted lower levels of general work-life balance, whereas fit with spheres, $\beta = .15$, $t(213) = 2.67$, $p < .001$, significantly predicted higher levels of general work-life balance when all the other variables were controlled.

Although both proactive personality and resilience had significant zero order correlations with general work life balance, neither was a significant unique predictor in this regression analysis. Hypothesis 1a, that proactive personality and resilience would predict better general work-life balance, was not supported in the student sample.

Table 10

Regression of general-work life balance – Sample 1

Variable	Block 1	Block 2	Block 3	
	β	β	β	95% CI
Role overload	-.54***	-.43***	-.40***	[-.51, -.28]
Extraversion		.04	.01	[-.10, .12]
Agreeableness		.14*	.09	[-.03, .22]
Conscientiousness		.03	-.01	[-.13, .11]
Neuroticism		-.19*	-.19*	[-.35, -.04]
Proactive personality		.10	.10	[-.02, .22]
Resilience		.00	-.01	[-.14, .12]
Out of character - pressure			-.04	[-.19, .11]
Out of character - behaviour			-.06	[-.19, .06]
Fit with spheres			.15**	[.04, .26]
R^2	.30	.41	.44	
F	93.40***	21.09***	16.40***	
ΔR^2		.11	.03	
ΔF		6.66***	3.66*	

* $p < .05$. ** $p < .01$. *** $p < .001$.

General work-life balance – Sample 2. For general work-life balance, age was included in the first block as it was a significant positive correlate of general work-life balance in the working adult sample. Undesired overtime, work hours outside of the workplace, and role overload at work were included in the second block, extraversion, agreeableness, conscientiousness, neuroticism, openness, proactive personality, and resilience were included in the third block, and fit with spheres and pressure to act out of character were included in the fourth block (see Table 11).

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Age accounted for 3% of the variance in general work-life balance, $R^2 = .03$, $F(1, 186) = 6.32$, $p < .05$. The demands (i.e., undesired overtime, work hours not at the workplace, and role overload) accounted for an additional 14% of the variance in general work-life balance, $\Delta R^2 = .14$, $F(3, 183) = 10.68$, $p < .001$. The third block, which included the personality variables, accounted for an additional 17% of the variance, $\Delta R^2 = .17$, $\Delta F(7, 177) = 7.63$, $p < .001$. The final block, which included the personality-environment fit variables, accounted for an additional 3% of the variance beyond that already accounted for by all the demographic, demands, and personality variables, $\Delta R^2 = .03$, $\Delta F(2, 175) = 3.57$, $p < .05$.

Hypothesis 1a that proactive personality and resilience would predict general work-life balance was partially supported. Proactive personality was a significant unique predictor of general work-life balance, $\beta = .16$, $t(175) = 1.99$, $p < .05$, however, resilience was not a significant unique predictor. Fit with spheres, $\beta = .18$, $t(175) = 2.47$, $p < .05$, and agreeableness, $\beta = .29$, $t(175) = 3.48$, $p < .01$, were uniquely associated with higher levels of general work-life balance. Role overload, $\beta = -.31$, $t(175) = -4.47$, $p < .001$, was associated with lower levels of general work-life balance.

Table 11

Regression of general work-life balance – Sample 2

Variable	Block 1	Block 2	Block 3	Block 4	
	β	β	β	β	95% CI
Age	18*	11	02	02	[- 11, 14]
Undesired overtime		- 14*	- 08	- 07	[- 19, 06]
Work hours not at work		- 03	- 08	- 07	[- 19, 06]
Role overload		- 34***	- 32***	- 31***	[- 44, - 17]
Extraversion			01	01	[- 15, 16]
Agreeableness			35***	29**	[13, 45]
Conscientiousness			- 10	- 13	[- 30, 04]
Neuroticism			01	04	[- 16, 24]
Proactive personality			18*	16*	[00, 33]
Resilience			12	12	[- 05, 29]
Out of character - pressure				- 05	[- 19, 09]
Fit with spheres				18*	[04, 32]
R^2	03	18	35	37	
F	6.32*	9.84***	9.36***	8.62***	
ΔR^2		14	17	03	
ΔF		10.68***	7.63*	3.57*	

* $p < .05$ ** $p < .01$ *** $p < .001$

Work interference with personal life – Sample 1. For general work-life balance, number of courses, hours spent doing homework and role overload at work or school were included in the first block. Agreeableness, neuroticism, openness, and resilience were included in the second block, and fit with spheres and pressure to act out of character were included in the third block (see Table 17)

Balancing work and multiple life spheres

Demands (i.e., number of courses, homework, role overload) accounted for 35% of the variance in work interference in personal life, $R^2 = .35$, $F(3, 219) = 39.68$, $p < .001$, for the students. Personality (i.e., agreeableness, neuroticism, openness to experience, resilience) accounted for an additional 3% of the variance over that already accounted for by demands, $\Delta R^2 = .03$, $\Delta F(4, 215) = 2.94$, $p < .05$. The final block, which included pressure to act out of character and fit with spheres, accounted for 3% of the variance beyond that already accounted for by demands and personality, $\Delta R^2 = .03$, $\Delta F(2, 213) = 5.41$, $p < .01$.

Number of courses, $\beta = .15$, $t(213) = 2.71$, $p < .01$, hours of homework, $\beta = .25$, $t(213) = 4.46$, $p < .001$, role overload, $\beta = .40$, $t(213) = 6.82$, $p < .001$, neuroticism, $\beta = .18$, $t(213) = 2.19$, $p < .05$, and openness to experience, $\beta = .11$, $t(213) = 2.05$, $p < .05$, all significantly predicted more work interference with personal life with whereas fit with spheres, $\beta = -.15$, $t(213) = -2.59$, $p < .05$, was a unique predictor of lower levels of work interference with personal life with the other predictors controlled.

Resilience had a significant zero order correlation with work interference with personal life, but it was not a significant unique predictor. The zero order correlation between proactive personality and work interference with personal life was not significant and was very close to zero ($r = -.01$), and, therefore, proactive personality was not included in the regression analyses. Therefore, Hypothesis 1b, that proactive personality and resilience would predict lower levels of work interference with personal life was not supported in the student sample.

Table 12

Regression of work interference with personal life – Sample 1

Variable	Block 1	Block 2	Block 3	
	β	β	β	95% CI
Number of courses	11*	12*	15**	[04, 26]
Hours of homework	25***	25***	25***	[14, 36]
Role overload	51***	44***	40***	[29, 52]
Agreeableness		02	08	[- 04, 20]
Neuroticism		20**	18*	[02, 33]
Openness		10	11*	[00, 22]
Resilience		05	07	[- 08, 19]
Out of character - pressure			09	[- 04, 21]
Fit with spheres			- 15*	[- 26, - 04]
R^2	35	39	42	
F	39.68***	19.29***	16.82***	
ΔR^2	35	03	03	
ΔF	39.68***	2.94*	5.41**	

* $p < .05$ ** $p < .01$ *** $p < .001$

Work interference with personal life – Sample 2. For work interference with personal life, age and number of dependents were included in the first block as they were significant correlates of work interference with personal life for the working adult sample. Undesired overtime, work hours outside of the workplace, and role overload at work were included in the second block, agreeableness, conscientiousness, neuroticism, openness, and resilience were included in the third block, and fit with spheres was included in the fourth block (see Table 13)

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Age and number of dependents accounted for 5% of the variance in work interference with personal life, $R^2 = .05$, $F(2, 185) = 4.94$, $p < .01$. The demands (i.e., undesired overtime, work hours not at the workplace, and role overload) accounted for an additional 17% of the variance in work interference with personal life, $\Delta R^2 = .17$, $F(3, 182) = 13.62$, $p < .001$. The third block, which included the personality variables, accounted for an additional 9% of the variance, $\Delta R^2 = .09$, $\Delta F(5, 177) = 4.91$, $p < .01$. The final block, which included fit with spheres did not account for additional variance beyond that already accounted for by demands and personality, $\Delta R^2 = .00$, $\Delta F(2, 176) = 0.43$, $p = .51$.

Because the fourth block did not contribute to the model, the third block was examined for unique predictors. Role overload, $\beta = .36$, $t(177) = 4.97$, $p < .001$, and openness to experience, $\beta = .22$, $t(177) = 3.09$, $p < .001$ were associated with higher levels of work interference with personal life. Agreeableness, $\beta = -.26$, $t(176) = -3.10$, $p < .01$, was uniquely associated with lower levels of work interference with personal life when all the other variables were controlled.

Hypothesis 1b, that resilience and proactive personality would be associated with lower levels of work interference with personal life was not supported. Proactive personality did not have a significant zero order correlation and was, therefore, not included in the regression. Although resilience did have a significant zero order correlation with work interference with personal life, it was not a significant unique predictor when the other variables were controlled.

Table 13

Regression of work interference with personal life – Sample 2

Variable	Block 1	Block 2	Block 3	Block 4	
	β	β	β	β	95% CI
Age	-.14	-.06	-.06	-.06	[-.19, .08]
Number of dependents	.17*	.11	.11	.11	[-.02, .24]
Undesired overtime		.17*	.11	.11	[-.02, .24]
Work hours not at work		.02	-.00	-.01	[-.14, .12]
Role overload		.37***	.36***	.35***	[.21, .49]
Agreeableness			-.26**	-.24**	[-.41, -.07]
Conscientiousness			.04	.05	[-.13, .22]
Neuroticism			-.01	-.02	[-.21, .18]
Openness			.22**	.22**	[.09, .36]
Resilience			-.16	-.16	[-.33, .02]
Fit with spheres				-.05	[-.20, .10]
R^2	.05	.23	.32	.32	
F	4.94**	10.56***	8.30 ***	7.56***	
ΔR^2		.17	.09	.00	
ΔF		13.62***	4.91**	0.43	

* $p < .05$. ** $p < .01$. *** $p < .001$.

Personal life interference with work – Sample 1. For personal life interference with work, questionnaire version was included in the first block. Hours spent doing homework and role overload at work or school were include in the second block, agreeableness, conscientiousness, neuroticism, and resilience were in the third block, and pressure to act out of character and fit with spheres were entered into the third block (see

Table 14)

Questionnaire version alone accounted for 4% of the variance in personal life interference with work, $R^2 = .04$, $F(1, 221) = 10.59$, $p < .01$. Demands accounted for an additional 15% of the variance in personal life interference with work, $\Delta R^2 = .15$, $\Delta F(2, 219) = 20.29$, $p < .001$. The personality variables accounted for an additional 5% of the variance over that already accounted for by demands and questionnaire version, $\Delta R^2 = .05$, $\Delta F(4, 215) = 3.38$, $p < .05$. The final block, which included pressure to act out of character and fit with spheres, was not a significant predictor of additional variance beyond that already accounted for by demands and personality, $\Delta R^2 = .02$, $\Delta F(2, 213) = 2.90$, $p = .06$.

Questionnaire version, $\beta = .25$, $t(213) = 4.23$, $p < .001$, hours of homework, $\beta = -.14$, $t(213) = -2.32$, $p < .05$, role overload, $\beta = .26$, $t(213) = 3.88$, $p < .001$, and fit with spheres, $\beta = -.16$, $t(213) = 2.41$, $p < .05$, were all significant unique predictors of personal life interference with work. Although the personality variables were significant when considered together, none of the personality variables were significant unique predictors of personal life interference with work.

Similar to work interference with personal life, resilience had a significant zero order correlation with personal life interference with work, but it was not a significant unique predictor in the regression analyses. The zero order correlation between proactive personality and work interference with personal life was not significant and was very close to zero ($r = .01$), and, therefore, proactive personality was not included in the

regression analyses. Hypothesis 1c, that proactive personality and resilience would predict lower levels of work interference with personal life was not supported in the student sample.

Table 14

Regression of personal life interference with work – Sample 1

Variable	Block 1	Block 2	Block 3	Block 4	
	β	β	β	β	95% CI
Questionnaire version	-.21**	-.23***	-.24***	-.25***	[.14, .37]
Hours of homework		-.18**	-.15*	-.14*	[-.26, -.02]
Role overload		.34***	.28***	.26***	[.13, .39]
Agreeableness			-.13	-.11	[-.25, .03]
Conscientiousness			-.09	-.08	[-.22, .05]
Neuroticism			.06	.09	[-.09, .27]
Resilience			-.02	-.00	[-.15, .15]
Out of character - pressure				-.04	[-.19, .10]
Fit with spheres				-.16*	[-.28, -.03]
R^2	.04	.19	.24	.26	
F	10.59**	17.55***	9.78 ***	8.37***	
ΔR^2		.15	.05	.02	
ΔF		20.29***	3.38*	2.90	

* $p < .05$. ** $p < .01$. *** $p < .001$. Note: Questionnaire version was coded 0 for school based and 1 for work based.

Personal life interference with work – Sample 2. For personal life interference with work, age, job status, and number of dependents were included in the first block because of the significant zero order correlations with personal life interference with work in the current study. Undesired overtime, work hours outside of the work place,

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and role overload at work were included in the second block, agreeableness, conscientiousness, neuroticism, and resilience were included in the third block, and fit with spheres and pressure to act out of character were included in the fourth block (see Table 15)

Age and number of dependents accounted for 15% of the variance in personal life interference with work, $R^2 = .15$, $F(3, 178) = 10.18$, $p < .001$. Demands (i.e., undesired overtime, work hours not at the workplace, and role overload) accounted for an additional 21% of the variance in general work-life balance, $\Delta R^2 = .21$, $F(3, 175) = 19.42$, $p < .001$. The third block, which included the personality variables, accounted for an additional 10% of the variance, $\Delta R^2 = .10$, $\Delta F(4, 171) = 7.62$, $p < .001$. The final block, which included the personality-environment fit variables did not account for additional variance beyond that already accounted for by demands and personality, $\Delta R^2 = .00$, $\Delta F(2, 169) = 0.14$, $p = .87$.

Because the fourth block did not contribute to the model, the third block was examined for unique predictors. Role overload, $\beta = .32$, $t(171) = 4.88$, $p < .001$, and undesired overtime, $\beta = .12$, $t(171) = 2.06$, $p < .05$, and having full-time job status, $\beta = .13$, $t(171) = 2.21$, $p < .05$ were associated with higher levels of personal life interference with work when the other variables were controlled. In addition, age, $\beta = -.14$, $t(171) = -2.30$, $p < .05$, and conscientious, $\beta = -.18$, $t(171) = -2.26$, $p < .05$, were associated with lower levels of personal life interference with work when the other variables were controlled.

Similar to the student sample, resilience had a significant zero order correlation with personal life interference with work in the working adult sample, but it was not a significant unique predictor in the regression analyses. The zero order correlation between proactive personality and work interference with personal life was not significant and, therefore, proactive personality was not included in the regression analyses. Hypothesis 1c, that proactive personality and resilience would predict lower levels of work interference with personal life was not supported in the working adult sample.

Table 15
Regression of personal life interference with work – Sample 2

Variable	Block 1	Block 2	Block 3	Block 4	95% CI
	β	β	β	β	
Age	- .31***	- .20**	- .14*	- .14*	[- .26, -.02]
Number of dependents	.11	.02	.04	.04	[- .08, .16]
Job status	.21**	.16**	.13*	.13*	[.01, .25]
Undesired overtime		.14*	.12*	.12*	[.00, .24]
Work hours not at work		-.01	.02	.02	[- .09, .14]
Role overload		.45***	.32***	.32***	[.19, .46]
Agreeableness			-.00	.00	[- .15, .16]
Conscientiousness			-.18*	-.17*	[- .33, -.01]
Neuroticism			.15	.13	[- .06, .032]
Resilience			-.09	-.08	[- .24, .07]
Fit with spheres				-.01	[- .15, .13]
Act out of character - pressure				.03	[- .10, .16]
R^2	.15	.36	.46	.46	
F	10.18***	16.38***	14.37***	11.87***	
ΔR^2		.21	.10	.00	
ΔF		19.42***	7.62***	0.14	

* $p < .05$ ** $p < .01$ *** $p < .001$ Note Job status was coded as 0 for part-time and 1 for full-time

Work-personal life enhancement – Sample 1. For work-personal life enhancement, role overload at work or school was entered into the first block, personality variables (i.e., extraversion, agreeableness, neuroticism, openness, proactive personality, and resilience) were entered into the second block, and fit with spheres and pressure to act out of character were entered into the third and final block (See Table 16).

