

Don't put all your eggs in two baskets: Exploring the potential benefits of multiple role priorities  
among employees in dual-earner partnerships

by

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**Abstract**

Traditionally, work-life balance researchers have aligned their studies with the scarcity hypothesis by focusing on work and family roles, the conflict that occurs between them, and how this conflict drains employee resources. More recently, studies have started to move into expansionist theories that look at a variety of roles that characterize “life” more broadly, under the assumption that roles can enrich one another. The current study examines the relationships between work, family, and personal role centrality and enrichment in dual-earner couples. The quantitative evidence supports the expansion hypothesis in finding that employees who prioritize multiple roles perceive higher levels of resources like social support, skills, affect, and capital, than those that do not. Further, mediation analyses found that these resources positively impact employees’ perceptions of career satisfaction, life satisfaction, and balance, with social support and positive affect being the most consistent and strongest mediators, respectively.

*Key words:* work-life balance, scarcity, expansion, role-centrality, resources

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Don't put all your eggs in two baskets: Exploring the potential benefits of multiple role priorities  
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Work-life balance is of growing interest in North America as the number of dual-income couples increases, and employees' limited resources are spread between important life domains. In the pursuit of 'having it all', many modern employees struggle to meet their family and work obligations, while also carving out time to pursue personal interests. One might presume, that the more important and valued roles one has to play, the more difficult it must be to achieve work-life balance. In the current study, I investigated the possibility that having multiple role priorities actually contributes to perceptions of balance in one's life, as well as other positive psychological outcomes. The lion's share of the research on work-life balance has been limited to examinations of work and family roles, and the conflict that occurs between them. The current research asked whether prioritizing work, family, and roles in the personal life actually benefits employees by offering them more opportunities for social support, skill development, improved mood, and feelings of success.

Occupational health psychologists have spent decades studying work-life balance, including contributing factors and outcomes at both the individual and organizational levels (Duxbury & Higgins, 2001; Edwards & Rothbard, 2000; Greenhaus & Allen, 2012; Greenhaus & Powell, 2006; Kirchmeyer, 2000; Marks, 1977; Seiber, 1974). Work-life balance is linked to a variety of positive physical and psychological outcomes including job satisfaction (Hirschi, Herrmann, Nagy, & Spurk, 2016), life satisfaction (Kossek & Ozedi, 1998), reduced stress (Yasbek, 2004), improved health (Noor, 2004), and psychological well-being (DiRenzo, Greenhaus, & Weer, 2015). Despite a longstanding interest in work-life balance, researchers have yet to reach a consensus when it comes to a precise definition of the term (Greenhaus &

Allen, 2012). This confusion seems to stem from the question of whether it is more advantageous to limit the number of roles one is involved in, limiting the potential for conflict between roles. Or, if roles can benefit one another, and it is therefore advantageous to be involved in multiple roles.

Throughout the literature, researchers have defined work-life balance in various ways. The most common understanding has emerged from a work-life conflict perspective. According to this perspective, work and family roles are mostly incompatible, in that participation in one role (e.g., family) tends to impede participation in other roles (e.g., work; Greenhaus & Beutell, 1985). According to this perspective, an individual who takes on roles (in addition to work and family) will drain their resources and diminish their ability to be successful across roles (Greenhaus & Beutell, 1985; Ten Brummelhuis, Haar, & van der Lippe, 2010). Balance, when viewed from the lens of a work-life conflict perspective, is simply the absence of conflict, or minimal interference between roles (Duxbury & Higgins, 2001). From this point of view, focused participation in a finite number of roles is the optimal strategy to achieve work-life balance as it provides less opportunity for roles to conflict with one another.

Over time, the work-life literature has progressed from a narrow focus on role conflict to a broader focus on role balance. Researchers have begun to explore the positive side of having multiple role priorities, including the potential for roles to positively influence or benefit one another. In other words, taking part in multiple roles can provide resources that then spill over and improve performance or functioning across roles— a phenomenon known as enrichment (Allis & O’Driscoll, 2008; Demerouti, 2012; Ruderman, Ohlott, Panzer, & King, 2002). Within the enrichment literature, some work-life researchers have focused on work-life balance as the sum of inputs where balance is present when the amount of time or engagement across roles is

equal (Greenhaus, Collins, & Shaw, 2003; Kirchemeyer, 2000); whereas others focus on outputs such that balance is present when there are perceived benefits from each role (Clark 2000; Greenhaus, Collins, & Shaw 2003). The current study will take into account inputs and outputs and proceed from the notion that work-life balance exists when the amount of time spent in a role mirrors the subjective value placed on that role, and that these inputs allow the individual to gain benefits through role participation (Greenhaus & Allen, 2012). In a cyclical sense, the benefits derived from multiple roles provide the impetus for continued value of and time spent engaging in said roles and a clearer opportunity for work-life enrichment and ultimately balance.

From this viewpoint, involvement in various self-relevant roles provides benefits (in the form of resources) to employees that help them to tackle challenges in other areas of life.

Essentially, the better the fit between behaviour and values, the more potential there is for employees to gain from the prioritization of multiple roles (Norton, Stephens, Martire, Aloen, & Gupta, 2002). Thereby, work-life balance, within this context, is defined as the individual's perception that work and non-work activities are compatible and promote growth in accordance with an individual's current life priorities (Kalliath and Brough, 2008). While there are many definitions of work-life balance (Clark 2000; Greenhaus and Beutell, 1985; Greenhaus, Collins, & Shaw 2003; Kirchemeyer, 2000), I use this one in the current research because of the focus on role compatibility in the context of individual priorities.

The conflict perspective has been a dominant approach in the work-life research to date (Bedian, Burke, & Moffet, 1988; Geurts and Demerouti, 2003; Kopelman, Greenhaus, & Connally, 1983; Frone, Russell, & Cooper, 1997). Although the conflict perspective has yielded many important insights about the work-life interface, a focus on conflict alone may be limiting our full understanding of the ways in which different roles influence each other and associated

outcomes. The current study explores work-life balance from the enrichment perspective in the context of multiple role priorities. Specifically, I conduct an examination of the potential benefits, or resource gains that might accrue from adopting multiple role priorities (including work and family, but also personal life). I examined whether participation in multiple, self-relevant roles is associated with important resources such as social support, personal and intellectual development, positive affect, and psychosocial capital. I also examined how these resources enrich employee life by assessing perceptions of career satisfaction, life satisfaction, psychological well-being, and overall perceptions of balance and satisfaction with roles. This method was unique in that it explored the potential resources that are contributing to work-life balance, whereas previous literature has utilized general enrichment measures to explore this topic (Allis & O'Driscoll, 2008; Demerouti, 2012; Bakker et al., 2013). This is the first study, to my knowledge, to explore resources as potential mediating variables in the relationship between the prioritization of multiple roles and employee outcomes.

### **The Work-Life Interface: A Review of the Literature**

From the popular press to the academic literature, volumes have been written about the struggle for people to achieve work-life balance (for a review see Greenhaus & Allen, 2011). This literature has traditionally focused on work and family domains, with early discussions focused almost exclusively on the tensions and conflict between work roles and family roles. More recently the work-life balance discussion has expanded to reflect the reality that people's lives extend to roles beyond just work and family, and that these various roles don't always conflict, and may, in fact, actually enrich one another. This evolution has been driven, in part, by an increase in dual-income and single employees in North America who must increasingly balance responsibilities in various life domains (e.g. work, family, personal; Frone, Russell, &

Barnes, 1996). The reality that dual-income employees must balance various roles has spurred interest in the extent to which these roles are interdependent (Edwards & Rothbard, 2000) and may actually promote growth and better functioning within one another. We are seeing more of a shift in the field's attention to the exploration of work-life enrichment, however, far more research has been conducted from the work-life conflict perspective.

### **Work-Life Conflict**

Researchers studying the work-life interface have traditionally approached their research from the conflict perspective, and have focused specifically on the conflict that occurs between work and family roles. The accumulated literature on work-life (i.e. work-family) conflict is largely based in the assumptions underlying the scarcity hypothesis (Goode, 1960). The basic premise of the scarcity hypothesis holds that people have a fixed amount of resources to draw on when fulfilling their work and family responsibilities. Conflict results when resources demanded from work leave fewer resources to give at home, or vice versa. Given limits on their resources, individuals inevitably experience conflict and stress when faced with competing demands from work and family, often resulting in psychological deficits (Greenhaus & Beutell, 1985). Work-life models based on the scarcity hypothesis take a fairly simple, fixed-pie view of the relationship between personal resources and role demands. Specifically, conflict is proposed to arise when people are forced to spread their limited resources (e.g., energy, psychological resources) between competing roles and become depleted as a result (Goode, 1960). In other words, the more demands on one's resources, the more depleted the individual becomes. The depletion of resources, moreover, is associated with psychological distress and negative outcomes such as depression and reduced physical and psychological well-being (Frone et al., 1992; Greenhaus & Beutell, 1985).

Although the basic link between work-family conflict and diminished well-being was established early on—specifically, that work-family conflict was significantly related to depression (Greenhaus & Beutell, 1985)—some studies suggest that there are other important aspects of this relationship that deserve attention. Empirical studies of work-family conflict and associated psychological outcomes suggest that it is important to consider how often conflict is experienced, and in which domains (Frone et al, 1992; Gutek et al., 1991; Pleck, Staines, & Lang, 1980). Frone et al., (1992) advanced our understanding of work-family conflict by demonstrating that the *frequency* of the conflict experienced actually moderated the relationship between conflict and reduced psychological well-being. In other words, the more times in a week that one role conflicted with another, the stronger the link between conflict and depression (Allen, Herst, Bruck, & Sutton, 2000; Frone et al., 1992; Grzywacz & Marks, 2000; Netemeyer, Boles, & McMurrian, 1996). Other research, however, suggests that the frequency of conflict might carry more or less weight depending on its specific source (Bedian et al., 1988; Kopelman et al., 1983; Kossek & Ozeki, 1998).

Evidence concerning which role is the main source of conflict (family or work), and how it impacts psychological distress is somewhat mixed. A conversation was started in the early nineties as studies began to present conflicting information. It had been accepted, before that point, that work-family conflict creates more psychological distress than family-work conflict (Bedian et al., 1988; Kopelman et al., 1983). Specifically, a meta-analysis on work-family conflict research between 1974 and 1983 showed that work to family conflict was significantly related to decreases in job satisfaction and life satisfaction, across all samples (Kossek & Ozeki, 1998). Studies within this time frame focused on negative spillover from the work domain to the family domain, under the assumption that work demands have negative implications for the

family (Bedian et al., 1988; Kopelman et al., 1983). This assumption was brought into question when Frone et al.'s, (1992) research failed to support the link between work-family conflict and depression that was so widely accepted in the literature. Additional conflicting information was presented in the early nineties when Barling, Wade, and Fullagar, (1990) found that spillover from the work domain to the family domain can actually, at times, be positive (e.g. happiness at work can result in happiness at home). Other research from this time frame reveals a similar pattern, demonstrating that synergies between work and family exist (Barnett & Hyde, 2001; Rankin, 1993), and that these synergies are distinct from incompatibilities or work-family conflicts (Grzywacz & Marks, 2000a, 2000b; Kirchmeyer, 1992, 1993; Wayne, Musisca, & Fleeson, 2004).

These early studies on work-family conflict show us a few things. First, the interactions between work and family roles are more complicated than previously thought. Specifically, the relationship between roles and outcomes is not always clear cut and there are potential moderating variables at play, (e.g. the frequency of conflict; Allen et al., 2000; Frone et al., 1992; Grzywacz & Marks, 2000; Netemeyer et al., 1996). The fact that frequency increases the strength between conflict and depression suggests that people may re-accumulate resources in the absence of conflict, that help to buffer against negative psychological outcomes. These resources might also help to explain the confusion as to whether involvement in various roles causes conflict (e.g. Frone et al., 1992) or does not cause conflict (e.g. Barling et al., 1990; Frone et al., 1993), as well as whether family roles are more likely to impact work (e.g. Frone et al., 1992), or work roles are more likely to impact family (e.g. Netemeyer et al., 1996). Perhaps, those individuals who are not experiencing conflict perceive benefits from their participation in roles that outweigh perceptions of conflict. This was supported in a study by Mathews, Swody,

and Barnes-Farrell (2013) which revealed that individuals with high behavioral role involvement report less conflict stemming from this role. Ultimately, these early studies highlight some of the issues with focusing our attention purely on conflict, and with knowledge of potential synergies in mind (e.g. Barling et al., 1990) there is some value to be found in exploring work-life enrichment.

The work-family conflict literature has certainly raised many important issues and resulted in many important findings concerning the experience of role conflict and associated outcomes. Missing from a strict conflict approach, however, is the possibility that personal resources are not fixed and limited. Some work-family researchers have rejected the conflict approach, in favour of an enrichment perspective on inter-role processes (Demerouti, 2006). The conflict literature explains inter-role conflict through the depletion of resources, whereas the enrichment literature explains inter-role enrichment through the process of obtaining and reallocating resources among various roles (Bakker, Shimazu, Demerouti, Shimada, Norito, 2013). This is what some of the earlier researchers (e.g. Barling et al., 1990) were suggesting when they pointed out that work to family interactions are not always negative. The literature on work-life balance has found ample evidence that participating in both work and family roles can result in stress and ultimately strain on the individual due to incompatible demands (Bedian et al., 1988; Frone et al., 1992; Kopelman et al., 1983; Ten Brummelhuis, Haar, & van der Lippe, 2010). However, recent studies have begun to look into the flip side of this, explaining how the prioritization of additional roles, outside of work and family, can actually provide resources that are pivotal in enacting perceptions of work-life balance and well-being (DiRenzo et al., 2015). The accumulation of resources in this way might be the reason that earlier studies presented

inconsistent findings, and further exploration in this area is necessary in order to fully develop our understanding of the work-life interface.

### **Work-Life Enrichment**

In contrast to the basic tenets underlying the scarcity hypothesis (Goode, 1960), the expansion hypothesis (Marks, 1977) proceeds from an enrichment perspective. Here, personal resources are viewed as unlimited and renewable. From this perspective, participation in various roles may provide a greater number of opportunities to gain resources that enrich other areas of life, such as social support, social capital, and even specific skill development. The expansion hypothesis forms the theoretical basis for the work-life enrichment perspective which proposes, in part, that actively taking on roles, be they work, family, or personal, has the potential to provide *resources* that can actually be beneficial to the employee (Barnett & Hyde, 2001). The movement away from the conflict perspective and towards the enrichment perspective in work-life research is important because it moves us from a purely deficit-based approach focused on conflict and resource depletion, toward a strength-based approach where roles have the ability to enrich one another by providing resources.