Role overload accounted for 7% of the variance in work-personal life enhancement, $R^2 = .07$, $F(1, 222) = 17.26$, $p < .001$. Personality accounted for an additional 15% of the variance over that already accounted for by role overload, $\Delta R^2 = .15$, $\Delta F(6, 216) = 6.71$, $p < .001$. Personality-environment fit (i.e., pressure to act out of character and fit with spheres) accounted for an additional 7% of variance above that already accounted for by role overload and personality, $\Delta R^2 = .07$, $\Delta F(2, 214) = 10.67$, $p < .001$. Although each block of variables accounted for a significant change in the explained variance, fit with spheres, $\beta = .26$, $t(214) = 4.10$, $p < .001$, was the only significant unique predictor of work-personal life enhancement.

Similar to general work-life balance both proactive personality and resilience had significant zero order correlations with work-personal life enhancement, but neither was a significant unique predictor in the regression analyses. Hypothesis 1d, that proactive personality and resilience would predict more work-personal life enhancement, was not supported in the student sample.

Table 16

Regression of work-personal life enhancement – Sample 1

Variable	Block 1	Block 2	Block 3	
	β	β	β	95% CI
Role overload	- 27***	- 17**	11	[- 24, 02]
Extraversion		15*	10	[- 03, 22]
Agreeableness		10	02	[- 11, 15]
Neuroticism		- 14	- 14	[- 31, 04]
Openness		11	10	[- 03, 23]
Proactive personality		12	11	[- 03, 25]
Resilience		03	02	[- 14, 17]
Out of character - pressure			- 09	[- 23, 06]
Fit with spheres			26***	[14, 39]
R^2	07	22	29	
F	17 26***	8 59***	9 65***	
ΔR^2		15	07	
ΔF		6 71***	10 67***	

* $p < 05$ ** $p < 01$ *** $p < 001$

Work-personal life enhancement – Sample 2. No demographic variables were included in this regression because none of the demographic variables had significant zero-order correlations with work-personal life enhancement for the sample of working adults. Undesired overtime, work hours outside of the work place, and role overload at work were included in the first block, extraversion, agreeableness, conscientiousness, neuroticism, resilience, and proactive personality were included in the second block, and fit with spheres and pressure to act out of character were included in the third block (see Table 17)

Demands (i.e., undesired overtime, work hours not at the workplace, and role overload) accounted for 8% of the variance in work-personal life enhancement, $R^2 = .08$, $F(3, 189) = 5.67$, $p < .01$. The second block, which included the personality variables, accounted for an additional 21% of the variance, $\Delta R^2 = .17$, $\Delta F(7, 182) = 5.75$, $p < .001$. The final block, which included the personality-environment fit variables accounted for additional 5% of variance beyond that already accounted for by demands and personality, $\Delta R^2 = .05$, $\Delta F(2, 180) = 6.62$, $p < .01$.

Fit with spheres, $\beta = .25$, $t(180) = 3.31$, $p < .01$, and work hours not at work, $\beta = .20$, $t(180) = 2.95$, $p < .01$, were associated with higher levels of work-personal life enhancement with the other variables controlled.

Similar to the student sample, both proactive personality and resilience had significant zero order correlations with work-personal life enhancement, but neither was a significant unique predictor in the regression analyses when the other variables were controlled. Hypothesis 1d, that proactive personality and resilience would be associated with higher levels work-personal life enhancement, was not supported in the working adult sample.

Table 17

Regression of work -personal life enhancement – Sample 2

Variable	Block 1	Block 2	Block 3	
	β	β	β	95% CI
Undesired overtime	05	06	08	[- 05, 21]
Work hours not at work	23**	19**	20**	[07, 33]
Role overload	- 22**	- 14	- 13	[- 27, 02]
Extraversion		11	10	[- 06, 26]
Agreeableness		13	05	[- 12, 22]
Conscientiousness		- 08	- 14	[- 31, 04]
Neuroticism		- 21	- 16	[- 37, 04]
Openness		- 01	- 00	[- 19, 18]
Proactive personality		14	11	[- 09, 31]
Resilience		05	05	[- 12, 23]
Out of character - pressure			- 09	[- 23, 06]
Fit with spheres			25**	[10, 40]
R^2	08	25	30	
F	5.67**	6.02***	6.43***	
ΔR^2		17	05	
ΔF		5.75***	6.62**	

* $p < .05$ ** $p < .01$ *** $p < .001$

Summary of predictors of all four outcomes – Sample 1 In sum, for the sample of working students, higher levels of general work-life balance were predicted by greater fit with spheres, lower levels of role overload at work or school, and less neuroticism. For this group, work interference with personal life was predicted by more courses, more hours spent doing homework, greater role overload, higher levels of openness and less fit with spheres. For personal life interference with work, full-time students with part-time

jobs (i.e., those who completed the school based version of the questionnaire) reported more personal life interference with work. Hours spent doing homework, fit with spheres, and less role overload were uniquely associated with less personal life interference with work. For work-personal life enhancement only fit with spheres was a unique positive predictor. Neither proactive personality nor resilience were significant unique predictors for any of the work-life balance outcomes for the working student sample, thus there was no support for the first hypothesis that proactive personality and resilience would be associated with better work-life balance, less interference between the spheres, and more enhancement among the spheres. Overall, better fit with spheres and less role overload at work or school were the most consistent predictors of better work-life balance.

Summary of all four outcomes – Sample 2. In sum, in the working adult sample, greater agreeableness, proactive personality, and fit with spheres, and less role overload at work predicted higher levels of general work-life balance. For work interference with personal life, greater role overload, higher levels of openness, and lower levels of agreeableness uniquely predicted higher levels of work interference with personal life. For personal life interference with work, working full-time rather than part-time, working undesired overtime hours, greater role overload, being younger, and being less conscientious were associated with higher levels of personal life interference with work. For work-personal life enhancement, work hours done outside the workplace and having better fit with spheres predicted higher levels of enhancement. In sum, for the working adults, role overload at work was the most consistent predictor of work-life balance,

personality variables were also important predictors but no single personality trait appeared to be consistently influential in predicting balance. Proactive personality was a significant predictor of general work-life balance, but neither proactive personality nor resilience consistently influenced increased levels of work-life balance overall.

Buffers of the relation between role overload and work-life balance. Although neither resilience nor proactive personality were significant predictors of any of the outcome variables, it is still possible that these individual differences serve as a protective factor between role overload at work or school and the work-life balance outcomes. Specifically, being resilient and being proactive may improve balance and limit interference between spheres only for those individuals who feel particularly overloaded. To test the hypothesis that resilience and proactive personality would buffer the relation between role overload and work-life balance, eight hierarchical multiple regressions (i.e., general work-life balance, work interference with personal life, personal life interference, and work-personal life enhancement) were conducted.

For each hierarchical multiple regression, role overload at work or school, resilience, and proactive personality were entered into the first block and a role overload by resilience interaction term and a role overload by proactive personality interaction term were entered into the second block. Role overload, resilience, and proactive personality were all centered prior to being entered into the regression.

General work-life balance – Sample 1. For general work-life balance, there were significant conditional main effects of role overload, $\beta = -.49$, $t(220) = -8.67$, $p < .001$, proactive personality, $\beta = .16$, $t(220) = 2.72$, $p < .01$, and resilience, $\beta = .12$, $t(220) =$

2.03, $p < .05$, but none of the interaction terms were significant. Thus, proactive personality, resilience, and lower levels of role overload were all associated with increases in work-life balance, however neither proactive personality nor resilience interacted with role overload indicating that they did not buffer the effect of role overload on general work-life balance.

General work-life balance – Sample 2. For general work-life balance in the working adult sample, there were significant conditional main effects of role overload, $\beta = -.28$, $t(206) = -4.33$, $p < .001$, proactive personality, $\beta = .23$, $t(206) = 3.52$, $p < .01$, and resilience, $\beta = .18$, $t(206) = 2.64$, $p < .05$, but neither interaction term was significant. Thus, as was the case with the student sample, role overload at work was associated with decreases in general work-life balance and proactive personality and resilience were associated with increases in general work-life balance, however, neither proactive personality nor resilience interacted with role overload to predict general work-life balance. Hypothesis 2a, that resilience and proactive personality would buffer the relation between role overload and general work-life balance was not supported.

Work interference with personal life – Sample 1. For work interference with personal life in the student sample, there was significant conditional main effect of role overload, $\beta = .50$, $t(220) = 8.36$, $p < .001$, but no main effects of proactive personality or resilience. In addition, neither of the interaction terms was significant. Therefore, only role overload at work or school was associated with greater work interference with personal life.

Work interference with personal life – Sample 2. In the working adult sample,

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there was significant conditional main effect of role overload, $\beta = .36$. $t(206) = 5.50$, $p < .001$, and a significant conditional main effect of resilience, $\beta = -.21$. $t(206) = -2.81$, $p < .01$, but not of proactive personality. In addition, neither interaction term was significant. Therefore, neither resilience nor proactive personality buffered the relation between role overload at work and work interference with personal life, thus, hypothesis 2b was not supported in either sample.

Personal life interference with work – Sample 1. The results for personal life interference with work were almost identical to those for work interference with personal life in the student sample. There was a significant conditional main effect of role overload, $\beta = .31$. $t(220) = 4.76$, $p < .001$, but no main effects of either proactive personality or resilience. In addition, neither interaction term was significant; thus, only role overload at work was associated with more personal life interference with work.

Personal life interference with work – Sample 2. The results for personal life interference with work were almost identical to those for work interference with personal life in the working adult sample. There was significant conditional main effect of role overload, $\beta = .40$. $t(206) = 6.57$, $p < .001$, and resilience, $\beta = -.29$. $t(206) = -4.46$, $p < .001$, but not for proactive personality, but neither interaction term was significant. Neither resilience nor proactive personality buffered the relation between role overload at work and personal life interference with work. Hypothesis 3a was not supported in the student sample or the working adult sample.

Work-personal life enhancement – Sample 1. For work-personal life enhancement in the student sample there were significant conditional main effects of role

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overload, $\beta = -.20$, $t(218) = -3.04$, $p < .01$, and proactive personality, $\beta = .22$, $t(218) = 3.36$, $p < .01$, but there was no significant main effect of resilience. Similar to the other analyses, neither interaction was significant. Role overload at work was associated with decreases in work-personal life enhancement and proactive personality was associated with increases in work-personal life enhancement; however, neither resilience nor proactive personality buffered the relation between role overload and work-personal life enhancement.

Work-personal life enhancement – Sample 2. There were significant conditional main effects of proactive personality, $\beta = .21$, $t(206) = 2.89$, $p < .01$, and resilience, $\beta = .20$, $t(206) = 2.71$, $p < .01$, but no conditional main effect of role overload at work. Neither interaction term was significant. Thus, proactive personality and resilience were associated with increases in work-personal life enhancement, however neither proactive personality nor resilience buffered the negative effect of role overload on work-personal life enhancement.

The main objective of these analyses was to test resilience and proactive personalities as buffers of the relations between role overload at work or school and the work-life balance outcomes. Consistent across outcomes and both the student sample and the working adult sample, none of the interaction terms were significant; therefore, there was no support for the hypothesis that resilience and proactive personality would buffer the negative effects of role overload on work-life balance outcomes.

Indirect effects of fit through stress and energy on the work-life balance outcomes. In Study 1 fit with spheres was a unique predictor of work-personal life

enhancement and was a marginally significant predictor of general work-life balance and work interference with personal life. It was hypothesized that there would be indirect effects of fit with spheres through perceived stress and energy on general work-life balance, work interference with personal life, and work-personal life enhancement. In the working adult sample, fit with spheres was not a significant predictor of work interference with personal life, thus, hypothesis 3b, that there would be indirect effects of fit with spheres on work interference with personal life through perceived stress and energy, was not supported in the working adult sample. Because in the student sample of the current study, fit with spheres was also a unique predictor of personal life interference with work, the indirect effects hypothesis was also tested for personal life interference with work in the student sample.

To test if there are indirect effects of fit with spheres through perceived stress and energy on the work-life balance outcomes, indirect effects were estimated with 5000 bootstrap samples (Preacher & Hayes, 2008). Preacher and Hayes suggest that 1000 bootstrap samples is appropriate for preliminary analyses but recommend at least 5000 bootstrap samples for final reporting. The 95% bias corrected confidence intervals around the estimates of the indirect effects were examined. In order to produce standardized estimates, all variables were converted to z-scores prior to estimation using the bootstrap samples.

Indirect effect of fit with spheres on general work-life balance – Sample 1. The bootstrap results for the indirect effects and the bias corrected 95% confidence intervals indicated that there was a significant total indirect effect of fit with spheres through both

stress and energy on general work-life balance for the working students. Further, there were unique indirect effects through both perceived stress and energy (See Table 18). In mediation terms, together stress and energy mediated the relation between fit with spheres and general work-life balance. In addition, stress mediated the relation when its relation with energy was taken into consideration and energy mediated the relation when its relation with stress was taken into consideration. The hypothesized model and standardized regression coefficients are presented in Figure 5.

Table 18

Bootstrap calculated indirect effects and bias corrected confidence intervals for stress and energy between fit with spheres and general work-life balance – Sample 1

Variable	Estimate	Bias corrected 95% confidence interval	
		Lower limit	Upper limit
Perceived Stress	.12	.07	.20
Perceived Energy	.07	.03	.14
Total indirect effect	.20	.12	.29

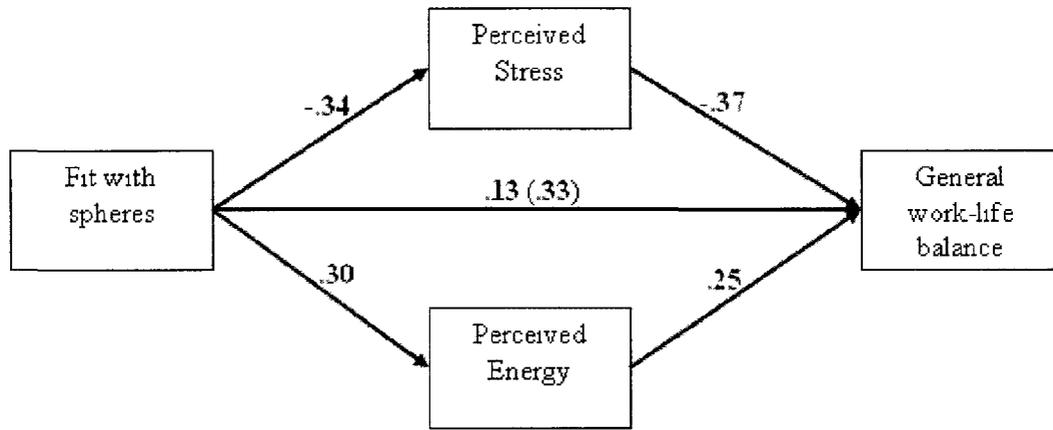


Figure 5. Indirect effects of fit with spheres on general work-life balance – Sample 1. Numbers are the standardized regression coefficients with the coefficient for the direct path in parentheses. All paths are significant.

Indirect effect of fit with spheres on general work-life balance – Sample 2. The results for the working adult sample were the same as they were for the student sample. The estimates calculated with the bootstrap samples and the confidence intervals indicated a significant total indirect effect of fit with spheres on general work-life balance through perceived stress and energy. In addition, there were significant unique indirect effects through both perceived stress and energy (see Table 19). In other words, perceived stress and energy together mediated the relation between fit with spheres and general work-life balance. Further, perceived stress and energy were both unique mediators. The hypothesized model and standardized regression coefficients are presented in Figure 6.

Table 19

Bootstrap calculated indirect effects and bias corrected confidence intervals for stress and energy between fit with spheres and general work-life balance – Sample 2.

Variable	Estimate	Bias corrected 95% confidence interval	
		Lower limit	Upper limit
Perceived Stress	.05	.00	.11
Perceived Energy	.08	.03	.15
Total indirect effect	.13	.06	.20

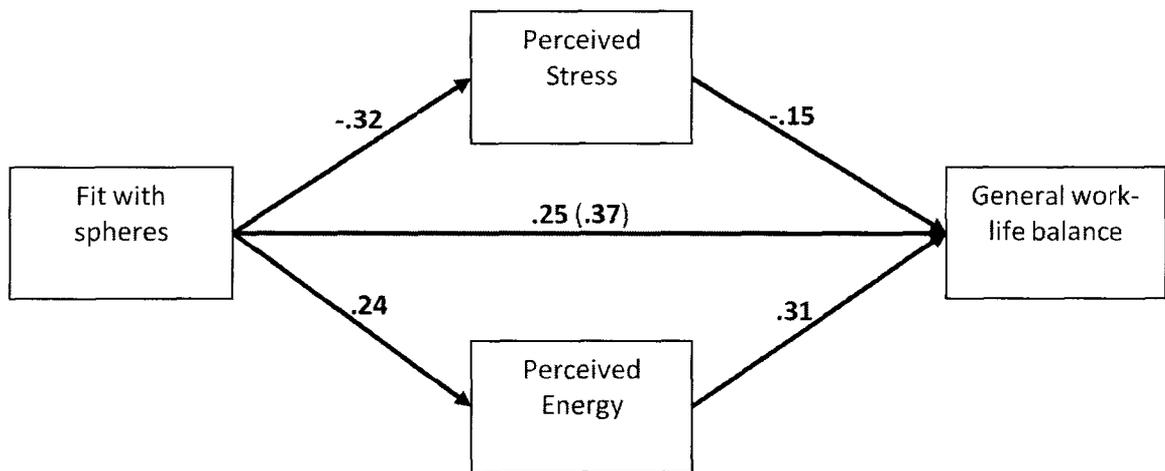


Figure 6. Indirect effect of fit with spheres through stress and energy on general work-life balance – Sample 2. Numbers are the standardized regression coefficients, with the coefficient for the direct path in parentheses. All paths are significant.

Indirect effect of fit with spheres on work interference with personal life – Sample

1. The bootstrap results for the indirect effects indicated that the total indirect effect of fit with spheres on work interference with personal life through stress and energy was

significant. However, only the specific indirect effect for stress, but not the specific indirect effect for energy, was significant (See Table 20). Together, perceived stress and energy mediated the relation between fit with spheres and work interference with personal life. Stress was a unique mediator of the relation, but energy was not a significant unique mediator. The hypothesized model and standardized regression coefficients are presented in Figure 7.

Table 20

Bootstrap calculated indirect effects and bias corrected confidence intervals for stress and energy between fit with spheres and work interference with personal life - Sample 1.

Variable	Estimate	Bias corrected 95% confidence interval	
		Lower limit	Upper limit
Perceived Stress	-.12	-.22	-.06
Perceived Energy	-.03	-.10	.02
Total indirect effect	-.16	-.24	-.08

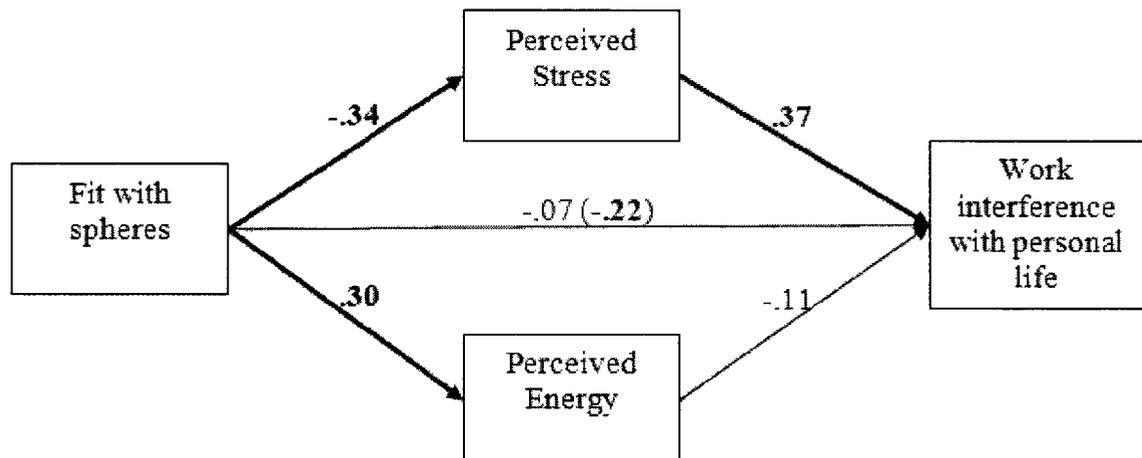


Figure 7. Indirect effect of fit with spheres on work interference with personal life – Sample 1. Numbers are the standardized regression coefficients, bolded numbers represent significant paths, and number in parentheses is the coefficient for the direct path.

Indirect effect of fit with spheres on personal life interference with work – Sample

1. There was a significant total indirect effect of fit with spheres through perceived stress and energy on personal life interference with work. In addition, the specific indirect effect through stress was significant, but the specific indirect effect through energy was not (See Table 21). In mediation terms, perceived stress and energy together mediated the relation between fit with spheres and personal life interference with work. However, only stress was a significant unique mediator of the relation. The hypothesized model and standardized regression coefficients are presented in Figure 8.

Table 21

Bootstrap calculated indirect effects and bias corrected confidence intervals for stress and energy between fit with spheres and personal life interference with work – Sample 1

Variable	Estimate	Bias corrected 95% confidence interval	
		Lower limit	Upper limit
Perceived Stress	-.10	-.17	-.05
Perceived Energy	-.05	-.11	.00
Total indirect effect	-.14	-.22	-.08

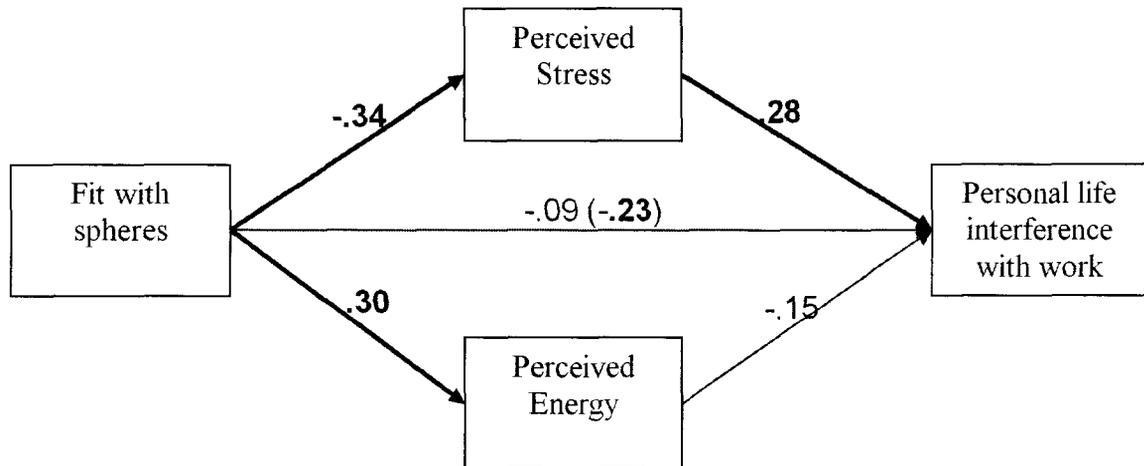


Figure 8. Indirect effects of fit with spheres on personal life interference with work – Sample 1. Numbers are the standardized regression coefficients, bolded numbers represent significant paths, and number in parentheses is the coefficient for the direct path.

Indirect effects of fit with spheres on work-personal life enhancement – Sample 1.

The bootstrap results for the indirect effects indicated that the total indirect effect of fit with spheres on work-personal life enhancement was significant. The specific indirect effect for perceived energy was significant, but the specific indirect effect for perceived stress was not (See Table 22). Together, stress and energy mediated the relation between fit with spheres and work-personal life enhancement. In contrast to interference between life spheres, energy was a significant unique mediator, whereas stress was not.

Standardized regression coefficients and the hypothesized model are presented in Figure

9.

Table 22

Bootstrap calculated indirect effects and bias corrected confidence intervals for stress and energy between fit with spheres and work-personal life enhancement – Sample 1

Variable	Estimate	Bias corrected 95% confidence interval	
		Lower limit	Upper limit
Perceived Stress	.03	-.01	.09
Perceived Energy	.12	.06	.20
Total indirect effect	.15	.08	.23

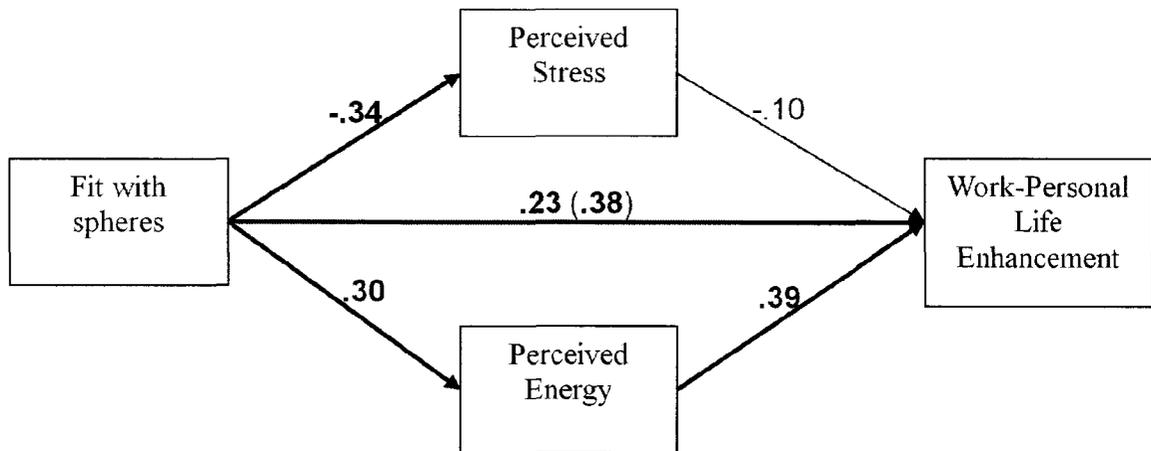


Figure 9. Indirect effects of fit with spheres through stress and energy on work-personal life enhancement – Sample 1. Numbers are the standardized regression coefficients, bolded numbers represent significant paths, and number in parentheses is the coefficient for the direct path.

Indirect effect of fit with spheres on work-personal life enhancement – Sample 2.

The bootstrap results for the indirect effects indicated that the total indirect effect was significant. The specific indirect effect through perceived energy was significant, but the specific indirect effect for perceived stress was not significant (see Table 23). Similar to

the student sample, perceived stress and energy mediated the relation between fit with spheres and work-personal life enhancement. Perceived energy was a significant unique mediator, but perceived stress was not. A figure of the hypothesized model and the standardized regression coefficients are presented in Figure 10.

Table 23

Bootstrap calculated indirect effects and bias corrected confidence intervals for stress and energy between fit with spheres and work-personal life enhancement – Sample 2

Variable	Estimate	Bias corrected 95% confidence interval	
		Lower limit	Upper limit
Perceived Stress	.01	-.03	.06
Perceived Energy	.12	.05	.21
Total indirect effect	.13	.06	.22

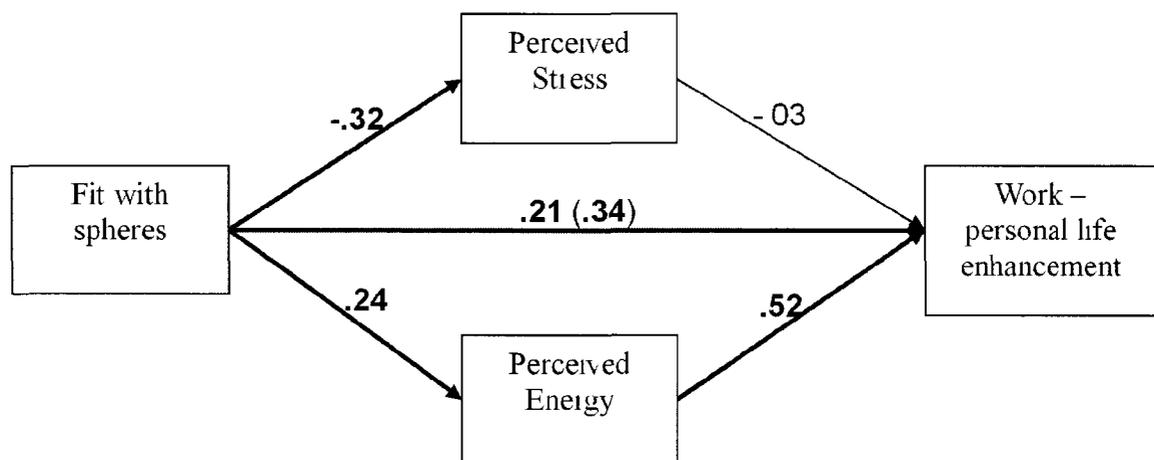


Figure 10 Indirect effect of fit with spheres on work-personal life enhancement through perceived stress and energy – Sample 2. Numbers are the standardized regression coefficients, with the coefficient for the direct path in parentheses. Significant coefficients are bolded.

In sum, there were indirect effects from fit with spheres on general work-life balance through both stress and energy in both the student sample and the working adult sample, thus, hypothesis 3a was supported. Hypothesis 3b, that there would be an indirect effect of fit with spheres on work interference with personal life through perceived stress and energy was not tested in the working adult sample because there was no significant relation between fit with spheres and work interference with personal life. Thus, in the working adult sample, there was no support for Hypothesis 3b, however, there was partial support for hypothesis 3b in the student sample as perceived stress was a unique mediator, but energy was not. For enhancement between spheres, perceived energy was a unique mediator, but perceived stress was not. This finding was consistent across both samples and provided partial support for Hypothesis 3c that there would be an indirect effect of fit with spheres through both stress and energy on work-personal life enhancement. Because in the student sample, fit was also uniquely associated with personal life interference with work, the indirect effects of fit with spheres on this outcome were tested in the student sample. For personal life interference with work, perceived stress was a mediator when its relation with perceived energy was controlled, but energy was not significant mediator when stress was controlled. Having better fit with spheres results in lower perceived stress and higher perceived energy, which then is associated with reports of better work-life balance. Hence, fit with spheres had not only a direct effect on increasing one's sense of work-life balance, but this effect also associated with decreased stress and increased energy, which then was associated with an increased sense of balance.