Similar to the various ways in which researchers define work-life balance, researchers also tend to use various terms interchangeably to describe enrichment. Throughout the literature, researchers use terms such as enhancement (Sieber, 1974), spillover (Crouter, 1984), enrichment (Greenhaus & Powell in press) and facilitation (Grywacz, 2002) to describe the process of enrichment (Carlson et al., 2006). Enrichment is a broader process that encompasses many, but not all, of these other concepts. According to Carlson et al. (2006) in order for enrichment to occur, resources must be obtained from one role and utilized to improve performance in another role. This distinction means that resources or experiences must be gained in one role

(enhancement), be transferred to another role (spillover), while improving performance in that domain (enrichment), but they do not necessarily have to improve system functioning (facilitation). For example, the skills, knowledge, good mood, or sense of accomplishment that an employee acquires through personal activities may be transferred to their work life, making them better able to meet their responsibilities on the job. But, this increase in performance does not necessarily improve the functioning of the employee's larger organization. For the purpose of the current study, I focused, specifically on enrichment as the functioning of the larger organization is beyond the scope of interest.

A number of studies have provided evidence for some of the specific ways in which roles might enrich each other. For example, Ruderman et al. (2002) found that female managers who took on tasks outside of the work and family domains reported receiving emotional advice, social support, leadership skills, feelings of competence and success, practice at multitasking, and improved mood which made them feel more effective in their management positions. These skills were also significantly related to career satisfaction, life satisfaction, self-esteem, and self-acceptance. This study provides support for the notion that a constellation of different roles can be more important than any single role for life satisfaction, self-confidence, and a positive attitude towards oneself in general. A more recent study found that engagement in non-work roles enriches work and family roles and promotes well-being. Specifically, individuals who were engaged in non-work roles (i.e. spent more hours in non-work activities) scored higher on measures of positive well-being and family well-being. This study touches again on some of the disagreement we found in the earlier conflict research as time spent in family roles was not a predictor of conflict in this study (Allis & O'Driscoll, 2008). This suggests that the sacrifice of time allows the individual to gain benefits through role participation, and further, that the

perception of benefit from participating in these roles outweighs any possible conflict people may feel from having less time available for other roles. These studies support the idea that involvement in various roles can promote growth in other areas of life, and enrich employees' lives.

Throughout the work-life literature there have been many attempts to explore *the specific* enriching effects that come from taking part in various roles. Participation and engagement in a variety of non-work roles (i.e. involvement in self-relevant or valuable roles outside of work and family) are both linked to beneficial outcomes such as social support (e.g. Grzywacz & Marks, 2000; Ruderman et al., 2002; Grzywacz & Marks, 2000), the development of skills (e.g. Merriam & Clark, 1991; Ruderman et al., 2002), positive affect (e.g. Friedman & Greenhaus, 2000; Ruderman et al., 2002; Seibert, Kraimer, & Liden, 2000), and psychosocial capital (e.g. Ryff & Singer, 1998). Further, prioritizing roles outside of work and family does not seem to cause the pervasive conflict predicted by earlier research and may, paradoxically, add to an individual's arsenal of resources, rather than deplete them. Indeed, a review of the literature on the work-life interface reveals less support for the scarcity hypothesis and much more promise for the expansion hypothesis (Allis & O'Driscoll, 2008; Bakker et al., 2013; Bedian et al., Demerouti, 2012; Frone et al., 1992; Kopelman et al., 1983).

To summarize the progression of the literature, past research tended to focus on work-family conflict and the potential for work demands to negatively affect home life, or family demands to negatively affect work life. The primary assumption underlying this research is that demands within one role deplete resources, leaving individuals less able to meet demands in another role. Although this was a contemporary topic of interest, there was confusion regarding whether this relationship was direct or occurred through mediating variables, and perhaps more

importantly, whether this relationship existed at all in some instances. From this confusion, some researchers (Barnett & Hyde, 2001; Barling et al., 1990; Rankin, 1993) challenged the notion that work to family interactions are always negative and proposed that there are possible synergies that exist between the two. This development led researchers to start to shift their attention to work-family and more specifically, work-life enrichment, which predicts less psychological distress as the employee accumulates roles. This decrease in psychological distress is thought to be a result of accumulating resources from the involvement in multiple roles; that is, the consequences for employee outcomes, are positive. Specific studies have shown that taking on a wide variety of roles can have positive outcomes for career satisfaction, life satisfaction, self-esteem, self-confidence and well-being, to name a few (e.g. Allen & O Driscoll, 2008; Hirschi et al., 2016; Ruderman et al., 1992). To extend this literature it is important to not only understand that involvement in various important roles can be enriching and thereby positively affect distal outcomes (e.g. career satisfaction, life satisfaction, well-being, and positive balance perceptions), it is also important to understand the various areas from which individuals can draw enrichment.

### **Multiple Role Priorities and Resource Gains**

Despite the use of the very inclusive term “life”, the vast majority of research on work-life balance, has actually only assessed work-*family* balance. There has been a recent push for work-life balance researchers to more seriously and explicitly consider the multiple domains in people’s lives, beyond simply work and home. Some researchers have responded, moving beyond the work and family domain to include community involvement (Hall, Kossek, Briscoe, Pichler & Lee, 2013) and personal interests and hobbies (Demerouti, 2012; Hall et al., 2013) as key priorities in people’s lives. Consider the difference between a person described as “an

employee who has a family” and “an employee who is a single mother, enjoys CrossFit, and volunteers in her local community”. By expanding the ways in which “life” is operationalized in the “work-life balance” equation, researchers can more accurately describe the modern employee, including the actual priorities that he/she must balance on a daily basis. The current research goes beyond a narrow focus on work and family alone, to an examination of multiple role priorities, and some of the specific gains that might accrue from multiple role prioritization. A focus on multiple roles is particularly important in the context of an enrichment approach to work-life balance. Indeed, resources, and hence, the enrichment that may stem from involvement in one’s personal life, would not be adequately captured in a strict work-family framework. Including multiple life domains in our research allows us to get a broader, clearer picture of individual roles, resources, and their potential impacts on key psychological outcomes (Allis & O’Driscoll 2008; Demerouti, 2012).

Employees prioritize different roles depending on their level of personal value or ‘fit’ with current life priorities (Clark, 2000). In essence, individuals will prioritize roles that are highly important to them. It is vital to understand that individuals are more committed to or engaged in valuable roles, and therefore spend more time in these roles giving them an increased ability to expand their resources from involvement in them (Lobel & St. Clair, 1992; Norton et al., 2002). For example, if your family is very important to you, you will spend more time and energy in your family role, which may provide benefits (e.g. improved mood), and subsequently enhance performance in another role. Individuals more readily apply resources to a salient role because the role is central to their sense of self (Greenhaus & Powell, in press). In support of this notion Kirchmeyer, (1992) found that hours spent in non-work activities that were important to the self were more strongly associated with enrichment than conflict between roles. We saw

earlier, that there are inconsistencies in the conflict literature where conflict that is present in some instances is not present in others. We can assume, that conflict does not occur between roles for some, because the perceived benefit they are deriving from a role outweighs the fact that they have to forgo spending time in another role. The current research examined self-reported centrality of work, family, and personal-life roles and attempted to measure the specific resources accrued from participation in each role and how these resources impacted employee outcomes.

To begin to measure with greater specificity the realities of people's lives, several researchers have operationalized the roles that individuals exist in. The most common of these roles, where many people spend their time, being work and family. Matthews, Swody, and Barnes-Farrell (2012) define work and family role salience as the degree to which an individual defines his or her self-concept using work or family roles. Research utilizing these measures suggests that how individuals conceptualize themselves in terms of these roles predicts how they will choose to allocate their resources (i.e. time). In a principle components analysis, work and family roles were shown to have psychometric validity showing that work and family roles are two distinct factors where individuals define their self-concept (Mathews et al., 2012).

In another effort to understand the employee outside of work, Hall et al., (2013) identified three separate non-work life domains (family, community, personal), and developed a measure to assess the prioritization of these roles relative to work. The authors conceptualized these roles in contrast to a life that was specifically career-focused in an effort to assess concerns for non-work roles relative to career. These roles are operationalized as, the degree to which one attaches importance, or has a high concern for each of these roles, respectively. This work represents an expansion of the life construct, which has been underdeveloped in previous

research (for a review see Eby et al., 2005). When we measure the importance of these roles in individuals we can assume that people who prioritize certain roles place a higher value on that role and spend more time or energy in it than people who place a lower value on it. This was supported in a validation study where these three roles had a positive relationship with a values-driven orientation. This means that employees who scored high on various domains also scored high on a value-driven orientation measure, meaning they were prioritizing roles based on the value that they placed on them (Hall et al., 2013).

### **The Potential Benefits of Multiple Role Prioritization: Employee Outcomes**

Prioritizing work, family, and other self-relevant roles has been associated with a variety of important outcomes including, but not limited to, career satisfaction (Hirschi et al., 2016), life satisfaction (Greenhaus & Powell, 2006; Ruderman et al., 2002), well-being (Barnett & Hyde, 2001; DiRenzo, Greenhaus, & Weer, 2011; Eden, 2001), and positive balance perceptions (Abendroth & Dulk, 2011; DiRenzo et al., 2015). Although there are mechanisms through which this relationship is thought to exist (for example, through resource accumulation), it is proposed by some researchers that simply the ability to take part in various self-relevant roles can directly impact important employee outcomes.

In a 2001 study, Barnett and Hyde opened discussions on the numerous ways in which the prioritization of various roles is important to psychological health, physical health, and relationship health. This discussion came out of the understanding that more women were entering the workforce and that tasks that were traditionally gendered (i.e. housework for women and financial work for men) were now being shared. Although there was this blurring of roles, it became understood that strong commitment to one role did not preclude strong commitment to another role, and that there were actually positive correlations between the two (Marks &

MacDermid, 1996). From the point of view of the current study, if work and family are both important roles, there is a perceived benefit from investing time or energy in these roles which then strengthens the commitment to said roles. In this way, women and men can be involved in their career, their family, and roles outside of work and family that are central to their self.

The ability to successfully balance important roles in this way has been related to higher scores on measures of career and life satisfaction. Specifically, female school counsellors who self-report that they spend large amounts of time in a variety of valued roles (work, family, friendships, community) score higher on career satisfaction than those women who spend time in work and family alone (Bryant and Constantine, 2006; Marks & MacDermid, 2000). Further, job satisfaction is significantly related to life satisfaction in these samples (Bryant and Constantine, 2006; Marks & MacDermid, 2000). Perhaps, this relationship between job satisfaction and life satisfaction is not surprising as it has been supported in the literature many times before (e.g., Heller, Judge, & Watson, 2002; Iverson & Maguire, 2000). Further, the ability to take part in multiple self-relevant roles extends to relationship dyads as it has been supported by literature that when couples equally share roles (both family and financial) they experience increases in marital and life satisfaction (Barnett & Hyde, 2001). Thereby, female counsellors who involve themselves in various self-relevant roles offer themselves, and their partners, a boost in both job and life satisfaction.

Active involvement in self-relevant roles has also been associated, more broadly with well-being. Specifically, in a study of 238 middle-class women between the ages of 35-55, employed women with children reported significantly higher scores on well-being than unemployed women with children. Moreover, married women with children who had prestigious jobs had the highest well-being of all (Barnett & Baruch, 1985). This finding was supported in a

critical synthesis of the social psychological research on women and work, where Crosby (1991) concluded that women who juggle multiple roles are happier, better adjusted, and less prone to depression than women who focus all of their attention in the home domain. These findings have also been extended to men. Several studies have indicated that men's mental health benefits from their ability to occupy multiple roles. For example, Barnett, Marshal, and Pleck (1992), found that male respondents who were spouses, fathers, and paid workers felt that all three roles contributed to their well-being. These men reported fewer physiological symptoms of distress than men who occupied fewer roles (typically men who were not fathers; Gore & Mangione, 1983). Interestingly, simply partaking in various roles is not enough to impact individual outcomes.

As one might expect, the perception of these benefits from active involvement in self-relevant roles is related, at the highest level, to positive balance perceptions. In a study on quality of life, Greenhaus, Collins, and Shaw (2002) found that the ability to balance work and family roles was associated with quality of life, however only under certain conditions. When individuals invest relatively little of their time or involvement in combined roles, or derive minimal satisfaction from their roles, the impacts on employee well-being is not significantly related to quality of life. Therefore, any differences in feelings of successfully taking part in various roles is not significantly related to individual outcomes (e.g. satisfaction, well-being; Greenhaus et al., 2002). This suggests, that it is not just *involvement in various roles* that is important to the individual, it is *involvement in various self-relevant roles* that is important. This brings us back to the important fact that one must be perceiving benefits from the roles they are prioritizing in order to remain committed to them. Individuals who perceive that they are

deriving resources, or positive impacts on their overall health and well-being will become increasingly invested in their roles.

*Hypothesis 1:* The prioritization of multiple, self-relevant roles (work, family, personal) will be positively related to perceptions of career satisfaction, life satisfaction, well-being, and positive balance perceptions.

Although a direct relationship between multiple role prioritization (i.e. time spent in self-relevant roles) and individual outcomes has been suggested by the literature (Bryant and Constantine, 2006; Marks & MacDermid, 2000), more research is needed on the processes (i.e., mediators) through which multiple roles create this benefit (Barnett & Hyde, 2001). The current research hypothesized resource accumulation as a potential mediator, such that people derive resources from the prioritization of various roles, which then enriches other aspects of their lives and impacts important outcomes. This phenomenon has been proposed in previous literature (Deci & Ryan, 1985; Fredrickson, 1998, 2001; Graves et al., 2012; Hobfoll, 2002) by which people who commit to roles that they value, gain personal and environmental resources that help them function in other life areas. In more general terms, resources accumulated in valued roles can be used to meet demands in other roles (Ten Brummelhuis & Bakker, 2012).

### **The Potential Benefits of Multiple Role Priorities**

According to the expansion hypothesis (Marks, 1977) participation in various roles may provide a greater number of opportunities to garner resources for the individual. Resources refer to those aspects of roles that may reduce role demands and their associated costs and stimulate personal growth and development (Barnett, 1998; Bakker, & Demerouti, 2007; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). These resources may give an individual the knowledge or skills to handle a task, enhance their mood making them better able to take on responsibilities,

or give them an overall feeling of competence in tackling issues in their other roles (Carlson et al., 2006). This is consistent with the notion that commitment to one role can be enriching to another role (Greenhaus & Powell, 2006; Rothbard, 2001) but provides a more detailed explanation of the process through which enrichment occurs. The current study focused on the resources that individuals obtain in their various roles (social support, personal and intellectual development, positive affect, and psychosocial capital) and how these resources are utilized to increase performance across roles.

**Multiple role priorities and social support.** Through the active involvement in various roles, individuals increase their social connections and provide themselves with more opportunities for social support. Social support is defined as the structure of relationships as well as the flow of resources provided by relationships (Greenhaus and Parasuraman, 1994). This support is derived as more role partners provide additional opportunities to receive social support (Ruderman et al., 2002). In accordance with the general tendency to emphasize work and family domains, this literature has traditionally focused on social support from work and family. However, in taking a wider view of employee life, it becomes evident that there are many areas from which individuals can draw social support (Grzywacz & Marks, 2000; Wallen, 2002). Higgens and Kram (2001) suggest a developmental network perspective in which individuals receive assistance from many people at any one time. This means that various relationships may combine to provide a range of supportive functions. Individuals may receive social support from people in various different roles at work, such as superiors and peers, from their spouse and family, as well as friends and community members. Therefore, it is important to consider the entire social network that employees create throughout their lives in order to understand the level of social support they obtain, and therefore utilize to enhance their performance in other roles.