Study 2 Discussion

Similar to Study 1, participants in both the student and working adult samples reported they had multiple life spheres including many important life spheres outside of work, school, and family. Interestingly, the number of spheres in which individuals participated was not correlated with the work-life balance outcomes, with the exception of a small correlation ($r = .16$) between number of spheres and general work-life balance in the working adult sample. The amount of variety people desire in their life spheres may vary substantially from person to person. Some individuals may feel they have great work-life balance even though they only participate in a limited number of spheres because they desire for leisure activities and such are satisfied within those spheres.

In the student sample, grades were used as a marker for achievement and there was no evidence to suggest that participants had to sacrifice achievement in order to feel they could balance work and life, indeed, the linear relation between balance and achievement suggested that those with higher levels of achievement were also those with better balance. Leading a balanced life may enable people to achieve, but it is also possible that individuals who are both balanced and achievers hold certain characteristics in common. For example, perhaps having high intelligence not only enables people to achieve, but also helps them adopt successful work-life balance strategies.

It was hypothesized that having a proactive personality and being resilient would be associated with higher levels of work-life balance. Examination of the zero-order correlations suggests that proactive personality may help with positive influence between the spheres, thus increase general work-life balance and work- personal life enhancement,

but it does not play a role in terms of minimizing interference between the spheres in either direction. Resilience was also associated with more general work-life balance and work-personal life enhancement. In the student sample only, resilience was associated with less interference between the spheres in both directions. It was also anticipated, however, that these more specific characteristics would account for additional variance in the work-life balance outcomes over and above that accounted for by the more general big five factors. Proactive personality was a significant unique predictor of general work life balance, but not of the other outcomes. Resilience was not uniquely associated with any of the work-life balance outcomes.

There was a fair amount of overlap between the specific personality characteristics of resilience and proactive personality and the big five personality factors. In fact, in the working adult sample, there was a 50% overlap in variance between openness to experience and proactive personality. Although the remaining correlations between these specific characteristics and the big five personality factors were not quite so large, there was still enough overlap to explain why proactive personality and resilience were usually not unique predictors of any of the work-life balance outcomes.

Although each of the four work-life balance outcomes had a different set of unique predictors and the pattern of prediction varied somewhat between the two samples, there was also some consistency. Role overload at work or school was a consistent predictor across outcomes and samples, uniquely predicting general work-life balance, work interference with personal life, and personal life interference with work in both the student and the working adult samples. Role overload, which measures

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participants' perceptions of having too much work to do (Cammann et al , 1983), was a more reliable predictor of the work-life balance outcomes compared to more objective measures such as work hours, number of courses, and hours spent doing homework. It is possible that some people begin to feel overloaded considerably sooner than other individuals and this, in turn, influences their perceptions of work-life balance more so than the amount of hours or work they put into different spheres.

The results for the personality variables were considerably varied across outcomes and across the two samples. In the student sample, neuroticism uniquely predicted both general work-life balance and work interference with personal life, but it did not predict any of the outcome variables in the working adult sample. It is possible that the explanation for this difference between the samples lies in the differences between the school and work environments. In many ways, the school environment is probably similar to many students. All students are likely to experience numerous deadlines and constant evaluation. The constant deadlines and evaluations in the school environment may provide the basis for neuroticism to influence work-life balance. Some researchers have suggested that the characteristics of a situation can bring out particular traits (Chatman, 1989). In contrast to the school environment, there is likely much more variability in the demanding nature of work environments.

Another notable difference between the two samples was that agreeableness uniquely predicted better general work-life balance and less work interference with personal life in the working adult sample. In the student sample, however, agreeableness was not uniquely associated with any of the work-life balance outcomes. It is possible

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that agreeable people are able to garner more social support (Bowling, Beehr, & Swader, 2005) and this support helps them to better balance their work and personal lives. In school, however, the benefits of additional social support may be counterbalanced with the tendency to agree to too much and become involved in too many activities, thus somewhat hindering work-life balance.

One consistent finding was that openness to experience was uniquely associated with more work interference with personal life in both the student and the working adult samples. One possible explanation for this finding in the student sample, finding is that open individuals enjoy and are involved with school more than individuals who are not as open. This increased involvement may lead to more interference with personal life. Similarly, in the working adult sample, open individuals may be more attracted to non-tradition occupations that require travel and irregular hours, thus leading to more work interference with personal life.

Fit with spheres was also a fairly consistent unique predictor of the work-life balance outcomes. In the student sample, fit with spheres was a unique predictor of all four of the work-life balance outcomes. Fit with spheres also predicted general work-life balance and work-personal life enhancement in the working adult sample. Perceived stress and energy were examined as possible explanatory variables in these relations. In both samples, individuals who reported a good fit with their life spheres tended to report lower stress and higher energy levels. In both samples, there were significant indirect effects of fit with spheres on general work-life balance through both perceived stress and energy and significant indirect effects of fit with spheres on work-personal life.

enhancement through perceived energy, but the unique indirect effect through perceived stress was not significant.

It is interesting that the indirect effects on the general measure of work-life balance were through both perceived stress and energy and on the measure of positive influence between spheres (i.e., work-personal life enhancement) the indirect effects were only through perceived energy, when stress was taken into consideration. In the student sample, where fit with spheres also predicted interference between spheres (i.e., negative influence between the spheres), the indirect effects were through perceived stress, but not perceived energy. This suggests that an increased in perceived energy associated with having a good fit with spheres helps with enhancement between the spheres. Further the increases in perceived stress associated with having a poor fit with spheres hampers work-life balance due to the associated interference between life spheres.

General Discussion

Work-life balance is often assessed as the amount of inter-role conflict between work and family life spheres that exists when the pressure, demands, or responsibilities in one sphere make full participation in the other sphere difficult (Greenhaus & Beutell, 1985). The purpose of the present research was to expand the exploration from two key life spheres (i.e., work and family) to examine correlates of work-life balance when people consider all the life spheres in which they participate. The intent was to consider the balancing of multiple life spheres while investigating the interaction of personality variables with the more traditionally examined situational variables with the expectation that a good fit would be a positive predictor of work-life balance. Rather than solely

focus on the conflict between spheres, it was important to examine the role of multiple spheres from the perspective of a spectrum of work-life balance outcomes. In the current research, predictors of interference between life spheres, enhancement between life spheres, and a general sense of work-life balance were examined to determine whether different factors are important to balance as compared to conflict between spheres.

Overall, it was found that almost every participant reported at least one sphere outside of work, school, and family, such as religion, volunteer work, time with friends, leisure activities, and fitness. Indeed, almost all participants reported being involved in at least three spheres and on average reported participating in four to five spheres. Further, the number of life spheres in which people participated was not related to reported balance between work or school and personal life. Hence, simply having more or less activity in one's life does not automatically lead to better or worse balance. The extent to which people felt that their personality was a good fit with their life spheres was associated with more general work-life balance and more enhancement between personal life and work, over and above the influence of personality and demands. Similar to the finding that the perception of personality-sphere fit was important, the perception of role overload was more important to reports of work-life balance, as compared to more objective measures of demands such as work hours, hours spent doing homework, and number of courses. Each of these findings are discussed in detail following a discussion of the work-life balance outcomes.

Work-life Balance Outcomes

Early researchers viewed work-life balance as a single construct that referred to bidirectional conflict between the work and family spheres (Ford et al , 2007) Later researchers separated work-family conflict into two different constructs representing the two directional influences work to family and family to work (e g , Frone et al , 1997, Kelloway et al , 1999) More recently, researchers have begun to examine the possibility that work and family could be mutually beneficial and result in positive outcomes (e g , Greenhaus & Powell, 2006, Kirchmeyer, 1993, Voydanoff, 2002, Voydanoff, 2004) Although measures of work-life balance have evolved to include the direction of influence and both positive and negative aspects, the focus has still largely been on the work and family life spheres, however, it is clear that individuals operate in multiple life spheres that are important and require resources, such as time and energy As Skinner and Pocock (2008) pointed out, it is likely that all employees, regardless of demographics, desire a healthy balance between their paid work and all other aspects of their lives Therefore, it is important to move beyond work-family balance to incorporate a more comprehensive construct of work-life balance that could be examined from the directional perspective (i e , work to personal life and personal life to work) of conflict and positive influence and also an overall perception of general balance

In the first study of the present research, work-life balance items pulled from existing measures were factor analyzed resulting in four separate but related factors general work-life balance, work interference with personal life, personal life interference with work, and work-personal life enhancement Similar constructs have emerged in the

work-family literature work to family conflict, family to work conflict, work to family facilitation and family to work facilitation (e.g., Wayne et al., 2004). In the current research, general work-life balance represented a general overall sense of whether individuals feel they are able to balance their work and their personal lives. Work interference with personal life and personal life interference with work indicated the negative influences between the sphere of either work or personal life on the other sphere causing hardship for the individual in that sphere. In contrast to interference between spheres, which had two separate factors representing the direction of influence, work-personal life enhancement emerged a single factor that represented both directions (i.e., work to personal life and personal life to work). It is possible that positive influences between life spheres are highly reciprocal in nature, thus, enhancement in one direction is highly correlated in the other direction. For example, experiencing positive affective spillover from personal life to work may lead to better performance at work and subsequently to more positive spillover from work to personal life.

An overall global sense of work-life balance is not typically examined in studies that are focused on directional influences, but it is important to also consider a global sense of balance. Work-family researchers have begun to examine work-family balance as a distinct construct from enrichment or conflict. For instance, Carlson, Grzywacz, and Zivnuska (2009) found that work-family balance (i.e., being able to meet role expectations in both the family and work spheres) was a distinct construct from work-family conflict and work-family enrichment. These researchers found that work-family balance accounted for variance in job satisfaction, organizational commitment, and

family satisfaction, performance and functioning, even when conflict and enrichment between the two life spheres was taken into consideration.

Not surprisingly, there was a different pattern of prediction for each of the four work-life balance outcomes. Including general work-life balance, in addition to negative and positive influences between the spheres, enabled an examination of factors that are associated with general balance, work interference with personal life, personal life interference with work, and work-personal life enhancement.

Participation in Multiple Life Spheres

Past research has typically focused on the conflict and enhancement between the work and family spheres; however, it was anticipated that people would report and value participation in life spheres outside of work, family, and school. Considering multiple life spheres is important because individuals may feel that they are successful at balancing their work and family spheres, but feel a lack of overall work-life balance because of an inability to fully participate in valued spheres.

In the present research, people reported that they were actively interested in and valued life spheres such as religion, hobbies, sports and fitness, time with friends, gaming, television, travel, and volunteer work in addition to work, family, and school. Further, the qualitative data on spheres was also somewhat surprising in that some participants identified activities such as gaming, watching television, and sex as life spheres that they value. Not surprisingly, for the students, education or school was a sphere in which they spent a significant proportion of their time. Work and family were usually listed as the spheres in which people spent the most time, but this was not always

the case. Developmental life stage likely plays a key role in directing which life spheres, particularly family, is most important or receives the most attention. For example, in the younger student samples, very few participants were responsible for any dependents and this likely influenced how they viewed their family sphere.

Crooker and colleagues (2002) suggested that work-life balance was the management of the complex and fluid nature of life domains such as home and extended family, employment, career development, and community and leisure. Their categories extend well beyond the traditional work and family spheres, but still may not capture all the subtleties that encompass how individuals view their life spheres. In the present study, there were noticeable differences in how people segregated their life into spheres. For instance, some people included family as an all encompassing sphere that covers their roles as spouse, child, and parent, whereas others separated family into different life spheres. Similarly, some students lumped all educational activities together into one life sphere, whereas other students separated on campus activities, such as going to class, and off campus activities, such as studying for exams. Hence, it is clear that researchers need to understand the range of life spheres and not try to presuppose the categories that may be important to individuals.

Consistent across samples, the number of spheres individuals reported was not correlated with the work-life balance outcomes, except for working adults for whom participating in more life spheres was slightly associated with greater general work-life balance. In most cases, people who participated in only a small number of spheres did not necessarily feel more or less balance than people who participated in a wide variety of

life spheres. Participating in many life spheres does not seem to hinder or improve people's sense of work-life balance, which is consistent with research on role identity and well-being. Thoits (1992) found that the number of role identities people held was not linearly or curvilinearly related to their well-being. It is also important to note that because participants varied in the extent they segregated their life spheres, the number of spheres they reported may not represent the number of roles or activities they engage in, but rather a qualitative assessment of how they categorize their lives. Thus, the actual number of spheres people reported may not be a good indicator of how varied their life activities are.

Possibly, people do not derive their sense of work-life balance from the number of activities and hobbies they engage in, but rather, whether they find they have the time to participate in those activities that are of value to them personally. In the present research, it was clear that respondents were reporting spheres that they valued as the lowest mean rating of how much they valued a sphere was 3.5 and the majority of ratings were much closer to the highest rating of 5. Ruderman et al. (2002) found that female managers reported that roles in their personal lives helped them perform well at work by providing support and skill development. These researchers found that multiple role commitment was associated with better performance at work regardless of whether performance was assessed by supervisors, peers, and subordinates. Although participation in a number of life spheres may consume time and energy, other resources may be generated from this participation and these resources may more than make up for the time and energy expended.

In order to understand the full extent of the lives people are attempting to balance, it is important to gain perspective of the life spheres in which people participate and the extent they value these spheres. People tend to value participation in multiple life spheres and each sphere has the propensity to cause conflict with other spheres or provide resources. What may play an important role in determining whether participation in multiple life spheres results in perceived enhancement or conflict may related to people's perceptions of fit with each of their life spheres.

Personality-Environment Fit

In the past, researchers have examined person-environment fit in terms of the work-life balance strategies people use to balance work and family and whether these strategies are a good match with their work environment and personal preferences (Edwards & Rothbard, 1999; Kossek & Lautsch, 2008; Kossek et al., 1999; Kreiner, 2006). However, prior to the present study, there does not appear to be any research that examines whether the fit between people's personalities and their work and personal environments may be associated with work-life balance. In the current research the association between personality-environment fit and work-life balance was assessed in three ways, the first two of which were based on Little's (Little, 1996; 2000; Little & Joseph, 2007) acting out of character concept: *Actual acting out of character* was the difference between participants' self-reported true personality and how they actually behaved in three life spheres, whereas *pressure to act out of character* was the difference between participants' true personalities and how they felt they were expected to behave in three life spheres. These two personality-environment fit variables were tied to the big

five factors (i.e., extraversion, agreeableness, conscientiousness, neuroticism and openness to experience). In addition to these two acting out of character variables, participants also indicated on a more global level the extent to which they felt their personalities fit well with the roles they played in each life sphere. Hence, similar to the examination of multiple work-life balance facets, having three measures of personality-environment fit allowed for a more nuanced understanding of how perceived fit or lack of fit influences assessments of work-life balance. In fact, pressure to act out of character and actual acting out of character did not turn out to be important predictors of any of the work-life balance outcomes, whereas fit with spheres was consistently associated with two of the outcomes.

Fit with spheres, the global assessment of personality-environment fit, was consistently associated with general work-life balance and work-personal life enhancement. In one of the student samples, fit with spheres was also associated with interference between spheres in both directions. The inconsistent findings between fit with spheres and interference between spheres compared to the more consistent association with general balance and enhancement suggests that fit with spheres has a more robust effect on the positive influence between spheres rather than the negative influence between work and personal life. That is, rather than preventing interference between spheres, having a good fit seems to make participation in other spheres easier. One of the potential mechanisms of these two relations is that a good fit with one's spheres means that fewer resources are being used up, leaving these resources available for other spheres, such as lower stress and higher energy levels, consistent with Little and

Joseph's (2007) finding that acting out of character while working on personal projects was associated with an increase in strain. In the current research, perceived stress and energy were examined as potential explanatory variables in the relations between fit with spheres and the work-life balance outcomes. Indeed the relations between fit with spheres and general work-life balance and work-personal life enhancement were partially explained by the associations between fit with spheres and lower perceived stress and higher perceived energy levels. For work-personal life enhancement, when stress was taken into consideration, only energy was a significant mediator of the relation. As such, this finding suggests that energy is a resource that is garnered when an individual has a good fit with his or her life spheres, which may facilitate participation in other life spheres.