In the workplace, individuals may receive social support from the organization at large, immediate supervisors, or coworkers. However, employees differentiate the support they receive from their organization from the support they receive from their supervisors or peers (Buunk & Verhoeven, 1991). Specifically, the organization is seen as providing a supportive culture (e.g. flexible work schedules) whereas, supervisors and peers are sources of social support that help to relieve stress by providing, for example, advice or mentoring (Buunk & Verhoeven, 1991); the latter being relevant to the current research. It is worth noting, however, that organizational policies (i.e. support from the organization) have positive impacts on overall balance perceptions (for a review see, McCarthy, Darcy, & Grady, 2010). Some research has explored the benefits that employees receive from others in their organization, and has found that employees report receiving emotional support in the workplace through the creation and maintenance of relationships with subordinates and supervisors (Bakker et al., 2013; Ruderman et al., 2002). Specifically, a meta-analysis on workplace social support found that direct supervisor and coworker support was useful in decreasing job demands, workloads, and increasing employee perceptions of control over their job, which reduced stress and improved well-being (Kossek et al., 2011).

Individuals also create supportive networks in their family and personal lives through their spouse or partner, siblings, children, extended family, and friendships. Spouses or partners offer support in various different ways. For example, spouses might assist with home and family responsibilities (Baron, 1987), offer career management and support (Gordon and Whelan-Berry, 2004; Hertz, 1999), as well as interpersonal support (Becker and Moen, 1999). Other family members and friends outside the home may also contribute significantly to employees who must juggle the demands of work and home (Gordon and Whelan-Berry, 2004) thereby providing

support that reduces time demands and stress for individuals (Greenhaus and Parasuraman, 1994; Seers, Serey, & Graen, 1983). This support can come in the form of empathy, advice, aid, and information and helps individuals to navigate their life challenges (Hammer, Kossek, Yragui, Bodner, & Hanson, 2009; Kossek, Pichler, Bodner, & Hammer, 2011). Specifically, friends offer parents assistance-related support by helping them during times of high stress (e.g. watching their children during a work crisis), as well as non-assistance related support (e.g. advice on how to solve a work crisis). These forms of support have been positively associated with health, balance, and satisfaction in a sample of dual-earner couples (Campbell & Dreger-Smylie, 2018). Considered together, this information suggests that involvement in various roles may provide additional opportunities to garner support that can benefit people in other areas of life (Demerouti et al., 2001; Schaufeli and Bakker, 2004).

In addition to social support, taking part in various roles can also provide other resources. In order to measure these resources, Carlson et al., (2006) created a work-family enrichment measure that took into account resource gain, as well as the type of benefit derived from one role, and how it improved functioning in another role. These areas are broken down into personal and intellectual development, positive affect, and psychosocial capital. Personal and intellectual development represents exposure to different perspectives, knowledge, and skills; positive affect represents a positive emotional state or attitude; and psychosocial capital represents self-evaluations relating to success and ability. The results of the study indicated that work and family provide individuals with distinct resources that can be used to improve role performance and quality in other life domains. The current research attempted to extend this to roles outside of work and family, specifically, personal life.

**Multiple role priorities and personal and intellectual development.** When individuals

take on various roles, they create opportunities for personal and intellectual development. Personal and intellectual development occurs when an individual acquires skills, knowledge, behaviours, or perspectives that help them deal with tasks in other areas of life (Carlson et al., (2006). According to Carlson et al., (2006) developments of this type can be applied in other areas in order to enhance performance, as resource-rich work and family environments have previously been found to have enriching effects on one another (Greenhaus & Powell, in press). However, there has been less focus in terms of testing whether roles outside of work and family (i.e. personal roles) provide opportunities for development that enrich other areas of life. That being said, there is some support in the literature that skills are obtained in domains outside of work and family.

Before the development of the work-family enrichment scale (Carlson et al., 2006), there was some support that work characteristics enriched family life, and family characteristics enriched work life. Specifically, variables like autonomy and job content have previously been related to enhanced marital quality and positive child outcomes (Greenhaus et al., 2002). Carlson et al., (2006) enumerated the specific kinds of resources that individuals acquire from participation in different life domains and furthered the field's understanding of the work-family interface. Although this is an important step, there is only limited empirical work investigating whether roles outside of work and family provide similar resources. One specific example found that men who took on certain roles in their personal lives experienced enrichment in their work lives. Specifically, men who took on the responsibility of coaching their children's sports teams obtained leadership skills which they could then utilize to aid performance in their work roles (Merriam & Clark, 1991). Evidence of this was also present in a female sample where women found that their involvement in community volunteer activities provided them with interpersonal

skills that could then be used in dealing more effectively with coworkers in the workplace (Ruderman et al., 2002). Women also felt that taking on leadership roles in volunteer activities helped them to collaborate with various people in an organization in order to meet company goals (Ruderman et al., 2002). This study seems to provide some evidence for the notion that increased involvement in self-relevant roles is met with increased benefits from these roles. Women who went the extra mile and took on leadership roles in the community received additional benefits in the workplace.

In addition to providing opportunities for skill-development, active involvement in multiple roles has also played a part in exposing people to new and different worldviews and perspectives, which in turn contributes to success in the workplace. Ruderman et al. (2002) found that not only did the women in their sample develop new skills, they also felt their experiences provided them with new perspectives that helped them to function in the workplace. To highlight some specific examples, one woman felt that her interest in world travel opened her eyes to perspectives from different cultures and made her a more adaptable global employee. Another woman who worked at a marketing company felt that her role as consumer in her family life helped her to understand the marketing value of products (Ruderman et al., 2002). As may be expected, taking part in roles that are important to the sense of self has also been associated with mood and attitude enhancement.

**Multiple role priorities and positive affect.** When an individual involves themselves in various roles they increase their opportunities for successes, positive interactions with others, and self-fulfillment, which contributes to enhanced mood or promotes positive affect that can then be transferred to other roles (Greenhaus & Beutell, 2006). Further, simply being able to spend the time doing activities that are important to the self is surely a way to step away from the stresses

of life and increase positive affect. Affect consists of moods or generalized states that are not associated with a specific stimulus, as well as emotions or more intense states such as anger or elation, that are connected to specific events (Brief & Weiss, 2002). The affective pathway has been exemplified in previous research (e.g. Rothbard, 2001), where greater attentiveness in one domain was associated with enhanced engagement in another domain through positive affect. An example of this is when an individual in a positive mood while leaving work, responds more positively, patiently, and happily to their family members, and thus enhances their functioning as a spouse or family member. This has been exemplified in a study of working men by Rothbard (2001), who found that men's work positive affect positively related to the amount of time they spent thinking about or focusing on their family role (i.e. it made them more attentive in their family responsibilities). The contribution of positive affect to performance across domains has generally been studied in the work and family domains, however, some studies have supported the notion that affectivity can be enhanced in various roles in addition to work and family.

MacDermid, Seery, and Weiss (2002) observed that most theoretical perspectives underplay the importance of a positive emotional state in the work-life literature. This is, however, an important dimension to consider as positive affect can enhance engagement and subsequently performance within roles (Rothbard, 2001). One specific way that moods can be enhanced within roles is when an individual perceives that they are receiving resources from that role. For example, the accumulation of social resources at work (Seibert et al., 2001), as well as perceived flexibility and support (Friedman & Greenhaus, 2000) has been associated with positive feelings towards one's career. In addition to positive feelings, resources have been related to high performance within a role, and this has also been found to elicit positive emotions that then spill over into other domains (Greenhaus & Powell, 2006). For example, we can

consider the skills an individual receives from taking on a leadership position in their volunteer activities and how they use these skills to tackle challenges at work, and thus increase their performance. Because people prefer to do things well rather than poorly, high performance can enhance their mood within that receiving role (Greenhaus & Powell, 2006), and that enhanced mood helps them to perform in other roles (Carlson et al., 2006). Positive affect from outside of work and family roles can also enhance individual performance.

Taking time for the self in personal and leisure activities has been found to create positive affect that is then transferred to the workplace. Specifically, one study found that stepping away from work in the evening and taking part in mastery activities and relaxation was related to positive affect before starting work the next day (Sonnetag, Binnewas, & Mojza, 2008). It is proposed that taking time for personal activities and stepping away from the stress of work is necessary in order to enhance affectivity. Here we see that individuals are increasingly willing to invest time into stepping away from work roles in order to obtain the affective benefits of doing so. In addition to positive mood, Carlson et al., (2006) also suggesting that taking part in roles outside of work and family provides a sense of accomplishment.

**Multiple role priorities and psychosocial capital.** Individuals that take part in various roles increase their opportunities for success, and subsequently their feelings of accomplishment (Ruderman et al., 2002). This dimension was labeled work–family capital and is defined as when involvement in work, promotes levels of psychosocial resources such as a sense of security, confidence, accomplishment, or self-fulfillment that helps the individual to be a better family member (Carlson et al., 2006). This dimension is associated with positive core self-evaluations. However, different from development and affect, this dimension was only created for the work-family direction in assuming that it was more relevant to receive capital from the work domain

(Carlson et al., 2006). Specifically, variables like supervisor relationship and autonomy at work have been related to greater capital from the work domain (Carlson et al., 2006). Again, there has been less focus on testing whether roles outside of work (e.g. personal and community) provide capital that enrich other areas of life. There does, however, exist literature that supports the notion that capital can be obtained in these roles.

Hand in hand with the personal and intellectual skills described by participants in Ruderman et al.'s, (2002) study, a common trend among this sample was a sense of confidence stemming from taking on leadership roles in the community that then enhanced performance in the work domain. More specifically, women who reported taking on high profile roles in their community developed a sense of comfort occupying authority roles that they then utilized in the workplace. These women also gained a sense of competence or ability from taking risks in their personal life and career which they felt enhanced their performance in work roles (Ruderman et al., 2002). When asked what the benefit of these feelings were, women reported that feelings of success or competence gained in their personal roles acted as a buffer against negative feelings associated with failures in the workplace (Ruderman et al., 2002). This finding seems to be bi-directional as men who enjoyed their work, received benefits from actively involving themselves in work roles in the form of increased self-esteem and feelings of success that then enhanced their perceptions of effectiveness in their personal lives (Graves et al., 2012). Though a small number of studies provide much of the support for enrichment cited here, these studies include a thorough exploration of the enriching possibility of taking on multiple roles, providing compelling evidence of this phenomenon.

*Hypothesis 2:* Prioritization of multiple, self-relevant roles (work, family, and personal) will be positively related to perceptions of social support, levels of personal and

intellectual development, positive affect, and psychosocial capital.

### **Multiple role priorities: Potential pathways to career satisfaction**

The extent to which an employee is able to make time for their valued roles is an important determinant of career satisfaction (Bryant & Constantine, 2006). However, it is also important to note that involvement in multiple self-relevant roles allows for increased opportunities to garner resources that enhance performance in the career domain. Specifically, multiple role prioritization creates increased opportunities to garner social support, experience success across various settings, and increase self-complexity – all of which are related to career satisfaction (Barnett & Hyde, 2001). In all of these cases, skills, as well as affirmative feelings surrounding the prioritization of multiple roles has been shown to be a determinant of career satisfaction. With this in mind, as an employee perceives that they are positively impacting their overall life as an employee, they will invest more time into their valued roles. As the direct relationship between multiple role prioritization and employee outcomes has already been explored, we will now focus on how multiple role prioritization impacts employee outcomes through resources.

Career satisfaction is defined as intrinsic career success and pertains to satisfaction with present jobs and advancement potential (Judge, Cable, Bourdreau, & Bretz, 1995). According to the enrichment perspective, resources attained in non-work roles help people to meet demands in the workplace and increase career satisfaction (Hirschi et al., 2016). This occurs as some resources help with specific tasks within the work domain and enhance performance, which is a determinant of career satisfaction (Greenhaus & Powell, 2006). For example, individuals with highly central non-work roles will invest more resources into these roles and are therefore more likely to meet their demands within them. It is proposed, that this ability to meet demands in the

non-work life will spill over into the career, enhance performance, and result in higher levels of career satisfaction (DiRenzo et al., 2015).

Social support from all domains (work, family, personal) has been related to increased career satisfaction (Buunk & Verhoeven, 1991; Bures & Henderson, 1995; Ruderman et al., 2002). Specifically, support from colleagues or supervisors (Buunk & Verhoeven, 1991), spousal support (Allen, Henderson, Mayfield, Mayfield &), and support garnered from friendships in personal activities have been related to career satisfaction (Ruderman et al., 2002). In the workplace, an employee's supervisors and coworkers have been found to have a direct effect on career satisfaction through their supportive actions (e.g. advice, mentoring; Allen, 2001; Ducharme & Martin, 2000). Within the family, spouses, or family members provide emotional (e.g. career planning advice) as well as instrumental (e.g. help with home responsibilities) support that aids in relieving work stress and has been related to increases in career satisfaction (Kaufmann & Beechr, 1989). Similarly, emotional support provided from friends in non-work roles has been shown to buffer against stress in the workplace and allow workers to be more successful in their career, thus enhancing their feelings of career satisfaction (Crosby 1991; Ruderman et al., 2002). It appears, from the literature, that taking part in multiple self-relevant roles will increase the opportunities for social support from all domains, enhance performance in the work domain, and ultimately and positively impact an employee's career satisfaction.

The opportunity for personal and intellectual skill development (e.g. changed perceptions, interpersonal skills) provided by active involvement in multiple roles, has also been shown to help employees meet demands in the workplace and increase career satisfaction (Merriam and Clark 1991; Ruderman et al., 2002). For instance, successfully mitigating challenges in the family domain, may increase individuals' feelings of self-esteem and

confidence, thereby giving them the psychological resources to conquer challenges at work (e.g. Greenhaus & Powell, 2006; Rothbard, 2001). This has been illustrated both qualitatively and quantitatively in a study of managerial women, whereby women who felt they developed personal and intellectual skills in non-work roles enhanced their performance in work roles and scored higher on career satisfaction measures. These women also vocalized having greater satisfaction with their careers in general (Ruderman et al., 2002). In line with current hypotheses, authors argued that this satisfaction was derived from the ability to see performance enhancement as a result of skills gained in roles outside the workplace. It might be assumed, that the perception of benefit from these roles would also increase commitment or time spent actively engaging in these roles, and thus these relationships would strengthen over time.

Psychosocial resources perceived as being derived from a role (for example, social support and skill development) can create positive emotions that are associated with that role. Resources obtained in roles both inside and outside of work that enhance performance in the career domain lend to positive emotional states (Greenhaus & Powell, 2006). Brief and Weiss (2002) noted that emotional states influence career satisfaction through mood at work as well as interpretations of job circumstances. Both of which, tend to be more positive when an employee has a wealth of resources from which to draw on. Additionally, Fisher (2002) supported the idea that state affect was more strongly correlated with job satisfaction than was trait affect. This means that positive moods generated by roles outside of the career have the potential to spill over and increase satisfaction within the career domain. Therefore, by taking time in the evening or on weekends to actively participate in self-relevant roles, employees might generate positive affect that spills over into the work day.