There may be other mechanisms through which perceived fit with spheres has a positive effect on work-life balance. McGregor et al. (2006) found that the relation between social traits and happiness was moderated by social goals and social life, such that congruency between social traits and social goals and between social traits and social life stories was associated with higher levels of happiness. Moreover, the relation between social traits and social goal congruency and happiness was mediated by goal enjoyment and manageability. It is possible that in spheres for which people have a good fit, they are more able to manage their goals within those spheres, thus leaving them with energy to participate in other spheres, accomplish more, and enjoy and better manage their goals.

Demands: Subjective versus Objective

The variable that was most consistently associated with work-life balance across samples and outcomes was role overload at work or school. Consistent with this finding, Virick, Lilly, and Casper (2007) found that an increase in role overload in high technology layoff survivors was associated with lower levels of work-life balance. Frone et al (1997) found that role overload and work hours both predicted work to family conflict in people who were either married, had children living at home, or both. Role overload may be such a robust predictor of work-life balance because it is a source of both time-based and strained-based conflict (Frone et al , 1997). Time-based conflict between spheres occurs when the time spent in one sphere makes it difficult to participate in another sphere and strained-based conflict occurs when the strain or stress experienced in one sphere spills over to another sphere and, as such, makes participation in that sphere difficult (Greenhaus & Beutell, 1985). In fact, Wallace (1999) found that greater work hours was related to time-based work to nonwork conflict for men, but not for women, whereas work overload was related to both time-based and strain-based work to nonwork conflict in men and women. People are likely to feel overloaded when they do not have enough time to accomplish tasks and when tasks are particularly stressful and take up a lot of energy.

Although role overload at work may be both time and strain based, it is also based on people's perception, indeed, in the present research, role overload at work or school was not correlated with other more objective demands such as number of courses, number of hours spent doing homework, or work hours. Further, these more objective

demands were not consistently associated with the work-life balance outcomes

Although a number of researchers have found a relation between work hours and work-life balance (e.g., Byron, 2005, Frone et al., 1997, Geurts et al., 1999, Voydanoff, 2004, 2005), other researchers have found that perception of work overload was a much stronger predictor of work-life balance compared to actual hours worked (e.g., Skinner & Pocock, 2008, Wallace, 1999). In fact, Skinner and Pocock found that work overload was a stronger predictor of work-life conflict than both actual work hours and fit between actual and preferred work hours.

This finding is evidence that, in the case of work hours, the quality of those hours is as important as the quantity when predicting work-life balance. For instance, six hours of very intense work as a deadline approaches may leave an individual feeling much more overloaded compared to someone who worked nine hours at a much slower pace. In turn, this person may require more recovery time and this could further hinder his or her ability to balance multiple life spheres. Different situations and personal characteristics likely influence the extent people feel overloaded. For instance, Virick et al. (2007) found that layoff survivors experienced an increase in workload following restructuring and this in turn led to greater role overload. Bolino and Turnley (2005) found that personal initiative was associated with higher levels of role overload. It is also possible that individuals whose personalities do not fit well with their work may feel more overloaded than those individuals who have a good fit. In fact, in all three samples of the current research, role overload and fit with spheres were negatively correlated. It is likely that a lack of fit is one of a number of factors not directly related to number of

hours worked that contributes to an individual's sense of feeling overloaded. It is possible that there are other qualities that affect the extent individuals feel overloaded such as level of responsibility, emotional labour, and repetitiveness. Given the consistent findings that role overload is negatively associated with work-life balance, understanding the factors that contribute to role overload is an important area for future research.

Personality

When researchers have examined work-life balance in the past, the focus has been on situational factors, with very little attention paid to personality variables that might also influence a person's capacity to be able to balance work and life. Researchers that have examined personality have focused on work-family balance rather than work-life balance (e.g., Blanch & Aluja, 2009, Carlson, 1999, Wayne et al., 2004). In the current research, the relation between the big five personality factors and work-life balance was examined in addition to two more specific personality characteristics, proactive personality and resilience.

There was some consistency across studies and samples in the relations between personality and the work-life balance outcomes. For example, extraversion and conscientiousness were positively related to general work-life balance and neuroticism was consistently associated with all four outcomes. In the second study, proactive personality was associated with general work-life balance and work-personal life enhancement and resilience was associated with all four outcomes. However, once demands and the other personality variables were taken into consideration, many of these

relations were no longer significant. It is possible that personality is one factor that contributes to how overloaded people feel and, thus, the effect on work-life balance is indirect.

Openness to experience and work interference with personal life. Across all three samples, openness to experience was associated with more work interference with personal life when demands and other personality characteristics were taken into consideration. However, openness was not associated with any of the other work-life balance outcomes. Some researchers have found that individuals who are high in openness to experience choose to enter less conventional careers (Judge, Higgins, Thoresen, & Barrick, 1999), and thus, may be more inclined to work in careers that have unusual hours or that require travel. Hence, it may be the case that it is not openness to experience that leads to more work interference with personal life, but that those individuals who are more open to experience are more inclined to have jobs that are associated with more interference with personal life.

Although the type of careers that open individual choose may at least partially explain the relation between openness and work interference with personal life in the working adult sample, it is unlikely that the same explanation applies to the same extent in the student samples. Perhaps students who are open to experience also are highly engage in school and participate in a number of school-related extra-curricular activities. If these activities are perceived as being part of the school sphere and these activities minimize the opportunities for participation in or interfere with other life spheres then it is understandable why students who are more open to experience may report higher

levels of school interference with personal life.

Although this finding is consistent across samples in the current research, the results from previous studies are mixed. There is only a minimal amount of research that examines personality and work-life balance outcomes and for some of this research the interest is not focused on using personality to predict work-life balance, but rather on personality as a moderator between work-family conflict and well-being. Kinnunen et al. (2003) and Rantanen et al. (2005) examined the big five factors as moderators between conflict between the work and family spheres and psychological distress. An examination of the zero-order correlations from these studies indicates inconsistent findings in the relation between openness to experience and conflict between the work and family spheres. Rantanen et al. found that openness was not associated with interference between the work and family sphere in either direction, whereas Kinnunen et al. reported a small negative correlation between openness and family interference with work. Wayne et al. (2004), in one of the few studies to directly examine the relations between personality and work-life balance outcomes, found a positive correlation between openness and work to family facilitation when demographics, such as gender and marital status, and work hours were controlled. Wierda-Boer et al. (2009) did not find any relation between openness and interference between the work and family spheres in either direction.

All of these studies have in common the fact that the researchers focused on the work and family spheres, whereas in the current research, life outside of work was more inclusive of other life spheres. Also, in the samples of these previous studies, the

demographics of the sample indicated a much higher percentage of participants who were responsible for dependents compared to the current studies. In the Kinnunen et al. (2003) and the Wierda-Boer (2009) studies 100% of the participants had children, 90% of participants had children in the Rantanen et al. study, and 80% had children in the Wayne et al. study. Even in the working adult sample of the current research, only half of the participants reported that they were responsible for any dependents. In a meta-analysis of the antecedents of work-family conflict Byron (2005) found that the percent of parents in a sample was related to effect size. Thus, differences in demographic characteristics could account for some of the differences in findings across studies.

Openness to experience may be an important predictor of work interference with personal life when defined broadly, but not of work interference with family, particularly for individuals who are not responsible for dependents. Because there are many responsibilities associated with having dependents, the pressures from work and family may be bidirectional in nature. When the consideration is work and personal life, however, it is possible that there are considerably more pressures and responsibilities stemming from the work environment and not so many from more personal spheres. Thus, people who are high in openness to experience may report more work interference with their personal lives but not necessarily more interference with their family lives.

Neuroticism. Neuroticism was uniquely associated with general work-life balance and work interference with personal life in both student samples, but was not associated with any of the work-life balance outcomes in the working adult sample once the other variables were taken into consideration. Researchers examining the relation of

neuroticism, or its opposite, emotional stability, have found that neuroticism was associated with more interference between the work and family spheres and this relation was mediated by work stress and by parenting stress (Wierda-Boer et al., 2009). Valcour (2007) found in a sample of call centre representatives that neuroticism was associated with work-life balance satisfaction even after taking into consideration work hours, control over work hours, and job complexity. By contrast, other researchers (Bruck & Allen, 2003) did not find that neuroticism was associated with work-family conflict when other similar variables were controlled (e.g., negative affectivity, Type A personality).

Although neuroticism is a personality trait, the differences between the student samples and the working adult samples may actually be due to differences in the school versus work environment. There may be a person by situation interaction, whereby neuroticism influences work-life balance, but only in particular situations. In the student samples, participants were exposed to very similar environments as they were all attending school. Specifically, full-time students would likely be working on multiple projects and assignments at the same time, their work is often carefully scrutinized and assigned a grade, and they may be exposed to constant and overlapping deadlines. Neuroticism is a very strong predictor of test anxiety (Chamorro-Premuzic, Ahmetoglu, & Furnham, 2008). People who are high in neuroticism may experience considerable stress at school due to the large number of tests and this stress may spillover to their other life spheres. In the school environment, neuroticism may play a larger role in people's capacities to balance school and personal life. It is likely that writing tests is less common once individuals enter the work-force; thus, although people high in neuroticism

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are more likely to experience stress compared to more emotionally stable individuals, they may experience less stress in the work environment compared to the school environment. Hence, neuroticism may interact with the environment and only influence work-life balance in certain situations that are particularly stressful for people high in neuroticism, such as those situations which involve a large number of tests and evaluations.

Conscientiousness. Conscientiousness was a significant unique predictor for personal life interference with work in the working adult sample and approached significance in the student sample of Study 1. As conscientiousness increased, personal life interference with work decreased. Being conscientious was also associated with general work-life balance in the student sample. Other researchers have also found that conscientious is related to less conflict between the work and family spheres, but only in the family to work direction (Bruck & Allen, 2003; Kinnunen et al., 2003). Conscientious individuals tend to be high in achievement orientation (McCrae & John, 1992) and, thus, may be more apt to take precautions to ensure their personal life does not intrude with work rather than ensuring their work does not intrude on their personal life. Although conscientious individuals tend to be organized and efficient, which could help to minimize conflict in the work to personal life direction, this is balanced with the desire to achieve, which may lead even highly conscientious individuals to sometimes allow work to interfere with personal life spheres, such as family or leisure.

Agreeableness. It was anticipated that more agreeable individuals would report greater work-life balance because it was believed that agreeable people would naturally

garner more social support due to their nurturing and caring attitude toward others (McCrae & John, 1992). Consistent with this expectation, agreeableness was associated with less work interference with personal life and more work-personal life enhancement in the student sample of Study 1. In the working adult sample of Study 2, agreeableness was associated with more general work-life balance and less work interference with personal life the working adult sample of Study 2.

Researchers have found a relation between agreeableness and different forms of work-family balance. For instance, Bruck and Allen, 2003 found that the more agreeable individuals were the less likely they were to experience time-based conflict between the work and family spheres. Consistent with the current findings, Kinnunen et al., (2003) and Rantanen et al., (2005) found there was a relation between agreeableness and work to family conflict, but did not find a relation between agreeableness and family to work conflict. Wayne et al., (2004) found that agreeableness predicted less work to family conflict and more family to work facilitation. However, in the current research, agreeableness was associated with enhancement between the spheres only in the student sample of Study 1.

Based on the results from previous research on agreeableness and work-family balance and on the results from the current research, agreeableness is associated with both less interference from work to family and, more broadly, less interference from work to personal life. Due to their altruistic, caring, and nurturing demeanour toward others, agreeable people are likely to be perceived as being very supportive. This perception of support by others could lead to reciprocation; thus, agreeable people may

garner more social support. Bowling et al. (2005) found that agreeableness predicted received social support and this relation was mediated by given social support. Given that agreeableness appears to improve balance between the work and multiple life spheres, it is likely that agreeable people have strong social support and this support plays a larger role in helping balance work and personal life.

Extraversion. Contrary to expectations, extraversion was not a significant unique predictor of any of the work-life balance outcomes in any of the samples. Although we expected that the positive affectivity and energy of people high in extraversion would help them balance work and personal life, the lack of relation between extraversion and work-life balance outcomes is consistent with much of the work-family research (e.g., Bruck & Allen, 2003; Rantanen et al., 2005; Wierda-Boer et al., 2009), although some researchers have found a relation between extraversion and family to work conflict (Kinnunen et al. 2003) and facilitation between the work and family spheres (Wayne et al. 2004). It is possible that extraversion does help people balance work and family spheres, however, being extraverted may not play as large a role in helping people balance work and the multiple life spheres that make up their personal lives. Although the positive affectivity and energy may help them balance multiple spheres, people high in extraversion may also have a tendency to become involved in a large number of spheres that both create demands and provide resources, thus minimizing any direct effect of extraversion on work-life balance.

Resilience and proactive personality. Proactive personality was a significant unique predictor of general work-life balance in the working adult sample, providing

some evidence that being proactive is positively associated with work-life balance. Other than this exception, neither resilience nor proactive personality were uniquely associated with the work-life balance outcomes. In addition, neither resilience nor proactive personality buffered the relations between role overload at work or school and the work-life balance outcomes. Previous research examining the association between these variables and work-life balance is almost non-existent. Indeed, only one study was found that included both proactive personality and work-family interference and these researchers were interested in the moderating effects of personality and work-family interference on well-being, rather than the direct association between proactive personality and work-family balance (Cunningham & De La Rosa, 2008).

Although there was no direct association with most of the work-life balance outcomes, it is possible that proactive personality interacts with other personality variables in its association with work-life balance. Chan (2006) examined the associations between proactive personality and several work-relevant outcomes but also considered the interactive effects with situational judgement effectiveness. Chan found that proactive personality was only associated with job satisfaction, affective commitment, and job performance in individuals who were high in situational judgement effectiveness. It is likely that a similar interaction exists with the work-life balance outcomes, such that proactive personality is a resource for work-life balance only when combined with good judgement.

There was little evidence in the current study to suggest that resilience or proactive personality are important predictors of work-life balance. Although these

variables were sometimes correlated with the work-life balance outcomes, once other variables, such as demands and the big five factors, were taken into consideration, neither resilience nor proactive personality were significant predictors of any of the work-life balance outcomes, with the exception of proactive personality and general work-life balance in the working adult sample. It may be that those aspects of proactive personality and resilience that may be associated with work-life balance, overlap with the big five factors, and, thus, do not explain any additional variance in work-life balance, above that accounted for by the big five factors.

Limitations and Future Directions

The current research extended the literature on work-life balance by using a more comprehensive definition of work-life balance that includes multiple life spheres rather than just work and family. This broader definition enabled the inclusion of some demographic groups that are often left out of the work-life balance literature (e.g., unmarried individuals, people without children, students). A further extension was an exploration of the extent to which people's personalities fit with their life spheres might influence their work-life balance through perceived stress and energy. The current research provided initial support for the suggestion that when examining people's capacity to balance work and personal life, personality and the extent to which people's personalities fit well with their life spheres may be important considerations. However, there were some limitations to the current research that should be noted.

First, the data from all three samples were cross-sectional. Although personality has been found to be relatively stable across time, the extent to which an individual has a

good fit with his or her spheres is likely to vary somewhat across different situations and through time. Although it was hypothesized in the current research that fit with spheres influences work-life balance, it is possible that when people feel that they are living a balanced life, they also feel they have a good fit with their life spheres. Further, with cross-sectional data, there is an assumption that the indirect effects of fit with spheres through stress and energy on general work-life balance and work-personal life enhancement occur in the hypothesized direction. It is also possible that stress and energy level influence how people perceive fit.