Finally, various aspects of psychosocial capital have been related to career satisfaction. Individuals who take on additional roles have additional opportunities for success, which can increase their psychosocial capital (e.g. self-esteem, self-efficacy). This increase in psychosocial capital can then spillover into the work domain enhancing performance and increasing career satisfaction; a finding that has been supported in the literature (Alavi & Askaripur, 2003; Judge & Bono, 2001). In a study looking at core self-evaluations and career satisfaction, Judge and Bono (2001) evaluated the relationships between self-esteem, self-efficacy, and job satisfaction. These traits were chosen as they involve core self-evaluations, or feelings of adequacy and success. Self-efficacy and self-esteem were two of the best self-evaluative predictors of career satisfaction (Judge & Bono, 2001). Extrapolating from this finding, an individual who exists in multiple roles gives themselves additional opportunities to build a strong core self-evaluation that spills over into the work domain, thus increasing their career satisfaction. These strong core self-evaluations can also originate in the same domain they benefit. For example, capital that originates in the workplace through supervisor relationships and autonomy (Carlson et al., 2006) is also related to career satisfaction (Abas, Raja, Darr, & Bouckenooghe, 2012). With this in mind, the current research hypothesized that resources obtained through active involvement in multiple roles will help to explain the relationship between role centrality and career satisfaction.

*Hypothesis 3:* Resources obtained in various roles (social support, personal and intellectual development, affect, and psychosocial capital) will mediate the relationship between role centrality and career satisfaction.

Many studies have reported a positive relationship between career satisfaction and life satisfaction (Heller, Judge, & Watson, 2002; Iverson & Maguire, 2000; Sandberg, 2002; Wright, Bennet & Dun, 1999). Many researchers have postulated that this relationship exists because of

the potential for the work domain to spill over into the life domain, as well, because some people have trouble distinguishing between their satisfaction in the career domain and their satisfaction with life in general (Heller et al., 2002; Jena, 1999; Paris, Stephens & Franks, 1995). With this in mind, there are similarities between the theoretical basis for the relationship between multiple role priorities and career satisfaction, and multiple role priorities and life satisfaction.

### **Multiple role priorities: Potential pathways to life-satisfaction**

In a similar vein to career satisfaction, resources attained in non-work roles may also be beneficial to perceptions of life satisfaction. Life satisfaction is defined as a “global assessment of a personal quality of life according to chosen criteria” (Shin & Johnson, 1978 p.478). If individuals take a whole life perspective when evaluating their career (DiRenzo et al., 2015), then they will likely evaluate their life in the same way. For example, in a study of 200 professional women, it was found that taking part in various roles (spouse, mother, professional) gave women the feeling that they were “living the life they wanted to live” (Tiedje, Wortman, Downey, Emmons, Biernat, & Lang, 1990). Although there is a direct relationship between the ability to take part in various activities and life satisfaction, active involvement in these activities also generates resources that enhance this relationship. Specifically, resources derived from multiple roles buffer against distress and increase life satisfaction (Greenhaus & Powell, 2006). Taking part in multiple roles has been shown to increase capital, add income, and provide social support (Greenhaus & Powell, 2006; Ruderman et al., 2002), all of which are factors to consider in life satisfaction.

Similar to the ways in which social support enhances career satisfaction, it is also an important resource to consider when we talk about life satisfaction. For example, it was found that enacted and perceived social support in the workplace had positive relationships with life

satisfaction (Siedlecki, Salthouse, Oishi and Jeswani, 2014). Further, Adams, King, and King (1996) found that the relationships between social support in the work and family domain have an important effect on life satisfaction. Specifically, this study found that emotional sustenance from the family, advice, and guidance regarding demands from a work supervisor was associated with higher scores on a life satisfaction measure. This study also found that when individuals are more involved in their home and work lives this relationship is stronger (Adams et al., 1996). Though these studies focus on the work and family domains, we can take from these findings, that individuals who involve themselves in areas outside of work and family provide additional opportunities for emotional sustenance, advice, and guidance from friends they make in these roles. Consistent with the ways in which social support from work and family enhance satisfaction with life, we can assume that added social support from personal roles will strengthen this relationship.

Skills that are developed through the prioritization of multiple roles (e.g. interpersonal skills, ability to multitask) have been shown to help employees meet demands in other areas of life and increase life satisfaction (Ohlott et al., 2007; Ruderman et al., 2002). Specifically, in one study, managers who were also committed parents, increased their awareness of others' needs and perspectives and gained an ethic of caring for others (Ohlott et al., 2007). These changes improved functioning in the managerial role and the parental role and thus enhanced satisfaction across these domains. Further, skills in general (e.g. perceived problem solving, coping skills, emotional intelligence) have been associated with higher scores on life satisfaction measures (Hobfoll, 2002). With increased participation in a greater number of roles (e.g. work, family, personal) it is assumed that individuals will give themselves the opportunities to develop a wider

variety of skills, thus enhancing their performance across domains, and subsequently their life satisfaction.

It is thought that emotional well-being is related to a person's judgement of their life using their own criteria and will be related to life-satisfaction (Diener, 1993). Explicitly, and as was mentioned before, simply the perception that one is excelling as a result of their activities (i.e. gaining resources and improving their performance) is enough to increase positive affect (Greenhaus & Powell, 2006). This has been supported in a study of working parents where parental role commitment bolstered attitudes and was positively associated with life satisfaction (Ruderman et al., 2002). In essence, having a positive mood in one domain can contribute to general life satisfaction. It is thought that the more self-relevant roles one takes part in, the stronger this relationship will be.

These roles also contribute to core self-evaluations (e.g. success, self-esteem, value). Core-self evaluations determine how people interpret the world, and individuals with positive self-evaluations will view the world more positively (Judge and Bono, 2001). Individuals who take on multiple roles increase their chances for success, enhance their core-self evaluations, and thus increase their life satisfaction (Judge, Duram, & Kluger, 1998). This phenomenon has been supported in two studies where managers who self-reported that they engage in multiple life roles felt that they added value to the world; a strong core self-evaluation. They also had enhanced feelings of respect for themselves and high levels of self-esteem – all of which contributed to satisfaction in the life domain (Judge et al., 1998). With this knowledge in mind, it is proposed that resources obtained in various roles will play a key role in determining life satisfaction.

*Hypothesis 4:* Resources obtained in various roles (social support, personal and intellectual development, affect, and psychosocial capital) will mediate the relationship between role centrality and life satisfaction

### **Multiple role priorities: Potential pathways to well-being**

Along with job satisfaction and life satisfaction, active involvement in various roles can also enhance general well-being. Ryan and Deci (2001) define well-being as “optimal psychological functioning and experience” (p.142). This includes a social state of well-being where having various roles helps an individual relate to their society and enhances the overall sense of cognitive well-being (Thoits & Peggy, 1992). This is demonstrated by Barnett and Hyde (2001) who found that both men and women benefit from partaking in various roles in terms of their scores on measures of mental health, physical health, and relationship health. The relationship between multiple role priorities and well-being is shown to occur as a result of individuals obtaining and reallocating resources across various roles (DiRenzo et al., 2015; Ruderman et al., 2002; Xanthopolou et al., 2008).

The relationship between social support and well-being is consistently supported in the literature (for reviews, see Beehr & McGrath, 1992; S. Cohen & Wills, 1985; Vaux, 1988). More than that, social support derived from various domains seems to be a strong predictor of well-being. Pinquart and Sorensen (2000) conducted a study on social network quality as a predictor of well-being and found that individuals perceived that network quality was related to higher scores on well-being measures. This means that if people perceive that they are receiving social support from their various roles they may have higher scores on measures of well-being. DiRenzo et al., (2015) more recently supported this finding when they revealed that social support gained through networks in various roles was associated with high employability, and in

turn greater well-being (DiRenzo et al., 2015). In line with enrichment, it seems that social support is enhancing performance across domains and thus positively impacting well-being. However, direct relationships have also been found (O'Driscoll, Brough, & Kalliath, 2004).

Personal and intellectual development derived from multiple roles has also been associated with greater well-being. For example, in a working sample, employees saw a transfer of skills from their non-work roles to their work roles which enhanced their performance and lent to enhanced psychological functioning (i.e. high scores on measures of well-being). When we consider Maslow's hierarchy of needs, meeting esteem needs in this way is a critical growth need in the achievement of well-being (Maslow, 1943). If resources are helping employees to climb up the hierarchy of needs, there is no doubt that the potential to enhance well-being exists. Further, Xanthopolou et al., (2008) found that employees who were engaged in their work roles were able to build more personal resources (e.g. skills) which then allowed them to mobilize social support from this role contributing to feelings of well-being. Again, we see the ability of resources obtained in one role to increase performance in another role and positively impact employee outcomes, such as well-being.

Positive affect plays a role in the relationship between multiple role prioritization and well-being much in the same way it impacts previous employee outcomes mentioned in this study. Positive moods generated from taking part in a valued role, obtaining resources from a role, or improving performance in a role, can be transferred across domains. In this way, positive emotions broaden the scope of attention and cognition and create emotional well-being spirals (Fredrickson & Joiner, 2002). Much in the same way we spoke of state affect previously, this research shows that positive emotions do more than benefit individuals in the moment, or in the domain in which they are created. Positive emotions have the potential to initiate future positive

emotions and have lasting effects on well-being. As individuals take on more roles, they increase their chances of creating positivity spirals in this way.

Finally, capital derived from various roles has been associated with well-being. In general, people who have positive feelings of worth are more well off (Ryff, 1989). This is illustrated in a study on core self-evaluations and well-being that found, that when individuals are satisfied with their lives and have positive core self-evaluations, they are more likely to demonstrate good physical health functioning (Tsaousis, Nikolaou, Serdaris, & Judge, 2006). Further, the greater the ability of the individual to make positive self-evaluations, the higher the scores on measures of well-being. When individuals take on various roles, they increase their opportunities for success, and thus their ability to make positive self-evaluations. This ability has the potential to positively impact their perceptions of well-being. With this in mind, the current research hypothesized that these opportunities for success will lead to higher capital and subsequently greater well-being. In sum, it is proposed that resources obtained in the prioritization of multiple roles plays a key role in determining the well-being of individuals.

*Hypothesis 5:* Resources obtained in various roles (social support, personal and intellectual development, affect, and capital) will mediate the relationship between role centrality and well-being

### **Multiple role priorities and positive balance perceptions**

If we view roles as competing for our time as we have in the classic conflict theories, it seems intuitive that taking on more roles outside of work and family would create more stress; however, some literature suggests that having more identities does not generate more stress and may actually serve to reduce it (Allis & O'Driscoll, 2008; Ruderman et al., 2002; Ohlott et al., 2007). This reduction comes from individuals' obtaining a variety of resources (social support,

personal and intellectual development, positive affect, and psychosocial capital) from the various roles they involve themselves in, which then allow them to meet demands in other areas of life. It is supported in the literature that obtaining resources in this way is related to various outcomes for the individual (career satisfaction, life satisfaction, and well-being). However, the prioritization of various roles also results in greater feelings of balance.

Involvement in various roles develops social groups which allow for the creation of supportive networks and result in greater perceptions of balance (DiRenzo et al., 2015). Specifically, it has been found that having a good relationship with family and friends has a positive impact on perceptions of balance (Abendroth & Dulk, 2011). This study's findings also indicated that instrumental and emotional workplace support appear to have a complementary relationship and that both are needed for a high level of perceptions of balance. Studies have also shown that social support outside of work, such as that provided by spouses and friends, may have a positive impact on work-family balance by reducing work-family conflict (Carlson and Perrewe, 1999; Greenhaus and Parasuraman, 1994). Recently, Campbell and Dreger-Smylie (2018) found that assistance related and non-assistance related support – offered by friends – was strongly and positively related to balance across work, family, and personal roles. It is assumed that the more roles one involves themselves in, the larger their supportive network will grow, and the greater ability they will have at meeting their demands and finding balance.

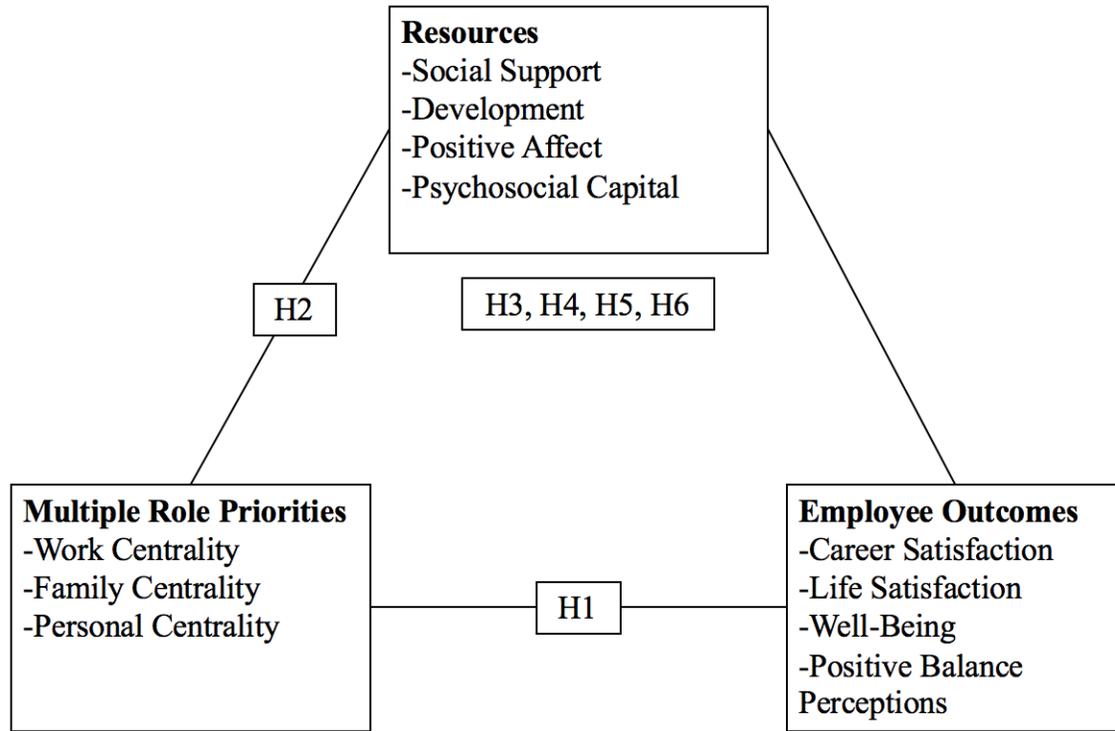
In regards to other resources obtained in non-work roles (personal and intellectual development, positive affect, and capital) less work has been done in terms of relating these specific variables to measures of balance. However, it is well documented in the literature that resources help to combat job demands and can increase perceptions of balance (Ezra & Deckman, 1996; Keene & Quadagno; Saltzstein et al., 2001; Tabak, 2002; Voydanoff, 2005).

According to Lazarus and Folkman, (1984), individuals make cognitive appraisals of experiences as positive or stressful with regards to their well-being. A stressful appraisal occurs when individuals perceive the demands of the situation as exceeding their resources. Thus, perceptions of work-family fit and balance come from assessing the demands and resources associated with various roles. Various roles provide individuals with resources with which they can combat their demands. Specifically, as illustrated earlier, individuals receive social support, develop skills and perspectives, enhance their mood, and gain psychosocial capital from the roles that they take on. With this in mind, the current research proposed that when individuals are making appraisals of their life, they will take their resources into account and have higher overall perceptions of satisfaction. In total, the current research hypothesized that resources obtained in various roles will play a key role in determining positive perceptions of balance.

*Hypothesis 6:* Resources obtained in various roles (social support, personal and intellectual development, affect, and capital) will mediate the relationship between role centrality and positive perceptions of balance

The proposed mediation model, containing Hypothesis 1 through Hypothesis 6 is presented in Figure 1.

**Proposed Model**



*Figure 1.* Mediation model

## Method

### Participants

The sample ( $N = 280$ ) was collected through *Qualtrics*, an online survey tool. The sample includes a total of 112 male and 162 female American dual-earner employees (the remaining six participants responding trans, or choosing not to respond to gender). Participants' demographic information is provided in Table 1 and Table 2. The participants age ranged from 19-77 years with an average age of 41.67 years. On average, participants reported that they worked 44.08 hours a week, and that their partners worked 42.80 hours per week. More than three-quarters of the sample was Caucasian (76.20%). Employees had a range of education, the most common being an undergraduate degree (51.60%). The majority of participants were married (86.80%), and length of relationship ranged from 1-56 years with an average length of 14.15 years. Over two-thirds of the sample had children (72.10%).

### Procedure

Participants were recruited through *Qualtrics* and given a brief description of the survey (see Appendix A) followed by the inclusion criteria for the study. The study was described to participants as an exploration of the experience of work-life enrichment in dual-income families. It was explained that the researchers were interested in employees' participation in work, life, and personal roles and how their participation in these roles impact their overall perceptions of balance and well-being. If they chose to participate they were linked to the online survey in *Qualtrics* and read and responded to an informed consent (see Appendix B). If they disagreed with the informed consent they were redirected to a debriefing (see Appendix C) and were not compensated for the study. If they agreed with the informed consent they continued through the

measures (see Appendix D) listed below and were compensated through *Qualtrics* for their participation.

Table 1

*Demographic information for dual-earner employees in sample*

	<u>M (SD)</u>	<u>Range</u>
Age <sup>a</sup>	41.67 (11.69)	19-77
Length of relationship <sup>a</sup>	14.15 (10.77)	1-56
Hours worked per week	44.08 (14.34)	12-100
Partner hours worked per week	42.80 (15.70)	0-100

*Note.* <sup>a</sup>Age and length of relationship measured in years.

Table 2

*Demographic information for dual-earner employees in sample*

Variable	<i>n</i> (%) <sup>a</sup>
Ethnicity	
Caucasian	214 (76.20)
Latino	24 (8.50)
Middle eastern	3 (1.1)
African	20 (7.10)
South Asian	6 (2.10)
East Asian	1 (.40)
Mixed	5 (1.80)
Other	5 (1.80)
Highest education level	
Some high school	5 (1.80)
High school	50 (17.80)
Undergraduate	145 (51.60)
Graduate school	77 (27.40)
Relationship status	
Married	243 (86.50)
Engaged	5 (1.80)
Dating	5 (1.80)
Living together	19 (6.80)
Separated/Divorced	1 (0.40)
Children	
No children	61 (21.70)
More than 1 child	211 (74.10)

*Note.* <sup>a</sup>Percentage breakdowns that do not total 100 exclude missing data.

## Measures

Variable means, standard deviations, and Cronbach's alpha coefficients for the current sample are presented in Table 3.

**Multiple role prioritization.** In order to measure the extent to which individuals prioritize distinct roles (work, family, and personal), participants were asked a series of yes/no questions. One item was used to measure the extent to which participants prioritize *work roles* ("I am making work a priority in my life right now), one item was used to measure the extent to which participants prioritize *family roles* ("I am making home and family responsibilities a priority in my life right now), and one item was used to measure the extent to which participants prioritize *personal roles* ("I am making activities and relationships outside of work and family [e.g. physical activities, hobbies, volunteer work in the community] a priority in my life right now"). One item was also used to measure the extent to which participants prioritize *multiple roles* ("I am juggling multiple personal priorities in my life right now, including work, family, and activities outside of work and home").

In order to develop a more comprehensive understanding of the types of roles individuals take part in outside of work and family, an open ended item ("Describe the kinds of roles or activities that you prioritize outside of work and family [e.g. physical activities, hobbies, volunteer work in the community]) was used.

**Work, family & personal life centrality.** To assess the extent to which different roles or life domains are viewed as a central priority in one's life, Fisher et al.'s (2016) brief measures of work and family centrality were used. An adapted version was also written for this study to examine personal life centrality. In general, role centrality assesses the degree of personal involvement in and personal identification with that life domain. For those high in *work*

*centrality*, work is a valued part of self-identity (e.g. “To me my job is a large part of who I am”). Similarly, *family centrality* (e.g., “I am very much personally involved with my family.”) and *personal life centrality* (e.g. “It is important to me to pursue interests outside of work and family”) both reflect high levels of involvement in and commitment to these life domains. Each scale is comprised of two items measured on a 5-point Likert-type scale ranging from 1 = *strongly disagree* to 5 = *strongly agree*. The Cronbach’s alphas for all scales were acceptable<sup>1</sup>.

**Work, family & personal life as sources of social support.** Perceived social support from work, family, and personal life domains was measured using an adaptation of Caplan, Cobb, French, Harrison, and Pinneau’s (1975) measure of work and non-work social support. Participants were first asked to think about “people at work”, “people in your family”, and “other people outside of your work and family”. Using a scale ranging from 0 = *don’t have any such person* to 4 = *very much*, participants indicate the extent to which these people can be relied on for different forms of social support (e.g., “how much are the following people willing to listen to your personal problems?”). Cronbach’s alphas for all scales were acceptable.

**Work, family, and personal life as sources of personal and intellectual development at work and at home.** Carlson et al.’s (2006) work-family, family-work enrichment scale was used to examine perceptions of involvement in work, family, and personal life as sources of personal and intellectual development, positive affect, and psychosocial capital that may enrich performance at work and in family life. Participants used a 5-point Likert-type scale from 1 = *strongly agree* to 5 = *strongly disagree* to indicate agreement with 5 statements (e.g. “My involvement in work/family/personal life helps me to gain knowledge and this helps me to be a better employee/family member”). The Cronbach’s alpha for this scale was acceptable.

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<sup>1</sup> Cronbach’s alphas of .70 (Reynolds, & Livingstone, 2012) or .80 (Clark & Watson, 1995) and above indicate acceptable internal consistency.

**Work, family and personal life as sources of positive affect at work and at home.**

Carlson et al.'s (2006) scale was also used to examine perceptions of involvement in work, family, and personal life as sources of positive affect, that may enrich performance at work and in family life. Participants used a 5-point Likert-type scale from 1 = *strongly agree* to 5 = *strongly disagree* to indicate agreement with the statements (e.g. "My involvement in my work/family/personal life puts me in a good mood and this helps me to be a better employee/family member"). The Cronbach's alpha for this scale was acceptable.

**Work, family and personal life as sources of psychosocial capital at work and at home.** Finally, Carlson et al.'s (2006) scale was used to examine perceptions of involvement in work, family, and personal life as sources of psychosocial capital, that may enrich performance at work and in family life. Participants used a 5-point Likert-type scale from 1 = *strongly agree* to 5 = *strongly disagree* to indicate agreement with the statements (e.g. "My involvement in work/family/personal life provides me with a sense of success and this helps me to be a better employee/family member"). The Cronbach's alpha for this scale was acceptable.

In order to gain a more comprehensive understanding of the types of benefits participants derive from their multiple roles, an open ended item ("What are some of the benefits of taking on multiple role priorities [e.g. "Volunteering in my community allows me to create a social network outside of my work and family]") was used.

**Career satisfaction.** Career satisfaction was measured using Greenhaus, Parasuraman, and Wormley's (1990) 5-item measure. This scale includes items assessing perceptions of career satisfaction (e.g. "Overall, I am satisfied with my job") answered on a 5-point Likert-type scale ranging from 1 = *strongly disagree* to 5 = *strongly agree*. The Cronbach's alpha for the overall scale was acceptable.

**Life satisfaction.** Life satisfaction was measured using Pavot and Deiner's (2008) five-item measure. This measure is the most widely used measure of life satisfaction with significant relationships to other well-being indicators (e.g. "In most ways my life is close to ideal") measured on a 7-point Likert-type scale from 1 = *strongly disagree* to 7 = *strongly agree*. The Cronbach's alpha for the overall scale was acceptable.

**Psychological well-being.** Psychological well-being was measured using 27 items from Ryff and Keyes, (1995) multidimensional 36-item scale. This measure assesses well-being in terms of environmental mastery (e.g. "In general, I feel I am in charge of the situation in which I live"), personal growth (e.g. "I am not interested in activities that will expand my horizons"), positive relations with others (e.g. "Most people see me as loving and affectionate"), and purpose in life (e.g. "I live one day at a time and don't really think about the future") measured on a six point Likert-type scale ranging from 1 = *strongly disagree* to 6 = *strongly agree*. The current study utilized the environmental mastery, personal growth, and positive relations with others subscales. The Cronbach's alpha for this scale was acceptable.

**Positive perceptions of balance.** Positive perceptions of balance were measured using Fisher, Mathews, and Gibbons (2016) single-item measures. These single-item measures assess the degree to which a person feels balanced (e.g. "In general, I feel that I have an adequate balance between my work family and personal life) and satisfied (e.g. "Overall I am satisfied with the balance I have between my work, family, and personal life") with their work, family, and personal life, each measured on a 5 point Likert-type scale ranging from 1 = *strongly disagree* to 7 = *strongly agree*. These single items were combined in order to create a scale measuring perceived work-life balance and satisfaction. The Cronbach's alpha for this scale was acceptable.

**Control variables.** Gender and income were also controlled for. These variables were used as controls to avoid possible spurious relations between the role centrality and resource variables, as well as the role centrality and employee outcome variables.

Table 3 *Scale descriptives (M's, SD's, alphas) for participants in the sample*

Variable	Mean (SD)	Range	Alpha
Work centrality	3.44 (1.16)	1-5	.85
Family centrality	4.33 (0.92)	1-5	.87
Personal centrality	3.93 (0.86)	2-5	.74
Social support-w <sup>a</sup>	3.73 (0.99)	1-5	.87
Social support-f <sup>b</sup>	4.32 (0.82)	1-5	.87
Social support-p <sup>c</sup>	3.79 (0.97)	1-5	.90
Social support <sup>d</sup>	3.95 (0.93)	1-5	.89
Personal development-w	3.87 (0.99)	1-5	.88
Personal development-f	3.95 (0.85)	1-5	.85
Personal development-p	3.92 (0.79)	2-5	.89
Personal development <sup>d</sup>	3.91 (0.88)	1-5	.93
Positive affect-w	4.08 (0.86)	1-5	.89
Positive affect-f	3.75 (1.05)	1-5	.89
Positive affect-p	4.08 (0.78)	2-5	.92
Positive affect <sup>d</sup>	3.97 (0.90)	1-5	.93
Psychosocial capital-w	4.03 (0.87)	1-5	.88
Psychosocial capital-f	4.02 (0.93)	1-5	.87
Psychosocial capital-p	3.92 (0.79)	2-5	.91
Psychosocial capital <sup>d</sup>	3.99 (0.86)	1-5	.94
Career satisfaction	3.81 (0.97)	1-7	.91
Life satisfaction	5.25 (1.33)	1-7	.91
Well-being	3.55 (0.61)	2-5	.83
Balance	5.75 (1.62)	1-7	.88

*Note.*  $N = 280$ , <sup>a</sup>w entails that resources were measured from the work domain. <sup>b</sup>f entails that resources were measured from the family domain. <sup>c</sup>p entails that resources were measured from the personal domain. <sup>d</sup>total scale scores. Response format ranging from (1) strongly disagree to (5) strongly agree.

## Results

### Data Cleaning & Preliminary Analyses

Once data collection was complete, data cleaning was conducted. I first checked that participants answered “yes” to all the inclusion criteria variables. All participants responded that they were over the age of 18, working full-time, and living with a partner who was also working full time and so, were retained in the sample. I then examined all variables for missing data. All participants responded to 50% or more of the survey and so were retained in the sample. Reverse coded items served as attention checks throughout the survey; I reviewed these items to ensure that participants were responding consistently across scale items.

Hypothesis 2 asks globally if participants who prioritize multiple roles have greater perceptions of social support, personal and intellectual development, positive affect, and psychosocial capital. However, the mediation analyses require that these resources be broken down into the domain from which they originate (e.g. positive affect from work that helps me be a better family member). Because of this, resource scores were combined across domains and these more global measures were used to test hypothesis 2. For example, perceptions of positive affect from work, family, and personal life were combined into one global measure of positive affect that enriches both the work and family life. Resources derived from the personal life were initially measured separately as they enrich a) the work life, and b) the family life. Paired-sample *t*-tests revealed no significant differences between self-reported enrichment in each domain, so perceptions of personal and intellectual development, positive affect, and psychosocial capital from the personal life were combined to reflect resources that enrich both the work life and the family life.

I also checked for outliers, separately for each mediation analysis. In order to do this, I calculated a random variable using a chi-squared test statistic, and then entered the relevant variables into a linear regression against it, and asked for Mahalanobis distance<sup>2</sup>. I then deleted cases that fell above my chi-squared cut-off at  $df = 8$  and  $p = .001$ . This resulted in no cases being deleted for the work centrality variables, 3 cases being deleted for the family centrality variables, and 4 cases being deleted for the personal centrality variables. This analysis also provided histograms and plots that revealed the data for all mediation analyses met the requirements for normality, linearity, and homogeneity.

Table 4 displays the bivariate correlations for all the study variables. Because Ryff's measure of psychological well-being was not significantly correlated with any of the independent or mediating variables, it was not considered further in the analyses. As can be seen, work centrality, family centrality, and personal life centrality were significantly related to all hypothesized mediating and outcome variables. These relationships were all in the positive direction and ranged from a small ( $r = .10$ )<sup>3</sup> to a large effect size ( $r = .50$ ). There were also significant associations between all the hypothesized mediating and outcome variables. These associations were also all in the positive direction and range from a medium ( $r = .30$ ) to a large effect size.

Significant associations were also observed among the hypothesized mediators. These relationships are all in the positive direction and range from a medium to large effect size. However, none of the correlations suggest multicollinearity which would be an issue for the analyses to follow. Moreover, diagnostics performed on the data revealed no multicollinearity

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<sup>2</sup> Those observations with a large *Mahalanobis* distance are indicated as outliers (Ben-Gal, 2005)

<sup>3</sup> Correlations of .10, .30, and .50 represent small, moderate, and large effect sizes, respectively (Cohen, 1992).

according to accepted criteria (i.e., having a variance inflation factor (VIF) less than four<sup>4</sup>).

However, due to the intercorrelations among the mediating variables I chose to mean center all variables before entering them into the mediation analysis.