In order to further advance the understanding of the relations between these constructs, longitudinal study designs or experience sampling would help establish whether having a good fit with one's spheres subsequently leads to good balance or if having good work-life balance leads to perceptions of better fit. Further, with an experimental design, it may be possible to establish a causal link from fit with spheres to stress or energy. Researchers could assess people's personalities and then randomly assign them to tasks that are either a good or poor fit with their personality. Stress and energy levels could be compared before and after the task. This design could be further enhanced if stress was also assessed using physiological markers, such as heart rate, blood pressure, and salivary cortisol levels.

Another limitation to the current research was the exclusive use of self-report indicators, which could lead to issues with common method variance, such as social desirability bias, mood, priming effects, and yeah/nay saying (Podsakoff, MacKenzie, Podsakoff, & Lee, 2003). However, there is reason to believe that common method

variance was not a significant problem in the current research. Every effort was made to ensure that established, valid, and reliable measures were used to minimize the influence from effects, such as mood and social desirability. Confidentiality was ensured, thus further minimizing social desirability concerns. Further, self-report is often the most appropriate type of measurement when assessing attitudes or perceptions (Chan, 2009, Pace, 2010). For most variables in the study, the interest was in people's perception, therefore, the use of self-report measures was actually important to the research (e.g., work-life balance, role overload). It was also important that self-report measures of personality were used as the individual was the only person who could assess their personality when they were truly being themselves. Further, as Paunonen and O'Neill, (2010) argued, observer reports of personality are limited by the context in which the observer knows the individual being assessed. Using peer or family member reports of personality would more likely reflect behaviour displayed in particular life spheres, rather than how participants perceived their true personalities. Using peers or family members to assess actual personality in particular life spheres may have enhanced the out of character measure, but it would have been overly cumbersome to ask participants to obtain peer ratings in three different life spheres.

The fact that students were used as participants in two of the three samples could be viewed as a limitation. Research on work-life balance has typically focused on employed adults and, often, an even narrower focus on working parents. In the current research, two student samples were used in addition to a working adult sample. Although this may be viewed as a limitation, in many ways school is similar to work in that there

are tasks, responsibilities and deadlines. In fact, there has been some research that supports the notion that the same personality factors that predict achievement at work also predict achievement at school (Lounsbury et al., 2004). Further, students are typically excluded from the work-life balance literature, but they represent a population that could experience significant work-life balance challenges. Indeed, there were some consistencies across both the student and working adult samples (i.e., role overload, openness to experience, fit with spheres), although there were also differences between the samples. For instance, neuroticism is related to general work-life balance and work interference with personal life in both student samples, but was not related to any of the work-life balance outcomes in the working adult sample. However, one of the reasons for examining work-life balance as opposed to work-family balance was to ensure that all demographic groups that may face work-life balance difficulties could be included in the research. The current research highlights the fact that work-life balance is an issue that may also be important to students, unmarried people, and people without children and these individuals are often excluded for the work-life balance research when the focus is on work and family.

Limitations associated with choosing and measuring variables.

Restorative Niches. The assessment of restorative niches in the first study, was not very refined and, as such, the measure of restorative niches was not included in the second study. Little (Little, 1996; 2000; Little & Joseph, 2007) proposed that having access to restorative niches could relieve the stress of behaving in a way that is incongruent with one's personality. An attempt was made to measure access to and use

of restorative niches in the first study. Both access to and use of restorative niches were related to general work-life balance and work interference with personal life; however, when other variables were taken into consideration, neither of the restorative niche variables remained associated with the outcomes. When people were assessing the extent to which they had a good fit with their life spheres, they may have been inadvertently taken into consideration any restorative niches that may have existed within that life sphere. In Study 1, these questions were asked in an interview and many participants commented that the restorative niche questions were difficult to answer because they felt they had already answered the question when responding to the fit with spheres questions. To fully understand the influence of restorative niches it may be better to use experience sampling to further break down time spent in a spheres as restorative or as a time that people are acting out of character.

Multiple life spheres. Although asking participants to list all of their life spheres provided valuable information about the number and type of life spheres in which people participate, an assessment of the extent people to which were participating in all the spheres they wanted to would have helped elucidate the lack of relation between number of spheres and work-life balance. In addition, it would have been useful to assess if there were any spheres in which participants felt pressured to participate. In future research assessing the difference between the actual time and energy dedicated to each spheres and how much time and energy people would prefer to dedicate to each spheres would also contribute to the understanding of the connection between participation in multiple spheres and work-life balance.

Specific personality traits. In addition to the big five factors, two more specifically-focused personality traits were examined: proactive personality and resilience. These traits, along with some of the big five factors (e.g., extraversion), did not play a strong role in predicting the work-life balance outcomes. Further, there was still a significant amount of variance in the work-life balance outcomes that remained unexplained. In order to understand the role that personality plays in work-life balance, it may be important to consider different individual differences, such as workaholism, procrastination, or perfectionism that may hinder people from being able to balance work and multiple life spheres.

Achievement. Although grades were used as a marker for achievement in the student samples, there was not an adequate assessment of achievement in the working adult sample. Participants were asked if they have received a promotion within the past year and this was not associated with the work-life balance outcomes. However, a self-report of promotion within the past year is a very crude measure of achievement and it would be more informative to use a different method of assessment for this variable.

Work hours. Another issue with the measurement of variables was the inaccuracy of self-report of the work hours variables (i.e., regular hours, desired overtime, undesired overtime, hours at work, hours somewhere else) in the working adult sample. It was clear from some participants responses that the questions were misinterpreted on occasion. Although the findings that perception of work overload was a more important predictor than work hours is congruent with other research (e.g., Skinner & Pocock, 2008; Wallace, 1999), it is likely that some of the relations between

work hours and the work-life balance outcomes would have been stronger had all participants accurately reported their work hours. In future research, more accurate assessment of these variables could be achieved by providing participants with examples and clarification and by requesting that participants record details about the work hours every day during a work week. This would eliminate the need for participants to retrospectively reflect on an average work week.

Although there were some limitations to the current research that should be addressed in future research, there were some key findings that further the understanding of how people balance work and other life spheres. Few researchers have examined predictors of work-life balance when multiple life spheres are considered. There are fewer studies that examine personality and work-life balance and this was the first study in which the association between personality-environment fit and work-life balance was examined. More research is need to further elucidate the relations between personality, fit, and the balance between work and multiple life spheres.

It was argued in the current research that work-family balance and work-life balance were two separate yet related constructs; however, this assumption was not empirically tested. It would be interesting to examine work-family balance and work-life balance in a single study to fully understand how these constructs are related to one another. Possibly, work-life balance is a broader construct that subsumes more specific constructs such as work-family balance and work-leisure balance. It is possible that individuals with work and family responsibilities may feel they have adequate work-family balance but lack work-life balance because there are community or leisure

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activities in which they would like to participate but for which they lack resources, such as time and energy. It would be interesting to examine if work-life balance explains additional variance beyond work-family balance in broad well-being constructs, such as life satisfaction.

In the current research, having a good fit between one's personality and life spheres was associated with higher levels of perceived energy which, in turn, was associated with more general work-life balance and more work-personal life enhancement. These relations were examined broadly by assessing fit in the three life spheres that individuals reported they spent the most time in. It would be interesting to further explore the relation between fit and work-life balance by examining specific life spheres. Researchers have found a relation between participation in sports and fitness and positive emotional spillover into the work sphere (Hecht & Boies, 2009). It is likely that people participate in sports and fitness activities for a variety of reasons such as for health benefits, enjoyment, or pressure from friends or family. It would be interesting to examine if fit with spheres moderates the relation between sport and fitness participation and positive spillover, such that a good personality-environment fit may strengthen this relation and a poor fit may attenuate it.

Implications

Many firms and organizations are experiencing pressure resulting from globalization and rapid technological advancement and this pressure is often passed on to the employees of these organizations (Kofodimos, 1993, Ladipo & Wilkinson, 2002). The increasing intensification of work may create further work-life balance challenges.

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for employees and they may experience higher levels of role overload at work. Given the finding that role overload was a stronger predictor of the work-life balance outcomes than work hours, work-life balance policies focused on the reduction of work hours or flexible scheduling may not have a strong impact on employees' actual work-life balance

(Skinner & Pocock, 2008). Even if employees are allowed to take a pay cut and work four day weeks in order to help them balance work and nonwork, there remains pressure to complete the same amount of work and this could lead to a greater sense of role overload and, thus, more imbalance. If organizations want to assist employees in balancing work and nonwork, it may be important to examine what work-related factors contribute to an employee's sense of role overload and develop policies to address these factors

Fit with spheres was associated with better general work-life balance and more work-personal life enhancement and this was partially explained by higher energy levels. Individuals striving to find balance between work and multiple life spheres may want to consider the extent to which they feel that their personality is a good fit with their spheres. If few or none of their life spheres are a good fit, they may want to consider participation in activities for which they would have better personality-environment fit. Given the association between fit with spheres and general work-life balance and work-personal life enhancement, finding life spheres that are a good fit with one's personality may make participation in other more constraining spheres easier.

Conclusion

There are a variety of different life spheres that are important to individuals and,

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as such, that individuals want to balance by ensuring enough resources, such as time, energy, and money for each. Each sphere in which an individual participates can help, and/or hinder his or her participation in other spheres. In the current research, factors that may enhance or impede this balance between spheres were investigated.

Feeling overloaded at work not only increases conflict between life spheres, but also minimizes opportunities for enhancement between life spheres to some degree and leads to a lower sense of general work-life balance. Workplace policies aimed at improving employees' work-life balance that only target the number and flexibility of work hours, may not be sufficient to enable work-life balance. Although it is possible that certain individuals have a propensity to feel more overloaded than others, in the current research, role overload remained a significant predictor even when personality traits, such as neuroticism, were controlled. There are likely important environmental factors that contribute to role overload.

In the current research, both personality and personality-environment fit played a role in predicting work-life balance, suggesting that, given comparable demands, some individuals may still be better able to balance work and life than others. The finding that fit with spheres is associated with general work-life balance and work-personal life enhancement provides a potential mechanism to help people find work-life balance. If individuals can find spheres that are a good fit with their personalities, this may enhance their participation in other life spheres by providing resources, such as energy and the ability to handle stress.

People lead complex lives and are subject to multiple demands on time and

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energy. In order to lead fulfilling lives people are engaging in life spheres outside of work and family. Understanding the factors that minimize the interference between these spheres while enhancing the resources that can spillover from one sphere into other spheres can help people find creative ways to participate in multiple endeavours, without sacrificing attention paid to work and family.

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Appendix A

Recruitment Messages

Study 1

Abstract

Looking for students who are employed full- or part-time (minimum average of 10 hours per week) Earn a 1 % grade increase by completing a series of questionnaires on personality, work-life balance, and well-being Should take 1 hour at the most

Description

We are interested in your thoughts and feelings about the different domains of your life (e g , school, work, leisure activities), such as how much time and energy you devote to these domains and how much you value each of these domains In addition we want to know about your personality, well-being, and work-life balance We will ask you some demographic questions and some questions about your work and school experiences including your grades and how you feel about your current level of achievement

Study 2 – student sample

Abstract

Looking for students who are employed full- or part-time (minimum average of 10 hours per week) Earn a 1 % grade increase by completing a questionnaire on personality, work-life balance, and well-being Should take approximately 40-50 minutes

Description

We are interested in your thoughts and feelings about the different domains of your life (e g , school, work, leisure activities), such as how much time and energy you devote to these domains and how much you value each of these domains In addition we want to know about your personality, well-being, and work-life balance We will ask you some demographic questions and some questions about your work and school experiences including your grades and how you feel about your current level of achievement

Study 2 – working adult sample

Dear StudyResponse Project participant

We are requesting your assistance with a study conducted by researchers at Carleton University in Ottawa, Canada on work-life balance You must be at least 18 years of age to participate and you must be employed either full or part-time The study will take you approximately 20 minutes but there are no time limits If you choose not to respond within the first week, we will send you a reminder in one week Note that instructions on how to discontinue your participation in StudyResponse and stop receiving emails from us appear at the end of this message

Balancing work and multiple life spheres

The study is anonymous, so please do not enter any identifying information into the research instrument except your Study Response ID, which is [ID]. The researcher has pledged to keep your data confidential and only to report aggregated results in any published scientific study.

In appreciation of your choice to participate in this study we will give you a \$5.00 gift certificate to Amazon.com. The researchers have provided StudyResponse with the funding for this payment. Note that your StudyResponse ID number is [ID] (also shown in the subject line of this message) and that you must enter that number into the survey to be eligible for the \$5.00 gift certificate. Follow this link to participate.

<link>

Participation in this study is voluntary and you may withdraw from participation at any time. You must submit your answers in order to receive the \$5 electronic gift card. If you have any questions you may contact the researchers at

Judith Godin, MA, PhD Candidate
Janet Mantler, PhD, Associate Professor
Department of Psychology
Carleton University
Ottawa, Ontario, Canada, K1S 5B6
jgodin2@connect.carleton.ca
(613) 520-2600 ext 1034

We very much appreciate your participation in the StudyResponse project and your willingness to consider completing this study.

You received this email because you signed up as a research participant for the StudyResponse project, which is based at Syracuse University's School of Information Studies, in Syracuse NY, USA. You also provided a confirmation of that signup in a subsequent step. The StudyResponse project has received institutional review board approval (07-199), affirming our commitment to ethical treatment of research participants. Although StudyResponse is not a commercial service and does not send unsolicited email, the project complies with the obligations of the 2003 CAN-SPAM act. In accordance with the act, you have the following options for ceasing participation in the StudyResponse project:

- 1 You may simply reply to this email with the word UNSUBSCRIBE in the subject.
- 2 You may use our self service account management interface at <http://studyresponse.syr.edu/studyresponse/update.htm>

Balancing work and multiple life spheres

3. You may contact a staff member of the StudyResponse project using the contact information provided below.

* Conditions apply. In case of any clarifications, please feel free to contact us at SRhelp@syr.edu

For further information about the StudyResponse project, you may contact a member of the StudyResponse staff:

StudyResponse Project; Director: Jeffrey Stanton; Hinds Hall, Syracuse University, Syracuse, NY 13244-4100, 315-443-7267, SRhelp@syr.edu

Appendix B

Informed Consent

Study 1

Balancing Work/School and Life Consent Form

Thank you for signing up to participate in this study on personality and work-life balance. We are interested in the different life spheres you participate in, your personality, and if on occasion you behave incongruently with your personality.

Participation in this study involves completing a series of questionnaires that assess your thoughts and feelings about the different domains or spheres of your life (e.g., family, school, community involvement). The questions ask about how much time and energy you devote to these spheres and how much you value these spheres and some questions about your personality and well-being. In addition there are questions about how you are expected to behave and how you actually behave in your different life spheres. There are some demographic questions and questions about your work and school experiences, including how you feel about your current level of achievement. After completing the questionnaires you will be asked if you would be willing to give the researchers permission to view your academic audit. Whether or not you choose to give permission, you may still participate in the rest of the study.

Time

It will take you approximately one hour to complete the series of questionnaires, but there is no time limit. You will be given a total 1% credit towards your Psyc 1001 or 1002 grade for your participation in this study.

Potential Risks

There are no anticipated risks associated with this research. Because we are asking questions about your well-being and your ability to lead a balance life, you may be more aware of some personal difficulties. If you would like to talk to someone about your personal situation, please contact Student Health and Counseling Services at (613) 520-6674.

Your Rights

Your participation is completely voluntary. You are under no obligation to participate in this study. You may choose to skip questions that you do not wish to answer or that do not pertain to you. If you wish to quit at anytime, you may do so, without giving us a reason and without penalty.