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<sup>4</sup> Multicollinearity is not an issue in the present dataset, if all VIF values were less than 4 (Pan & Jackson, 2008).

Table 4. Bivariate correlations among all study measures

Variable	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.
1. Work centrality																			
2. Family centrality	.18**																		
3. Personal centrality	.30**	.34**																	
4. Social support-w <sup>a</sup>	.33**	.14*	.32**																
5. Social support-f <sup>b</sup>	.16**	.49**	.31**	.34**															
6. Social support-p <sup>c</sup>	.19**	.24**	.39**	.42**	.48**														
7. Personal development-w	.54**	.26**	.23**	.41**	.40**	.34**													
8. Personal development-f	.40**	.43**	.30**	.44**	.52**	.47**	.64**												
9. Personal development-p	.43**	.38**	.32**	.41**	.46**	.47**	.62**	.72**											
10. Positive affect-w	.52**	.20**	.26**	.41**	.37**	.31**	.70**	.60**	.63**										
11. Positive affect-f	.34**	.44**	.22**	.36**	.58**	.41**	.55**	.74**	.62**	.59**									
12. Positive affect-p	.38**	.36**	.36**	.35**	.50**	.48**	.50**	.60**	.74**	.52**	.61**								
13. Psychosocial capital-w	.32**	.33**	.37**	.38**	.51**	.49**	.54**	.62**	.75**	.47**	.60**	.82**							
14. Psychosocial capital-f	.41**	.35**	.39**	.39**	.47**	.46**	.57**	.65**	.75**	.50**	.57**	.78**	.79**						
15. Psychosocial capital-p	.38**	.35**	.40**	.41**	.52**	.50**	.59**	.67**	.79**	.52**	.62**	.84**	.94**	.95**					
16. Career satisfaction	.50**	.25**	.32**	.47**	.44**	.44**	.60**	.54**	.57**	.69**	.50**	.50**	.47**	.52**	.52**				
17. Life satisfaction	.36**	.31**	.30**	.40**	.55**	.45**	.54**	.52**	.55**	.57**	.54**	.50**	.48**	.48**	.51**	.71**			
18. Well-being	-.04	-.01	.03	.07	.00	.11	-.04	-.03	-.03	-.08	-.06	-.04	-.05	.00	-.03	-.04	-.03		

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19. Balance	.35**	.39**	.32**	.43**	.50**	.38**	.52**	.52**	.54**	.53**	.53**	.62**	.54**	.54**	.46**	.50**	.51**	-.03
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*Note.*  $N = 280$ ,  $*p < .05$ ,  $**p < .01$ . <sup>a</sup>w denotes resources obtained from work life that enriches the family life, <sup>b</sup>f denotes resources obtained from family life that enrich the work life, <sup>c</sup>p denotes resources obtained from the personal life that enrich both the family and work life.

**Are work, family, and personal life seen as separate domains?**

A principal component analysis was performed using scores on the work, family, and personal centrality measures to ensure that the role centrality items were measuring three distinct factors (i.e. individuals were differentiating their work, family, and personal roles). Kaiser-Meyer Olkin's measure of sampling adequacy ( $KMO = .61$ ) suggests the present data are adequate for conducting a factor analysis. At 46:1, the ratio of subjects to variables is highly adequate.

I used a principal component analysis with a Varimax rotation to examine the underlying factor structure. This analysis identified three factors with eigenvalues greater than 1.0. Kaiser's criterion (i.e., retaining eigenvalues greater than 1.0) is generally accurate when there are less than 30 variables and communalities after extraction are greater than .70, or when the sample size exceeds 250 and the average communality is greater than .60 (Field, 2005). An examination of the scree plot's point of inflexion also suggests that three components should be retained. Lastly, when eigenvalues derived from a randomly-generated dataset with equivalent features (i.e., parallel analysis; number of cases = 280; number of variables = 6; 100 replicated datasets were employed) were compared to observed eigenvalues, the results suggested the first three factors should be retained. Parallel analysis has been shown to be one of the most reliable strategies for component retention (Zwick & Velicer, 1986), therefore the first three factors were retained. The three identified factors explain 85.16% of the variance (see Table 5).

Table 5

*Rotated component matrix showing factor loadings for role centrality items*

Items	Factor 1	Factor 2	Factor 3
My family is one of the most important things in my life right now	<b>.924</b>	.094	.144
I am very much personally involved in my family	<b>.924</b>	.059	.164
My work is one of the most important things in my life right now	.050	<b>.922</b>	.138
To me my job is a large part of who I am	.102	<b>.918</b>	.133
It is important for me to pursue interests outside of work and family	.131	.120	<b>.880</b>
In addition to work and family I make it a priority to find time for myself	.170	.148	<b>.860</b>

*Note.* Principal Components Factoring with Varimax Rotation. Response format ranging from (1) strongly disagree to (5) strongly agree.

**Are participants in the sample prioritizing multiple roles?**

In the current sample, many people were prioritizing multiple roles. Specifically, out of the 280 participants surveyed, 61.50% said that they make work a priority in their life, 91.80% said that they make home and family responsibilities a priority in their life, and 64.90% said that they make activities and relationships outside of work and family a priority in their life. In addition, 67.70% of participants said that they are juggling multiple priorities in their work, family, and personal life.

When asked to describe, briefly, the kinds of activities they engage in most outside of work and family, the majority of respondents (62% of N=201<sup>5</sup>) said that they spend time engaging in physical activities such as sport and exercise (e.g. running, training, hiking, fishing). A smaller percentage spent their personal time volunteering in their community (15%), focusing on creative outlets (e.g. painting, knitting: 8%), socializing with friends (e.g. dinner or coffee with friends; 8%), and engaging in religious activities (e.g. going to church; 8%) and a variety of other miscellaneous activities (9%).

**Are participants in the sample deriving benefits from their multiple roles?**

Of the 100 participants who chose to describe the benefits they derive from taking part in roles outside of work and family, almost half (47%) reported that they feel these roles improve their mood or make them happy, 25% reported that these roles give them a feeling of success or fulfillment, 20% reported that these roles provide them with skills or make them more “well-rounded”, and 13% reported that these roles help them to clear their mind, relax, and rejuvenate. With this qualitative information in mind, we can move into an exploration of whether or not prioritizing multiple self-relevant roles – such as those described above – and the benefits

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<sup>5</sup> Participants had the option to provide more than one qualitative option. Therefore, percentage breakdowns are greater than 100% of participants

associated with prioritizing these roles significantly impact perceptions of career satisfaction, life satisfaction, and positive balance perceptions.

### **Effect of Multiple Role Prioritization on Work and Life Outcomes and Resources**

*Hypothesis 1:* Prioritization of multiple, self-relevant roles (work, family, and personal) will be positively related to perceptions of career satisfaction, life-satisfaction, and positive balance perceptions.

A one-way ANOVA was conducted to compare average scores on key work and life outcome variables for those who juggle multiple roles and those that do not. Table 6 presents the descriptive statistics from that analysis. Hypothesis 1 was partially supported. Relative to those who did not, participants who reported prioritizing multiple roles (i.e. answered yes to the question “I am juggling multiple personal priorities in my life right now, including work, family, and activities outside of work and home”) scored significantly higher on career satisfaction  $F(1, 277) = 3.80, p = .05, MSE = .92$ . There were, however, no significant differences between respondents in terms of life satisfaction scores,  $F(1, 276) = 3.31, p = .07, MSE = 1.76$ , or positive balance perceptions  $F(1, 276) = 2.31, p = .13, MSE = 2.62$ .

Table 6: Means and Standard Deviations for outcome variable scores for participants who prioritize multiple roles vs. those that do not

	Multiple Role Prioritization	
	Yes	No
	<i>M (SD)</i>	<i>M (SD)</i>
Work/Life Outcomes		
Career sat. <sup>a</sup>	3.89 (0.95)	3.65 (0.98)
Life sat. <sup>b</sup>	5.35 (1.30)	5.03 (1.38)
Balance <sup>c</sup>	5.86 (1.16)	5.53 (1.64)

Note. <sup>a</sup>  $n = 277$ , <sup>b</sup>  $n = 276$ , and <sup>c</sup>  $n = 277$

*Hypothesis 2:* Prioritization of multiple, self-relevant roles (work, family, and personal) will be positively related to perceptions of social support, levels of skill development, positive affect, and psychosocial capital.

To examine the relationship between multiple role prioritization and self-reported resources, a series of one-way ANOVAs were conducted with social support, personal development, positive affect, and psychosocial capital as dependent variables, and multiple role prioritization as the independent variable. Table 7 includes the means and standard deviations from these analyses. As shown, Hypothesis 2 was fully supported. Individuals who prioritize multiple roles also scored significantly higher on social support  $F(1, 275) = 11.44, p = .001, MSE = .49$ , personal and intellectual development  $F(1, 273) = 11.77, p = .001, MSE = .55$ , positive affect  $F(1, 271) = 11.28, p = .001, MSE = .52$ , and psychosocial capital  $F(1, 270) = 16.00, p = .000, MSE = .51$  compared to those who do not prioritize multiple role

Table 7. *Self-reported Resources as a Function of Multiple Role Prioritization*

	Multiple Role Prioritization	
	Yes	No
	<i>M (SD)</i>	<i>M (SD)</i>
Resources		
Social support <sup>a</sup>	4.05 (0.65)	3.72 (0.82)
Personal dev. <sup>b</sup>	4.02 (0.70)	3.68 (0.84)
Positive affect <sup>c</sup>	4.10 (0.67)	3.77 (0.83)
Psych-soc cap. <sup>d</sup>	4.16 (1.16)	3.77 (0.87)

*Note.* Scales are collapsed across domains i.e. scales measure social support, personal and intellectual development, positive affect, and psychosocial capital across work, family, and personal domains. <sup>a</sup>  $n = 277$ , <sup>b</sup>  $n = 275$ , <sup>c</sup>  $n = 273$ , <sup>d</sup>  $n = 272$ .

**Indirect Effects of Role Centrality on Work & Life Outcomes: Resources as Mediators**

In the past, mediation analyses have been undertaken using the causal steps approach to mediation analysis (Baron & Kenny, 1986), or the product-of-coefficients approach (Sobel, 1982). These strategies are based on the standard normal distribution and thus rely on very large sample sizes (see Preacher & Hayes, 2008 for a full discussion). Consequently, Preacher and Hayes (2008) suggest bootstrapping, a resampling method, to increase power and decrease Type I error rates. This method is available in an SPSS macro that calculates the total, direct, and indirect effects using bootstrapping, and was utilized for the present analyses. Several studies have utilized this method for models containing four mediators (e.g., Alvarez & Juang, 2010; Goldman, Goodboy, & Wekber, 2016; Kirby, Jones, & Copello, 2015; Lecheler, de Vreese, & Slouthuus, 2011), in diverse areas such as online gaming to college drinking behaviour. The current study will utilize this method to test the set of hypotheses that resources obtained in various roles mediate the relationship between role centrality and levels of career satisfaction, life satisfaction, and positive balance perceptions.

*Hypothesis 3:* The relationship between role centrality and career satisfaction will be mediated by resources obtained in central roles (social support, personal and intellectual development, affect, and psychosocial capital).

**Direct effects of role centrality on career satisfaction.** The direct effects of role centrality on career satisfaction are displayed in the total effects<sup>6</sup> lines of Table 8. Work and family centrality had a direct effect on career satisfaction. Specifically, by measure of completely standardized effect size (i.e.  $cs$ )<sup>7</sup> as scores on work centrality increase by  $a$  (i.e. .09), scores on career satisfaction increase by 0.11. Similarly, as scores on family centrality increase by  $a$  (i.e.

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<sup>6</sup> The direct effect of  $X$  quantifies how much two cases that differ by one unit on  $X$  are estimated to differ on  $Y$  independent of mediating variables (Hayes, 2017)

<sup>7</sup> This index represents the size of the effect in terms of standard deviation units in  $Y$  (Preacher and Kelley, 2011)

.12) scores on career satisfaction increase by .07. There was no direct effect of personal centrality on career satisfaction.

**Indirect effects of role centrality on career satisfaction.** The indirect effects<sup>8</sup> of role centrality on career satisfaction are displayed in the right hand side of Table 8. Mediators in the model are controlled for, therefore mediation effects can be interpreted in isolation from one another. The first parallel mediation analysis revealed that work centrality indirectly influenced career satisfaction through its unique effects on social support ( $c' = 0.06$ ) and positive affect ( $c' = 0.22$ ) with a significant total indirect effect ( $c' = 0.38$ ). Bootstrapped confidence intervals were entirely above zero for social support and positive affect suggesting partial mediation<sup>9</sup> from these resources. Pairwise comparisons indicated that positive affect was a stronger mediator than social support (indirect effect contrast = 0.161, 95% CI = 0.263, 0.056).

Perhaps, not surprisingly, those who prioritize work tend to experience higher levels of career satisfaction. The mediation results suggest that social support from people at work and experiencing positive affect at work are key mechanisms through which work centrality exerts its impact on career satisfaction. In other words, those who make work a priority also tend to receive meaningful support from people at work and derive positive affect from the experience, which may contribute to perceptions of career satisfaction. Taking into account the pairwise comparisons, positive affect more strongly contributes to this relationship than social support. Contrary to expectations, neither personal development nor psychosocial capital played a significant role in explaining the relationship between work centrality and career satisfaction.

The second parallel mediation analysis revealed that family centrality indirectly influenced career satisfaction through its unique effects on social support ( $c' = 0.08$ ), personal

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<sup>8</sup> The specific indirect effects yield the total indirect effect (Hayes, 2017)

<sup>9</sup> Partial parallel mediation is evident due to the significant direct effect (Hayes, 2017).

and intellectual development ( $c' = 0.11$ ), and psychosocial capital ( $c' = 0.13$ ) with a significant total indirect effect ( $c' = 0.33$ <sup>10</sup>). Bootstrapped confidence intervals were entirely above zero for social support, personal and intellectual development, and psychosocial capital suggesting partial mediation from these resources. Pairwise comparisons indicated that none of the three mediators was significantly stronger than another.

Those who prioritize family tend to experience higher levels of career satisfaction. The mediation results suggest that social support from people in the family, developing new skills or perceptions, and feelings of success from the home domain are key mechanisms through which family centrality exerts its impact on career satisfaction. In other words, those who make family a priority receive meaningful support from people in the home, derive personal and intellectual development from the experience, and increase their feelings of success from the experience, which may contribute to perceptions of career satisfaction. Contrary to expectations, positive affect did not play a significant role in explaining the relationship between family centrality and career satisfaction.

The third parallel mediation analysis revealed that personal centrality indirectly influenced career satisfaction through its unique effects on social support ( $c' = 0.05$ ) and personal and intellectual development ( $c' = 0.07$ ) with a significant total indirect effect ( $c' = 0.24$ ). Bootstrapped confidence intervals were entirely above zero for social support and personal and intellectual development suggesting full mediation from these resources<sup>11</sup>. Pairwise comparisons indicated that neither social support or personal and intellectual development was a stronger mediator.