Anonymity and Confidentiality

Your responses will be kept confidential. The consent forms and questionnaires you complete will be kept separately to ensure confidentiality. Only a participant code will appear on the questionnaires. This will enable the researchers to identify which questionnaires belong to the same participant and at the same time allow your responses to be kept confidential. Only the research team will see any of the actual responses. All of the information you provide will be kept in strict confidence. In any reports or publications based on these questionnaires, the responses of all participants will be grouped together and there will be no way to distinguish the responses of one individual.

If you consent to allow the researchers to view your academic audit, once we receive your audit, your name will be removed and replaced with a participant code to ensure confidentiality.

For more information

If you have questions about this study or would like more information you may contact Judith Godin (jgodin2@connect.carleton.ca), Lauren Florko, at Carleton University at 520-2600, ext 1034 or Dr. Janet Mantler in the Department of Psychology at Carleton University (613) 520-2600 ext. 4173 (janet_mantler@carleton.ca).

If you would like more information about your rights as a participant, please contact Dr. Avi Parush, Chair of the Carleton University Ethics Committee for Psychological Research at (613) 520-2600 ext. 6026 (avi_parush@carleton.ca). For other questions about the conduct of this research, contact Dr. A. Bowker, Chair of the Department of Psychology at 520-2600 ext. 2648 or at Psychchair@carleton.ca.

Participant signature _____ Date _____

Researcher signature _____ Date _____

Consent Form to Obtain Academic Audit

Because we are interested in finding out if people with higher grades have more difficulty balancing work and life, we would like your permission to receive from you a copy of your academic audit. If you consent, we will ask you to log on to Carleton Central and print off a copy of your audit. Once we have a copy of your audit, we will remove your name and student number and place a participant number on the audit. This will ensure that the information on your audit remains confidential. The information on the audit will only be viewed by the research team and only used for the purpose of the current research. Whether or not you give us permission to obtain your academic audit, we still value and appreciate your participation in the study. Please indicate and sign below whether you consent to give us your academic audit.

I do give consent for the researchers to obtain my academic audit

I do *not* give consent for the researchers to obtain my academic audit

Participant signature _____ Date _____

Researcher signature _____ Date _____

Study 2 – student sample

**Balancing Work and Life
Consent Form**

Thank you for signing up to participate in this study on personality and work-life balance. We are interested in the different life spheres you participate in, your personality, and if on occasion you behave incongruently with your personality.

The purpose of this consent form is to let you know what is involved in participating in the study, inform you of your rights as a research participant, and to get your consent to participate in the study. If you have any questions at all, please do not hesitate to ask the researcher.

Participation in this study involves completing a questionnaire that assesses your thoughts and feelings about the different domains or spheres of your life (e.g., family, school, community involvement). The questions ask about how much time and energy you devote to these spheres and how much you value these spheres and some questions about your personality and well-being. In addition there are questions about how you are expected to behave and how you actually behave in your different life spheres. There are some demographic questions and questions about your work and school experiences, including how you feel about your current level of achievement.

Time

It will take you approximately 40-50 minutes to complete the questionnaire, but there is no time limit. You will be given a total 1% credit towards your Psyc 1001, 1002, 2001, or 2002 grade for your participation in this study.

Location

The research will take place in the Loeb Building at Carleton University.

Potential Risks

There are no anticipated risks associated with this research. Because we are asking questions about your well-being and your ability to lead a balance life, you may be more aware of some personal difficulties. If you would like to talk to someone about your personal situation, please contact Student Health and Counseling Services at (613) 520-6674.

Your Rights

Your participation is completely voluntary. You are under no obligation to participate in this study. You may choose to skip questions that you do not wish to answer or that do not pertain to you. If you wish to quit at anytime, you may do so, without giving us a reason and without penalty.

Anonymity and Confidentiality

Your responses will be kept confidential. The consent forms and questionnaires you complete will be kept separately to ensure confidentiality. Only the research team will see any of the actual responses. All of the information you provide will be kept in strict confidence. In any reports or publications based on these questionnaires, the responses of all participants will be grouped together and there will be no way to distinguish the responses of one individual.

For more information

If you have questions about this study or would like more information you may contact Judith Godin at (613) 520-2600 ext 1034 (jgodin2@connect.carleton.ca), or Dr Janet Mantler in the Department of Psychology at Carleton University (613) 520-2600 ext 4173 (janet_mantler@carleton.ca)

If you would like more information about your rights as a participant, please contact Dr Avi Parush, Chair of the Carleton University Ethics Committee for Psychological Research at (613) 520-2600 ext 6026 (avi_parush@carleton.ca). For other questions about the conduct of this research, contact Dr A Forth, Associate Chair of the Department of Psychology at 520-2600 ext 1267 or at adelle_forth@carleton.ca

Participant signature _____ Date _____

Researcher signature _____ Date _____

Study 2 – working adult sample

**Balancing Work and Life
Consent Form**

Thank you for checking out this study. Please note that the information in this page is intended only for people who received a recruitment email from StudyResponse. The purpose of this consent form is to let you know what is involved in participating in the study, inform you of your rights as a research participant, and to get your consent to participate in the study. If you have any questions about the research, please do not hesitate to contact the researchers.

We are interested in the different life spheres you participate in, your personality, and if on occasion you behave incongruently with your personality.

Participation in this study involves completing a 20-minute online questionnaire that assesses your thoughts and feelings about the different domains or spheres of your life (e.g., family, work, community involvement). The questions ask about how much time and energy you devote to these spheres and how much you value these spheres and some questions about your personality and well-being. In addition, there are questions about how you are expected to behave in your different life spheres. There are some demographic questions and questions about your work experiences.

Time and Payment

It will take you approximately 20 minutes to complete the questionnaire, but there is no time limit. Your answers will be saved every time you move to a new section of the survey. However, we recommend you complete the survey in one sitting. We have provided StudyResponse with funding to give participants a \$5.00 gift certificate to Amazon.com for their participation. Payment will be administered through StudyResponse.

Your Rights

Your participation is completely voluntary. You are under no obligation to participate in this study. You may choose to skip questions that you do not wish to answer or that do not pertain to you. If you wish to quit at anytime, you may do so, without giving us a reason.

Anonymity and Confidentiality

Your responses are anonymous and will be kept confidential. Only the research team will see any of the actual responses. In any reports or publications based on these questionnaires, the responses of all participants will be grouped together and there will be no way to distinguish the responses of one individual.

For more information

If you have questions about this study or would like more information you may contact Judith Godin at (613) 520-2600 ext 1034 (jgodin2@connect.carleton.ca), or Dr Janet Mantler in the Department of Psychology at Carleton University (613) 520-2600 ext 4173 (janet_mantler@carleton.ca)

If you would like more information about your rights as a participant, please contact Dr Avi Parush, Chair of the Carleton University Ethics Committee for Psychological Research at (613) 520-2600 ext 6026 (avi_parush@carleton.ca) For other questions about the conduct of this research, contact Dr A Forth, Associate Chair of the Department of Psychology at 520-2600 ext 1267 or at adelle_forth@carleton.ca

Although we do not anticipate that any of the questions we ask should cause you pain or anxiety, if you feel the need to talk to someone about an issue that emerged while you were completing this questionnaire, you can contact your family physician for a referral to counselling services. Alternatively, you may call the Crisis Line in your area, the phone number for the Crisis Line should be in the Yellow Pages of your local phone book.

“I agree”

“Quit”

Balancing work and multiple life spheres

(Hayman, 2005)

Please indicate the extent that the following statements apply to you
Work interference with personal life

- | | | | | | | | | |
|---|--|---|---|---|-----------|---|---|--------------|
| 1 | My personal life suffers because of work [school] | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | not at all | | | | sometimes | | | all the time |
| 2 | My job [school] makes my personal life difficult | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | not at all | | | | sometimes | | | all the time |
| 3 | I neglect personal needs because of work [school] | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | not at all | | | | sometimes | | | all the time |
| 4 | I put my personal life on hold for work [school] | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | not at all | | | | sometimes | | | all the time |
| 5 | I miss personal activities because of work [school] | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | not at all | | | | sometimes | | | all the time |
| 6 | I struggle to juggle work [school] and non-work [school] | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | not at all | | | | sometimes | | | all the time |
| 7 | I'm happy with the amount of time for non-work [school] activities | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | not at all | | | | sometimes | | | all the time |

Balancing work and multiple life spheres

Big Five Inventory (John & Srivastava, 1999)

Indicate the extent that you agree or disagree that the following statements accurately describe you when you are truly being yourself

I see myself as someone who...	disagree strongly	disagree a little	Neither agree nor disagree	agree a little	agree strongly
1 is talkative	1	2	3	4	5
2 tends to find fault with others	1	2	3	4	5
3 does a thorough job	1	2	3	4	5
4 is depressed, blue	1	2	3	4	5
5 is original, comes up with new ideas	1	2	3	4	5
6 is reserved	1	2	3	4	5
7 is helpful and unselfish with others	1	2	3	4	5
8 can be somewhat careless	1	2	3	4	5
9 is relaxed, handles stress well	1	2	3	4	5
10 is curious about many different things	1	2	3	4	5
11 is full of energy	1	2	3	4	5
12 starts quarrels with others	1	2	3	4	5
13 is a reliable worker	1	2	3	4	5
14 can be tense	1	2	3	4	5
15 is ingenious, a deep thinker	1	2	3	4	5
16 generates a lot of enthusiasm	1	2	3	4	5
17 has a forgiving nature	1	2	3	4	5
18 tends to be disorganized	1	2	3	4	5
19 worries a lot	1	2	3	4	5
20 has an active imagination	1	2	3	4	5
21 tends to be quiet	1	2	3	4	5
22 is generally trusting	1	2	3	4	5
23 tends to be lazy	1	2	3	4	5
24 is emotionally stable, not easily upset	1	2	3	4	5
25 is inventive	1	2	3	4	5
26 has an assertive personality	1	2	3	4	5
27 can be cold and aloof	1	2	3	4	5
28 perseveres until the task is finished	1	2	3	4	5
29 can be moody	1	2	3	4	5
30 values artistic, aesthetic experiences	1	2	3	4	5
31 is sometimes shy, inhibited	1	2	3	4	5
32 is considerate and kind to almost anyone	1	2	3	4	5
33 does things efficiently	1	2	3	4	5
34 remains calm in tense situations	1	2	3	4	5
35 prefers work that is routine	1	2	3	4	5
36 is outgoing, sociable	1	2	3	4	5
37 is sometimes rude to others	1	2	3	4	5
38 makes plans and follows through with them	1	2	3	4	5
39 gets nervous easily	1	2	3	4	5
40 likes to reflect, play with ideas	1	2	3	4	5
41 has few artistic interests	1	2	3	4	5
42 likes to cooperate with others	1	2	3	4	5
43 is easily distracted	1	2	3	4	5
44 is sophisticated in art, music, or literature	1	2	3	4	5

Priming for personality – environment fit questions:

You indicated that you spend _____% of your time at _____ [insert life sphere]
 Please take a moment to think about the projects, activities, or tasks that you engage in when you are participating in this sphere. Also think about the people you may interact with and how you tend to behave in this particular life sphere. When you are complete the next questionnaire, I would like you to really focus and think about _____ [insert life sphere]

Pressure to Act out of Character and Actual Acting out of character

Adapted (instructions altered) version of the 10-item short version of the Big-Five Inventory with the optional extra item increasing the validity and reliability for agreeableness (Rammstedt & John, 2007)

Often times when we are participating in a particular life sphere, we may feel that we are expected to behave in a certain way. These expectations may be general expectations of the other people who also participate in the sphere, they may come from beliefs within ourselves about how to behave in particular circumstances, or sometimes these expectations come from a culture that exists within a sphere.

To what extent do you agree or disagree that the following descriptive statements are reflective of how you feel you are expected to behave when you participate in _____ [insert life sphere]

When I'm participating in activities associated with _____ [insert life sphere], I'm expected to behave like someone who

- | | | | | | | |
|---|---------------------------------|-------------------|-------------------|----------------------------|----------------|----------------|
| 1 | is reserved | 1 | 2 | 3 | 4 | 5 |
| | | disagree strongly | disagree a little | neither agree nor disagree | agree a little | agree strongly |
| 2 | is generally trusting | 1 | 2 | 3 | 4 | 5 |
| | | disagree strongly | disagree a little | neither agree nor disagree | agree a little | agree strongly |
| 3 | tends to be lazy | 1 | 2 | 3 | 4 | 5 |
| | | disagree strongly | disagree a little | neither agree nor disagree | agree a little | agree strongly |
| 4 | is relaxed, handles stress well | 1 | 2 | 3 | 4 | 5 |
| | | disagree strongly | disagree a little | neither agree nor disagree | agree a little | agree strongly |
| 5 | has few artistic interests | 1 | 2 | 3 | 4 | 5 |
| | | disagree strongly | disagree a little | neither agree nor disagree | agree a little | agree strongly |
| 6 | is outgoing, sociable | 1 | 2 | 3 | 4 | 5 |
| | | disagree strongly | disagree a little | neither agree nor disagree | agree a little | agree strongly |
| 7 | tends to find fault with others | 1 | 2 | 3 | 4 | 5 |
| | | disagree strongly | disagree a little | neither agree nor disagree | agree a little | agree strongly |

Balancing work and multiple life spheres

8	does a thorough job				
	1	2	3	4	5
	disagree strongly	disagree a little	neither agree nor disagree	agree a little	agree strongly
9	gets nervous easily				
	1	2	3	4	5
	disagree strongly	disagree a little	neither agree nor disagree	agree a little	agree strongly
10	has an active imagination				
	1	2	3	4	5
	disagree strongly	disagree a little	neither agree nor disagree	agree a little	agree strongly
11	is considerate and kind to almost everyone				
	1	2	3	4	5
	disagree strongly	disagree a little	neither agree nor disagree	agree a little	agree strongly

To what extent do you agree or disagree that the following descriptive statements are reflective of how you actually behave when engaged in various activities associated with this sphere
 When I'm at _____ [insert life sphere], I behave like someone who

12	is reserved				
	1	2	3	4	5
	disagree strongly	disagree a little	neither agree nor disagree	agree a little	agree strongly
13	is generally trusting				
	1	2	3	4	5
	disagree strongly	disagree a little	neither agree nor disagree	agree a little	agree strongly
14	tends to be lazy				
	1	2	3	4	5
	disagree strongly	disagree a little	neither agree nor disagree	agree a little	agree strongly
15	is relaxed, handles stress well				
	1	2	3	4	5
	disagree strongly	disagree a little	neither agree nor disagree	agree a little	agree strongly
16	has few artistic interests				
	1	2	3	4	5
	disagree strongly	disagree a little	neither agree nor disagree	agree a little	agree strongly
17	is outgoing, sociable				
	1	2	3	4	5
	disagree strongly	disagree a little	neither agree nor disagree	agree a little	agree strongly
18	tends to find fault with others				
	1	2	3	4	5
	disagree strongly	disagree a little	neither agree nor disagree	agree a little	agree strongly
19	does a thorough job				
	1	2	3	4	5
	disagree strongly	disagree a little	neither agree	agree a little	agree strongly

Balancing work and multiple life spheres

			nor disagree		
20 gets nervous easily	1	2	3	4	5
	disagree strongly	disagree a little	neither agree nor disagree	agree a little	agree strongly
21 has an active imagination	1	2	3	4	5
	disagree strongly	disagree a little	neither agree nor disagree	agree a little	agree strongly
22 is considerate and kind to almost everyone	1	2	3	4	5
	disagree strongly	disagree a little	neither agree nor disagree	agree a little	agree strongly

Fit with spheres – Study 1 Interview questions

Continue to think about _____ [insert life sphere] and answer the following questions

- 1 When you are participating in this sphere, to what extent do you feel you must behave in a way that is counter to your natural personality? Indicate your answer on a scale from 1-10, 1 indicating that you can truly be yourself and 10 indicating that you must behave in a way that is completely different from your true self – Reverse coded
- 2 To what extent do you feel your true personality is consistent with the roles you play in this life sphere? Again, indicate your answer on a scale from 1-10, 1 indicating that your personality is not at all consistent with the roles you play in this sphere and 10 indicating that your personality is completely consistent with the roles you play in this sphere
- 3 To what extent do you feel that who you are fits well with this particular life sphere? Use a scale from 1-10 to indicate your answers, 1 indicating that who you are does not fit all with this particular life sphere and 10 to indicate that who you are fits perfectly with this sphere

Restorative niches

Restorative niches are places people can go, activities they can engage in, or people that they can interact with during which they feel they can truly be themselves

- 4 In this life sphere, to what extent do you feel that you have access to at least one restorative niche
Indicate your answer on a scale from 1-10, 1 indicating that you have no access to a restorative niche and 10 indicating that you have ample access to a restorative niche
- 5 If you do have access to restorative niches, to what extent do you actually use of these niches
Indicate your answer on a scale from 1-10, 1 indicating that you never use restorative niches and 10 indicating that you use them all the time

Balancing work and multiple life spheres

1 What was your average letter grade last semester?

- A B C D F

Demographic Questions

What is your gender?