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<sup>10</sup> The sum of the direct and indirect effects equal the total effect of  $X$  (Hayes, 2017)

<sup>11</sup> Full parallel mediation is evident due to the non-significant direct result (Hayes, 2017)

For those who prioritize personal roles, social support from people in the personal life and personal and intellectual development from the personal life fully explain how personal centrality exerts its impact on career satisfaction. In other words, those who make personal roles a priority, tend to receive meaningful support from people in their personal life and derive personal and intellectual development from the experience, which contributes to perceptions of career satisfaction. Contrary to expectations, neither positive affect or psychosocial capital played a significant role in explaining the relationship between personal life centrality and career satisfaction.

Table 8

*Multiple parallel mediation analysis exploring the relationship between role centrality and career satisfaction through resources*

Independent	Mediating variable	Direct effect ( $b_i$ )					Indirect effect ( $a_i b_i$ )		
		$\beta$	SE	t	p	df	Boot SE	Bias corrected 95% CI	
							Lower	Upper	
Work centrality + career satisfaction (Y)									
	Social support	-	-	-	-	-	.018	.019	.087 <sup>a</sup>
	Personal development	-	-	-	-	-	.046	-.043	.142
	Positive affect	-	-	-	-	-	.045	.098	.273 <sup>a</sup>
	Psychosocial capital	-	-	-	-	-	.052	-.054	.154
Work centrality	Total	.094	.043	2.194	.029	5	.043	.046	.237 <sup>a</sup>
Family centrality + career satisfaction (Y)									
	Social support	-	-	-	-	-	.037	.037	.183 <sup>a</sup>
	Personal development	-	-	-	-	-	.055	.034	.247 <sup>a</sup>
	Positive affect	-	-	-	-	-	.045	-.084	.097
	Psychosocial capital	-	-	-	-	-	.055	.060	.277 <sup>a</sup>
Family centrality	Total	-.120 <sup>b</sup>	.061	-1.97	.050	5	.057	.304	.526 <sup>a</sup>
Personal centrality + career satisfaction (Y)									
	Social support	-	-	-	-	-	.031	.027	.148 <sup>a</sup>
	Personal development	-	-	-	-	-	.042	.013	.177
	Positive affect	-	-	-	-	-	.054	-.057	.155
	Psychosocial capital	-	-	-	-	-	.052	-.054	.154
Personal centrality	Total	.087	.061	1.427	.155	5	.043	.046	.237 <sup>a</sup>

*Note.* The number of bootstrap samples was 5000. <sup>a</sup>CIs not containing zero are considered significant at the 0.05 level. <sup>b</sup>Here we see the breakdown of our understanding of beta values, where the negative beta value does a better job of predicting increases in career satisfaction. Here, the positive correlation between family centrality and career satisfaction is more telling than the negative beta value (Howard, July 20, 2018, personal communication).

*Hypothesis 4:* The relationship between role centrality and life satisfaction will be mediated by resources obtained in central roles (social support, personal and intellectual development, affect, and capital).

**Direct effects of role centrality on life satisfaction.** The direct effects of role centrality on life satisfaction are displayed in the total effects lines on the left side of Table 9. None of the role centrality measures had a direct effect on life satisfaction.

**Indirect effects of role centrality on life satisfaction.** The indirect effects of role centrality on life satisfaction are displayed on the right hand side of Table 9. The first parallel mediation analysis revealed that work centrality indirectly influenced life satisfaction through its unique effects on social support ( $c' = 0.05$ ) and positive affect ( $c' = 0.16$ ) with a significant total indirect effect ( $c' = 0.36$ ). Bootstrapped confidence intervals were entirely above zero for social support and positive affect suggesting full mediation from these resources. Pairwise comparisons indicated that positive affect was a stronger mediator than social support (indirect effect contrast = 0.114, 95% CI = 0.212, 0.022).

For those who prioritize work, social support from people at work and positive affect from work fully explain how work centrality exerts its impact on life satisfaction. In other words, those who make work a priority, tend to receive meaningful support from people at work and derive positive affect from the experience, which contributes to perceptions of life satisfaction. Taking into account the pairwise comparisons, positive affect more strongly contributes to this relationship than social support. Contrary to expectations, neither personal and intellectual development or psychosocial capital played a significant role in explaining career satisfaction.

The second parallel mediation analysis revealed that family centrality indirectly influenced life satisfaction through its unique effects on social support ( $c' = 0.16$ ) and

psychosocial capital ( $c' = 0.13$ ) with a significant total indirect effect ( $c' = 0.36$ ). Bootstrapped confidence intervals were entirely above zero for social support and psychosocial capital suggesting full mediation from these resources. Pairwise comparisons indicated that neither social support or psychosocial capital was a stronger mediator.

For those who prioritize family, social support from people at home and psychosocial capital from home fully explain how family centrality exerts its impact on life satisfaction. In other words, those who make family and home responsibilities a priority, tend to receive meaningful support from people at home and derive psychosocial capital from the experience, which contributes to perceptions of life satisfaction. Contrary to expectations, neither personal and intellectual development or positive affect played a significant role in explaining career satisfaction.

The third parallel mediation analysis revealed that personal centrality indirectly influenced life satisfaction through its unique effects on social support ( $c' = 0.10$ ), positive affect ( $c' = 0.11$ ), and psychosocial capital ( $c' = 0.14$ ) with a significant total indirect effect ( $c' = 0.38$ ). Bootstrapped confidence intervals were entirely above zero for social support, positive affect, and psychosocial capital, suggesting full mediation from these resources. Pairwise comparisons indicated that none of these three resources was a stronger mediator than one another.

For those who prioritize roles in their personal life, social support from personal roles, experiencing positive affect, and psychosocial capital in these roles fully explains how personal centrality exerts its impact on life satisfaction. In other words, those who make roles in their personal life a priority, tend to receive meaningful support from people in their personal life, derive positive affect, and psychosocial capital from the experience, which contributes to

perceptions of life satisfaction. Contrary to expectations personal and intellectual development did not play a significant role in explaining life satisfaction.

Table 9

*Multiple parallel mediation analysis exploring the relationship between role centrality and life satisfaction through resources*

Independent	Mediating variable	Direct effect ( $b_i$ )					Indirect effect ( $a_i b_i$ )		
		$\beta$	$SE$	$t$	$p$	$df$	$Boot SE$	Bias corrected 95% CI	
							Lower	Upper	
Work centrality + life satisfaction (Y)									
	Social support	-	-	-	-	-	.025	.015	.111
	Personal development	-	-	-	-	-	.063	-.000	.248
	Positive affect	-	-	-	-	-	.051	.101	.295
	Psychosocial capital	-	-	-	-	-	.062	-.071	.171
Work centrality	Total	.002	.068	.024	.981	5	.060	.302	.538
Family centrality + life satisfaction(Y)									
	Social support	-	-	-	-	-	.037	.037	.183 <sup>a</sup>
	Personal development	-	-	-	-	-	.036	-.022	.108 <sup>a</sup>
	Positive affect	-	-	-	-	-	.045	-.084	.097
	Psychosocial capital	-	-	-	-	-	.055	.060	.277 <sup>a</sup>
Family centrality	Total	.073	.081	-.891	.371	5	.057	.304	.526 <sup>a</sup>
Personal centrality + life satisfaction (Y)									
	Social support	-	-	-	-	-	.028	.378	.149
	Personal development	-	-	-	-	-	.027	-.028	.081
	Positive affect	-	-	-	-	-	.032	.024	.221
	Psychosocial capital	-	-	-	-	-	.038	.016	.168
Personal centrality	Total	.103	.086	1.193	.234	5	.064	.162	.411

*Note.* The number of bootstrap samples was 5000. <sup>a</sup>CI's not containing zero are considered significant at the 0.05 level.

*Hypothesis 6:* The relationship between role centrality and positive balance perceptions will be mediated by resources obtained in central roles (social support, personal and intellectual development, affect, and capital).

**Direct effect of role centrality on positive balance perceptions.** The direct effects of role centrality on positive balance perceptions are displayed in the total effect lines of Table 10. Personal centrality had a direct effect on positive balance perceptions. The coefficient for personal centrality was positive, meaning that individuals who scored higher on personal centrality scored higher on positive balance perceptions. Specifically, as scores on personal centrality increase by  $a$  (i.e. .23), scores on positive balance perceptions increase by 0.12. There was no direct effect of work centrality or family centrality on positive balance perceptions.

**Indirect effects of role centrality on positive balance perceptions.** The first parallel mediation analysis revealed that work centrality indirectly influenced positive balance perceptions through its unique effects on social support ( $c' = 0.07$ ), positive affect ( $c' = 0.19$ ), and psychosocial capital ( $c' = 0.14$ ) with a significant total indirect effect ( $c' = 0.56$ ). Bootstrapped confidence intervals were entirely above zero for social support, positive affect, and psychosocial capital suggesting full mediation from these resources. Pairwise comparisons indicated that positive affect was a stronger mediator than social support (indirect effect contrast = 0.120, 95% CI = 0.218, 0.016), and that there were no significant differences between social support and psychosocial capital, or positive affect and positive affect.

For those who prioritize work, social support, positive affect, and psychosocial capital from work fully explain how work centrality exerts its impact on positive balance perceptions. In other words, those who make work a priority, tend to receive meaningful support from people at work, and derive positive affect and psychosocial capital from the experience, which contributes

to positive balance perceptions. Taking into account the pairwise comparisons, positive affect more strongly contributes to this relationship than social support. Contrary to expectations, personal and intellectual did not play a significant role in explaining positive balance perceptions.

The second parallel mediation analysis revealed that family centrality indirectly influenced positive balance perceptions through its unique effects on social support ( $c' = 0.17$ ) and personal and intellectual development ( $c' = 0.13$ ) with a significant total indirect effect ( $c' = 0.54$ ). Bootstrapped confidence intervals were entirely above zero for social support and personal development suggesting full mediation from these resources. Pairwise comparisons indicated that neither social support or personal development was a stronger mediator.

For those who prioritize family, social support from people at home and personal and intellectual development from home fully explain how family centrality exerts its impact on positive balance perceptions. In other words, those who make family and home responsibilities a priority, tend to receive meaningful support from people at home and derive personal and intellectual development from the experience, which contributes to positive balance perceptions. Contrary to expectations, neither positive affect or psychosocial capital played a significant role in explaining positive balance perceptions.

The third parallel mediation analysis revealed that personal centrality indirectly influenced positive balance perceptions through its effect on positive affect ( $c' = 0.11$ ) with a significant total indirect effect ( $c' = 0.39$ ). The bootstrapped confidence interval was entirely above zero for positive affect suggesting partial mediation from this resource.

Those who prioritize roles in their personal life tend to experience higher levels of overall positive balance perceptions. The mediation results suggest that experiencing positive affect

from personal roles is a key mechanism through which personal centrality exerts its impact on positive balance perceptions. In other words, those who make personal roles a priority, tend to receive positive affect from the experience, which may contribute to perceptions of balance and satisfaction with balance. Contrary to expectations, social support, personal and intellectual development, and psychosocial capital did not play a role in explaining the relationship between personal centrality and positive balance perceptions.

Table 11

*Multiple parallel mediation analysis exploring the relationship between role centrality and positive balance perceptions through resources*

Independent	Mediating variable	Direct effect ( $b_i$ )					Indirect effect ( $a_i b_i$ )		
		$\beta$	SE	t	p	df	Boot SE	Bias corrected 95% CI Lower	Upper
Work centrality + overall b/s (Y)									
Work centrality	Social support	-	-	-	-	-	.032	.038	.166
	Personal development	-	-	-	-	-	.068	-.110	.159
	Positive affect	-	-	-	-	-	.068	.131	.397
	Psychosocial capital	-	-	-	-	-	.073	.053	.342
	Total	-.076	.080	-0.955	.340	5	.070	.431	.706
Family centrality + overall b/s (Y)									
Family centrality	Social support	-	-	-	-	-	.062	.065	.308
	Personal development	-	-	-	-	-	.067	.012	.273
	Positive affect	-	-	-	-	-	.082	-.036	.291
	Psychosocial capital	-	-	-	-	-	.081	-.037	.297
	Total	.139	.101	1.375	.170	5	.082	.402	.725
Personal centrality + overall b/s (Y)									
Personal centrality	Social support	-	-	-	-	-	.048	-.064	.124
	Personal development	-	-	-	-	-	.063	-.040	.213
	Positive affect	-	-	-	-	-	.085	.058	.388
	Psychosocial capital	-	-	-	-	-	.091	-.086	.277
	Total	.226	.098	2.293	.023	5	.087	.237	.579

*Note.* The number of bootstrap samples was 5000. <sup>a</sup>Cis not containing zero are considered significant at the 0.05 level. <sup>b</sup>Here we see the breakdown of our understanding of beta values, where the negative beta value does a better job of predicting increases in career satisfaction. Here, the positive correlation between work centrality and positive balance perceptions is more telling than the negative beta value.

## Summary

More than half of the participants in this sample indicated that they are prioritizing work, family, and personal life activities right now. In other words, most of the sample was engaged in multiple role prioritization. Outside of work and family, these individuals are also prioritizing personal life activities such as physical fitness, outdoor leisure, and volunteer work. Those with multiple priorities reported higher levels of career satisfaction when compared to those who do not prioritize multiple roles. Those with multiple role priorities reported higher levels of social support, positive affect, personal and intellectual development, and psychosocial capital compared to those not prioritizing multiple roles. Some of the benefits described by participants include, improved mood, feelings of success, and the development of skills.

All of the resources included in the study mediated the relationship between role centrality and the outcome variables of interest at one point or another. Although personal and intellectual development and psychosocial capital resources helped to explain the link between role centrality and some work and life outcomes, the most consistent mediational effects were observed for social support. Centrality of work, family, and personal life were each linked to career satisfaction, life satisfaction, and positive balance perceptions through the social supports gained in these prominent roles.

Social support was the most consistent mechanism, mediating the link between role centrality and key outcomes, but the strongest mediational effects were observed for positive affect. In other words, where there was evidence for an indirect effect of role centrality on work and life outcomes, the strongest of all the mechanisms tended to be positive affect. Positive affect played a stronger role than social support in the relationship between work centrality and career satisfaction as well as the relationship between work centrality and life satisfaction.

### Discussion

Dual-earner employees face many challenges in trying to balance their work and family responsibilities. One might assume that taking on additional roles outside of work and family would intensify this challenge. The assumption that *increased responsibilities create increased conflict* comes out of the volumes of studies that have focused (almost exclusively) on the work and family domains, and the conflict that occurs between them (Allen et al., 2000; Frone et al., 1992; Greenhaus & Beutell, 1985; Grzywacz & Marks, 2000; Netemeyer et al., 1996; Pleck et al., 1980). The current study challenges a major contention in the scarcity hypothesis, in finding that taking on more roles does not necessarily deplete one's resources, and, in fact, actually provides more resources that can positively impact employee outcomes. To my knowledge, this is the first study that has looked at resources as potential mediating variables in the relationship between role centrality and employee outcomes.