- Female Male

How old are you? _____ years

Are you

- single serious dating relationship engaged living with partner
 married separated/divorced widowed
other (please specify _____)

How many dependents (e.g., children, elderly relative who is under your care) do you have?

How many courses are you registered for this semester?

On average, how many hours do you spend doing homework (e.g., readings, studying, assignments, projects) per week?

_____ hours

What year of study are you in?

- 1st 2nd 3rd 4th other (please specify _____)

What program are you in?

What is your position at your paid employment?

How long have you been employed in your current position (at your current and at previous organizations)?

How long have you been employed at this organization (including your current and other positions)?

Is your job

- permanent temporary long-term contract short-term contract
 casual on call self-employment

Balancing work and multiple life spheres

Are you employed full- or part-time?

Full-time Part-time

On average, how many hours do you work at paid employment per week?

Demographic Questions for the working adult sample that differed from the student samples:

On average how many non-overtime hours do you work at paid employment per week?

On average, how many overtime hours do you work per week that you actually want to work?

On average, how many overtime hours do you work per week that you would prefer not to work?

On average, how many hours per week do you spend on work related activities while actually at work?

On average, how many hours per week do you spend on work-related activities while not actually at work?

Have you had a promotion in the past year?

Yes No

What is your highest level of education?

- some high school
- graduated high school
- some college or technical/trade school
- graduated college or technical/trade school
- some university
- graduated university
- some post-graduate level education
- post-graduate degree (e g , Masters, PhD)
- other (please specify _____)

Balancing work and multiple life spheres

Perceived Stress

(Perceived Stress Scale; Cohen & Williamson, 1988)

In the past two weeks how often have you:

- | | | | | | | |
|-----|---|-------|--------------|-----------|--------------|------------|
| 1. | been upset because of something that happened unexpectedly? | never | almost never | sometimes | fairly often | very often |
| 2. | felt that you were unable to control the important things in your life? | never | almost never | sometimes | fairly often | very often |
| 3. | felt nervous and “stressed”? | never | almost never | sometimes | fairly often | very often |
| 4. | felt confident about your ability to handle your personal problems? | never | almost never | sometimes | fairly often | very often |
| 5. | felt that things were going your way? | never | almost never | sometimes | fairly often | very often |
| 6. | found that you could not cope with all the things that you had to do? | never | almost never | sometimes | fairly often | very often |
| 7. | been able to control irritations in your life? | never | almost never | sometimes | fairly often | very often |
| 8. | felt that you were on top of things? | never | almost never | sometimes | fairly often | very often |
| 9. | been angered because of things that happened that were outside of your control? | never | almost never | sometimes | fairly often | very often |
| 10. | felt difficulties were piling up so high that you could not overcome them? | never | almost never | sometimes | fairly often | very often |

Perceived Energy

Subjective Vitality - (Ryan & Frederick, 1997)

Scale of 1 -7: 1-not true at all, 7-very true

How do the following statements apply to you and your life during the past two weeks?

1. I feel alive and vital.
2. I don't feel very energetic.
3. Sometimes I feel so alive I just want to burst.
4. I have energy and spirit.
5. I look forward to each new day.
6. I nearly always feel alert and awake.
7. I feel energized.

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Proactive Personality

(Seibert et al , 1999 adapted from Bateman & Crant, 1993)

7 point scale from Strongly disagree to Strongly agree

Please indicate the extent to which you agree or disagree with the following statements

- 1 I am constantly on the lookout for new ways to improve my life
- 2 Wherever I have been, I have been a powerful force for constructive change
- 3 Nothing is more exciting than seeing my ideas turn into reality
- 4 If I see something I don't like, I fix it
- 5 No matter what the odds, if I believe in something I will make it happen
- 6 I love being a champion for my ideas, even against others' opposition
- 7 I excel at identifying opportunities
- 8 I am always looking for better ways to do things
- 9 If I believe in an idea, no obstacle will prevent me from making it happen
- 10 I can spot a good opportunity long before others can

Resilience

The Brief Resilience Scale

(Smith et al , 2008)

5 point scale from strongly disagree to strongly agree

Please indicate the extent to which you agree or disagree with the following statements

- 1 I tend to bounce back quickly after hard times
- 2 I have a hard time making it through stressful events
- 3 It does not take me long to recover from a stressful event
- 4 It is hard for me to snap back when something bad happens
- 5 I usually come through difficult times with little trouble
- 6 I tend to take a long time to get over set-backs in my life

Appendix D

Debriefing

Study 1

A Study of Work-Life Balance Final debriefing

Thank you for participating in this study. The purpose of this research is to examine the different ways personality might influence work-life balance, when work-life balance is defined broadly to include multiple life spheres and both the positive and negative influences.

Most of the past research on work-life balance focuses on the conflict that arises when trying to balance the work and family spheres. Focusing solely on the work and family spheres means there are many demographic groups (e.g., students) left out of the research that may face considerable work-life balance challenges. In the current research, we asked you about all of your life spheres and assessed the extent that you were able to balance these spheres. In addition, we wanted to know if some people are able to both balance multiple life spheres and achieve high grades.

Past research has demonstrated that people who report that they work in demanding environments (e.g., long hours) experience lower levels of work-family balance. However, even in demanding environments some individuals are better able to balance their lives compared to others. Another purpose of the present research was to examine if personality and various needs (e.g., need for achievement, need for affiliation) is related to an individual's ability to balance work and life. In addition, we are exploring the possibility that when individuals spend a lot of time behaving in a way that is incongruent with their personality, they will have more difficulty balancing work and life.

If you would like more information about this study you may contact Judith Godin (jgodin2@connect.carleton.ca), Lauren Florko (lauren_florko@yahoo.ca) at Carleton University at 520-2600, ext 1034 or Dr. Janet Mantler in the Department of Psychology at Carleton University (613) 520-2600 ext. 4173 (janet_mantler@carleton.ca).

If you would like more information about your rights as a participant, please contact Dr. Avi Parush, Chair of the Carleton University Ethics Committee for Psychological Research at (613) 520-2600 ext. 6026 or at (avi_parush@carleton.ca). For other questions about the conduct of this study contact Dr. A. Bowker, Chair of the Department of Psychology at 520-2600 ext. 2648 or at psychchair@carleton.ca.

If you are feeling any distress as a result of participating in this research or if you feel unwell or depressed, then it is advisable for you to contact your family physician or the Carleton University Student Health and Counselling Services at (613) 520-6674.

Study 2 – Student sample

A Study of Work-Life Balance

Final debriefing

Thank you very much for participating in this study. The purpose of this research is to examine the different ways personality might influence work-life balance, when work-life balance is defined broadly to include multiple life spheres and both the positive and negative influences.

Most of the past research on work-life balance focuses on the conflict that arises when trying to balance the work and family spheres. Focusing solely on the work and family spheres means there are many demographic groups (e.g., students) left out of the research that may face considerable work-life balance challenges. In the current research, we asked you about all of your life spheres and assessed the extent that you were able to balance these spheres.

Past research has demonstrated that people who report that they work in demanding environments (e.g., long hours) experience lower levels of work-family balance. However, even in demanding environments some individuals are better able to balance their lives compared to others. Another purpose of the present research was to examine if personality is related to an individual's ability to balance work and life. In addition, we are exploring the possibility that when individuals spend a lot of time behaving in a way that is incongruent with their personality they will expend more energy and have more difficulty balancing work and life.

If you would like to read a report of the results of this study, please leave your email address with the researcher. We will send you a link to an online report of the results when they are ready.

If you would like more information about this study you may contact Judith Godin ([HYPERLINK "mailto:jgodin2@connect.carleton.ca" jgodin2@connect.carleton.ca](mailto:jgodin2@connect.carleton.ca)) or Dr. Janet Mantler in the Department of Psychology at Carleton University (613) 520-2600 ext. 4173 (janet_mantler@carleton.ca).

If you would like more information about your rights as a participant, please contact Dr. Avi Parush, Chair of the Carleton University Ethics Committee for Psychological Research at (613) 520-2600 ext. 6026 or at (avi_parush@carleton.ca). For other questions about the conduct of this study contact Dr. A. Forth, Chair of the Department of Psychology at 520-2600 ext. 1267 or at (adelle_forth@carleton.ca).

Balancing work and multiple life spheres

If you are feeling any distress as a result of participating in this research or if you feel unwell or depressed, then it is advisable for you to contact your family physician or the Carleton University Student Health and Counselling Services at (613) 520-6674.

Study 2 – Working adults sample

A Study of Work-Life Balance

Final debriefing

Thank you very much for participating in this study. The purpose of this research is to examine the different ways personality might influence work-life balance, when work-life balance is defined broadly to include multiple life spheres and both the positive and negative influences.

Most of the past research on work-life balance focuses on the conflict that arises when trying to balance the work and family spheres. Focusing solely on the work and family spheres means there are many demographic groups left out of the research that may face considerable work-life balance challenges. In the current research, we asked you about all of your life spheres and assessed the extent that you were able to balance these spheres.

Past research has demonstrated that people who report that they work in demanding environments (e.g., long hours) experience lower levels of work-family balance. However, even in demanding environments some individuals are better able to balance their lives compared to others. Another purpose of the present research was to examine if personality is related to an individual's ability to balance work and life. In addition, we are exploring the possibility that when individuals spend a lot of time behaving in a way that is incongruent with their personality they will expend more energy and have more difficulty balancing work and life.

If you would like to read a report of the results of this study, in a few months please go to www.psychresearch.ca. The results should be posted by December 2009.

If you would like more information about this study you may contact Judith Godin (jgodin2@connect.carleton.ca) or Dr. Janet Mantler in the Department of Psychology at Carleton University (613) 520-2600 ext. 4173 (janet_mantler@carleton.ca).

If you would like more information about your rights as a participant, please contact Dr. Avi Parush, Chair of the Carleton University Ethics Committee for Psychological Research at (613) 520-2600 ext. 6026 or at (avi_parush@carleton.ca). For other questions about the conduct of this study contact Dr. A. Forth, Associate Chair of the Department of Psychology at 520-2600 ext. 1267 or at adelle_forth@carleton.ca.

Although we do not anticipate that any of the questions we ask should cause you pain or anxiety, if you feel the need to talk to someone about an issue that emerged while you were completing this questionnaire, you can contact your family physician for a referral to counselling services. Alternatively, you may call the Crisis Line in your area; the phone number for the Crisis Line should be in the Yellow Pages of your local phone book.

Balancing work and multiple life spheres

Again, thank you very much for your participation. Your response has helped us out a lot.

Appendix E

Structure and Pattern Matrices from Study 1 Factor Analysis

Table 24

Pattern matrix for the Study 1 factor analysis of the work-life balance items

Item	Factor 1	Factor 2	Factor 3	Factor 4
Work-life balance success	08	- 21	69	10
Work-life balance conflict	32	15	- 34	05
Good balance between work and other aspects of my life	09	- 24	75	09
Able to stay involved in non-work interests and activities	22	29	58	- 03
Social life outside of work	- 17	27	43	08
Able to meet non-work responsibilities while still doing what is expected of me at work	06	- 19	43	14
Personal life suffers because of work	82	- 06	- 09	12
Job makes my personal life difficult	73	16	- 06	- 02
Neglect personal needs because of work	86	09	15	- 07
Put personal life on hold for work	65	03	03	- 04
Miss personal activities because of work	74	00	12	- 19
Struggle to juggle work and non-work	52	17	22	- 02
Happy with amount of time for non-work activities	- 38	22	- 34	13
Personal life drains me of energy for work	08	64	- 00	- 06
Too tired to be effective at work	12	72	- 12	- 05
Work suffers because of my personal life	04	87	- 03	05
Hard to work because of personal matters	10	67	- 10	- 02
Personal life gives me energy for my job	05	- 12	04	67
Job gives me energy to pursue personal activities	- 11	07	- 08	79
Better mood at work because of personal life	08	- 00	09	62
Better mood because of my job	- 08	05	- 02	60
Amount of Variance	27 96%	11 19%	7 00%	5 63%
Factor 1 work interference with personal life	Factor 2 personal life interference with work			
Factor 3 general work-life balance	Factor 4 work – personal life enhancement			

Table 25

Structure matrix for the Study 1 factor analysis of the work-life balance items

Item	Factor 1	Factor 2	Factor 3	Factor 4
Work-life balance success	- 23	- 34	73	35
Work-life balance conflict	44	22	- 46	- 20
Good balance between work and other aspects of my life	- 24	- 37	78	36
Able to stay involved in non-work interests and activities	- 40	19	60	18
Social life outside of work	- 34	17	48	23
Able to meet non-work responsibilities while still doing what is expected of me at work	- 17	- 28	- 49	31
Personal life suffers because of work	80	- 01	- 35	- 18
Job makes my personal life difficult	78	24	- 38	- 33
Neglect personal needs because of work	83	16	- 21	- 33
Put personal life on hold for work	65	09	- 24	- 26
Miss personal activities because of work	75	08	- 23	- 40
Struggle to juggle work and non-work	62	25	- 45	- 31
Happy with amount of time for non-work activities	- 53	10	- 49	33
Personal life drains me of energy for work	15	65	- 16	- 22
Too tired to be effective at work	25	76	- 30	- 28
Work suffers because of my personal life	08	86	- 11	- 13
Hard to work because of personal matters	21	70	- 26	- 23
Personal life gives me energy for my job	- 21	- 25	27	69
Job gives me energy to pursue personal activities	- 35	- 09	22	79
Better mood at work because of personal life	- 17	- 13	28	63
Better mood because of my job	- 28	- 07	20	61
Amount of Variance	27 96%	11 19%	7 00%	5 63%
Factor 1 work interference with personal life	Factor 2 personal life interference with work			
Factor 3 general work-life balance	Factor 4 work – personal life enhancement			

Appendix F

Table 26

Samples sizes and generalized variances (i.e., work-interference with personal life, personal life interference with work, work – personal life enhancement, and general sense of work-life balance) and variances for general work-life balance for questionnaire version and grade

Cell	Sample size	Generalized Variance	Variance
Work-based			
A	13	.39	.63
B	18	.07	.31
C/D	11	.16	.94
School-based			
A	53	.78	.70
B	86	.49	.38
C/D	30	.68	.51