This study resulted in many important findings. First, people do differentiate their work, family, and personal roles, and individuals who actively involve themselves in multiple roles have greater perceptions of resources at a global level. The pattern of mediation involving these resources was somewhat different across work, family, and personal life centrality, however there were important trends to be noted. Namely, although all of the resources included in the study played a role in the relationship between role centrality and work-life outcomes at one point or another, social support came up the most often, and positive had the strongest effect. This study provides support for moving away from a limited focus on work and family roles and the conflict that occurs between them, and widening our focus on employee life in order to include personal roles outside of work and family. This study illuminated the benefit of

prioritizing multiple roles within the work, family, and personal life domains as doing so expands the potential to gain resources that enrich employees' lives.

### **Support for the differentiation of work, family, and personal roles**

This study began with an examination of three central roles and the extent to which dual-earner employees actually distinguish between them. The results of a principal component analysis revealed that work, family, and personal life are three distinct entities in the minds of participants. In addition to differentiating these roles, it appears that participants in the sample are prioritizing many of these roles. Specifically, over half of the participants in the sample are prioritizing work, family, and personal roles separately, and over half of the participants in the sample are prioritizing roles across these domains. This is important information because much of the work-life balance literature has focused almost exclusively on the role of family as a proxy for 'life', by talking about work-*life* balance, and really only measuring work-*family* balance (for a review see Guest, 2002). If we want to do more than pay lip service to the concept of "life" as a more fulsome concept and reality, we need to start being more explicit about different life domains that play an important part in peoples' lives (e.g. work, family, physical, community). This study showed us that people are very aware of the time they set aside to take part in roles outside of work and family, and they therefore are important roles to include in studies on work-life balance. Previous researchers have attempted to point to a number of these roles in their exploration of life outside of work and family (e.g. Hall et al., 2013; Ruderman et al., 2002), thus, this study contributes to a seemingly growing body of literature supporting greater attention to multiple and differentiated roles in the lives of employees. This growing body of literature is important in order to give organizations and employers insights into ways to better promote work-life balance in their policies and practices. Knowing that employees are not just family

members outside of work, but are also community volunteers, athletes, and artists, is important knowledge for employers looking to support work-life balance amongst their team.

### **Support for resource expansion**

The role accumulation literature suggests a positive relationship between the prioritization of multiple roles and increased psychological functioning that positively impacts employee outcomes (Barnett & Hyde, 2001; Marks, 1977; Ruderman et al., 2002). Participants in this study who prioritized multiple roles (work, family, personal [physical activity, volunteering in the community, socializing with friends etc.]) also reported high levels of career satisfaction. Interestingly, the prioritization of these roles did not significantly impact life satisfaction, or positive balance perceptions. This could be because employees are not drawing a direct line from their multiple roles to their levels of life satisfaction and balance. In fact – and as is supported in the study – when they take into account the resources they accrue from such roles, this relationship appears. Specifically, although there is not a direct relationship between role centrality and life satisfaction and positive balance perceptions, there is an indirect relationship between these variables through the resources accrued in work, family, and personal roles. Further, participants in the sample do draw a direct line from their multiple roles to a variety of resources. Qualitative evidence suggests that participants perceive they are deriving benefits from their roles outside of work and family, and quantitative evidence supports and extends this by showing that participants are deriving benefits from their work, family, and personal roles. The quantitative evidence supports that employees who prioritize multiple roles are perceiving more resources in every domain than those who do not. Further, resources that were included in the study based on theoretical evidence were echoed by participants in their qualitative

responses. Namely, participants stated that they participate in personal roles because of the opportunity for positive affect, skill development, and feelings of success.

These findings add to the literature on resource accumulation. Namely, this study supports and extends previous work by researchers like Allis and O'Driscoll (2008) and Ruderman et al., (2002) by providing evidence for the enriching benefits of taking on roles in the personal life. Specifically, this study found that employees increase their levels of social support, personal and intellectual development, positive affect, and psychosocial capital through their active involvement in personal roles. Allis and O'Driscoll (2008) and Ruderman et al's (2002) studies focused on resources accrued from personal roles and how they benefit work and family. These early studies showed us that it is important to focus on areas outside of work and family when we are considering work-life enrichment. The current study supports this notion, and extends it by showing there are bidirectional relationships between work, family, and personal roles, and that yes, it is important to focus on the personal life, but that in moving away from the conflict literature's strict focus on work and family by shifting our attention to the personal life, we cannot then ignore work and family roles. Employees are deriving resources from work, family, and personal roles and it is necessary to take a broad focus on these roles in order to develop a thorough understanding of the dual-earner employee. This study perhaps showed us that future studies should try to include work, family, and personal roles in their studies in order to more broadly capture employee life.

One of the most important and consistent findings to emerge out of the work-life balance literature, is that employees benefit a great deal when organizations are flexible in understanding their need to balance work and family demands (e.g. having specific practices and policies that provide flexibility to workers positively impacts their ability to manage work and family;

Thomas & Gangster, 1995). If aspects of one's personal life, including demands and benefits of balancing roles in the personal life were also taken into account, we might find that more lessons can be learned from the individual and organizational side of things. Perhaps, policies that help employees balance their family *and* personal life would have positive outcomes on employees, and thus, positively impact the organization as a whole. This idea is further illustrated when we consider the benefits that employees derive from being able to take part in their personal roles.

### **Support for the benefit of resources derived from roles**

When the mediation models for work, family, and personal roles were examined to explore how individual resources contributed to career satisfaction, life satisfaction, and positive balance perceptions, some interesting patterns were revealed. The specific resources (or combination of resources) that best explained the relationship between role centrality and outcomes seemed to depend on the specific role being considered. With only one exception (personal life centrality and positive balance perceptions), social support was a significant mediating resource for work centrality, family centrality and personal life centrality, explaining the relationship between every predictor and outcome variable. Social support from specific domains (work, family, personal life) has been studied extensively in the past (Caplan 1971; Caplan et al., 1975; French & Caplan, 1972). These studies have consistently shown that support from these domains acts as a buffer against job stress and strain and improves overall employee health. The current study shows us that social support might act as more than a buffer as it was shown to positively impact career satisfaction, life satisfaction, and positive balance perceptions among participants in the sample. Our results also seem to show that people seem to receive unique support from various areas in their life at once, and that these forms of social support enrich employee outcomes. This finding provides additional support for taking a broader focus

on employee life, as employees are receiving support from all areas of life and a strict focus on any one role will not give us a full picture of an employees' social support. Taking a broader focus on employee life in this way, can help organizations better understand the value employees derive from being able to take part in various roles both inside and outside of work and family. By understanding that employees derive social support from their work, family, and personal roles, organizations can build supportive practices that allow employees to accrue and leverage this support to enrich their lives at work. This could have positive implications for the overall organization, as employees who have more social support are able to perform better at work (Allen, 2001; Burke, Moodie, Doolan, & Fiksenbaum, 2012; Wayne, Casper, Mathews & Allen, 2013).

Although social support came up the most often, positive affect had the greatest mediational effects. Positive affect did however always occur in conjunction with social support, except when personal centrality was predicting positive balance perceptions. Further, multiple comparisons revealed that positive affect was almost always a stronger predictor than social support in these instances. Fredrickson (1988) suggested that positive emotions broaden ones thought-to-action repertoire and help people to build personal resources. It might be, that positive affect helps people to build social relationships in their multiple roles. This makes sense if we consider that people who are in a good mood tend to be more pleasant to socialize with, and likely have an easier time building strong social relationships. Moreover, the presence of social support can also positively impact mood and positive affect. Specifically, emotional support from the supervisor has been associated with mood enhancement in the workplace (Ten Brummelhuis & Bakker, 2012). From the current study, it is impossible to know if positive affect led to social support or vice versa, or if the two occur in isolation from one another. It is however

evident that both positive affect and social support play a strong role in the relationship between work and personal roles and career satisfaction, life satisfaction, and positive balance perceptions.

Personal and intellectual development and psychosocial capital explained the relationship between independent and outcome variables in several instances. Unexpectedly, personal and intellectual development was never derived from work roles, and always originated in the personal and family domains. This suggests, that people do not feel they take skills away from their work life that enrich other areas of life. Perhaps this is because work skills can be fairly specific to work domains whereas skills derived in the family and personal domains can be more general. Or, perhaps, when people think about work skills, they tend to focus on the more specific technical skills vs. the more general interpersonal or time management skills they have accrued from these roles. Some skills have been outlined by previous literature as being derived from the family and personal domains (e.g. dealing with conflicts, leadership skills) that enhance performance in other domains, and thus impact employee outcomes (Ruderman et al., 2002). Psychosocial capital, or more specifically, feelings of success or accomplishment did originate across work, family, and personal roles, but inconsistently so. Perhaps this means that a deeper understanding of the activities within each role that provide participants with feelings of success and accomplishment is necessary in order to fully understand how these resources impact outcome variables.

It is also worth noting that there are several similarities between the mediation findings where work centrality and personal life centrality are predicting work and life outcomes. Family life, on the other hand, tends to stand on its own when predicting the outcome variables of interest. Namely, social support and positive affect are consistent mediators in the relationships

between work and personal life and the outcome variables of interest. While social support also crops up in the relationships between family life and the outcome variables of interest, positive affect does not. It is perhaps, that the similarities between work and personal life come out of the fact that these two roles reflect personal choices. Specifically, employees – hopefully – have chosen their own career path based on personal interests and education. Similarly, activities that employees take part in outside of work and family should also reflect personal interests. As is evident from the qualitative question in this study, employees are choosing their personal roles because of benefits they perceive from doing so. This might reflect why positive affect tends to be associated with these roles, and not with family roles. Family life is unique though, in that personal development and psychosocial capital both crop up more than once when family centrality is the predictor variable. There currently is not much literature to reason as to why this is the case, however it could be that skills developed in the family domain are general enough to transfer over to other areas and enrich them, and that having a successful marriage and children provide an employee with feelings of success or accomplishment that assist them in other areas of life. Taken together, it is evident that involvement in a wide variety of roles provides employees with more opportunities to garner resources that enrich other areas of life.

An important contribution of this study is that it introduces into the literature that resources accrued in work, family, or personal roles mediate the relationships between the prioritization of those roles and employee outcomes. An important finding to emphasize, is that the pattern of resources affecting the outcomes variables of interest is different for each role. This suggests that future researchers should continue to ‘unpack’ the life concept, looking at individual domains because they provide differential benefits to the employee. This can have implications for how we think about interventions, or organizational policies at work, and help

people to get the most out of the important roles in their life by maximizing their resources. This is the first study, to my knowledge, to explore resources as potential mediators in the relationship between, work centrality, family centrality, personal life centrality, and career satisfaction, life satisfaction, and positive balance perceptions. It was revealed in the study that participants seem to pull various resources from each role in question, which contributes to their overall scores on the outcome variables of interest. Further, studies on work-life balance tend to focus on how work affects family, and how family affects work. The current study explored all directions (i.e. how work, family, and personal life all influenced one another).

Certainly, it could be argued that participation in a variety of central roles may increase opportunities for stress and burnout and thus decrease scores on the outcome variables of interest. However, given the results of the current study, it is likely that expanded opportunities provide more chances to garner resources for employees than has previously been acknowledged. The goal of this study was to shift our attention from the work and family domains and the conflict that occurs between them, to the understanding that taking on more roles could in fact benefit employees by providing them with resources that enrich their lives. Certainly, more research on the dynamics of these relationships is necessary to further our understanding of modern dual-earner, or single employees who choose to prioritize multiple life roles.

### **Limitations and Future Directions**

It is important to note that although the current research presents many important findings on a novel topic, this research is still in the relatively early stages of development; therefore, there are limitations worth noting. These limitations impact both the interpretability and the generalizability of findings. First, this study revealed that work, family, and personal life are

separate entities in a principal component analysis. However, due to the limited number of items in the centrality scales and the similar wording of items, this could be a case of item local dependence. This means that the two items that asked about family, for example, have the same stimuli and that because both items are asking about “family” people might be responding in a similar way. This is an issue for all items in this scale as there are two items for work, family, and personal life, all asked in a relatively similar way within the specific roles. Studies that continue to explore the prioritization of work, family, and personal roles should continue to assess the factor structure of the relevant scales and perhaps use other, including qualitative methods, to further examine the extent to which people do perceive important distinctions among central life roles.

The research hypothesized that employees who prioritize multiple roles would be more well-off than employees who do not, both directly as well as through the resources these employees obtain from the prioritization of multiple roles. However, the correlations revealed that well-being was not significantly correlated with any of the independent or mediating variables. This conflicts with a pilot study (Campbell & Dreger-Smylie, 2018) that revealed strong and positive correlations between prioritizing roles and well-being as well as resources and well-being. The current study utilized the Ryff and Keyes (1995) measure of well-being which essentially assesses whether or not employees are flourishing in various areas (e.g. environment, relationships), as opposed to the Ware, Kosinski, and Kellers (1996) short-form General Health Questionnaire (GHQ) which essentially measures absence of illness. Perhaps, individuals who take on multiple roles have less physical and mental illnesses due increased resources (Campbell & Dreger-Smylie, 2018) but are not actually flourishing in their various roles, or specific roles, and so do not score high on Ryff and Keyes (1995) measure of well-being.

The GHQ also measures general well-being whereas Ryff and Keyes measure assesses well-being in specific areas. Perhaps there are specific areas where people tend to flourish and these are weighed down by the areas in which they do not. This is supported with the current data. Specifically, when correlations are run with well-being split up into environmental mastery, positive relations with others, and personal growth, positive relations with others actually shows significant and positive correlations with the independent and mediating variables. Future studies should explore the differences between Ryff and Keys (1995) well-being measure and Ware, et al's (1996) short-form GHQ, as well as explore the different areas that Ryff and Keys (1995) assess in order to see if there are some other areas in which employees are, in fact, flourishing.

Given the cross-sectional nature of this study, we must be careful not to imply or assume a sequential, causal direction in the findings. In other words, our results stop short of suggesting that the prioritization of multiple roles is, in fact, what drives increases in resources, and subsequently positive work and life outcomes. We did find that people who prioritize multiple roles tend to also perceive higher levels of positive resources across work, family, and personal roles, and that these perceptions are also positively related to career satisfaction, life satisfaction, and positive balance perceptions. It is possible, however, that individuals who are more satisfied with their careers, more satisfied with their life, and more balanced, have more resources and therefore are more engaged in their multiple roles. Alternatively, positive role performance might be a key precedent in all of these relationships. Individuals who are better employees, or family members, might be more satisfied and balanced in these domains and choose to take part in a larger variety of roles. Future research should adopt a longitudinal approach in order to see if the prioritization of multiple roles truly does impact employee outcomes through resources

across time. Additionally, studies should explore a wider variety of factors as they relate to employee outcomes, including, for example, role performance.

The exclusive use of self-report measures sets another limitation of this study. Although self-report measures are widely used in studies on work-life balance, use of a single method for gathering information may not provide us with a comprehensive understanding of how the employee is actually functioning across domains. Some participants might be motivated to say that they are functioning at a high level across domains, when they are not. These measures also provide the opportunity for participants to randomly respond. Although reverse-coded items served as attention checks throughout the study it is hard to know whether participants were responding accurately throughout the survey. Lengthy interviews with a number of employees surrounding their work, family, and personal roles would provide a more comprehensive understanding of employees in the sample. Further, more objective measures, for example, observational or dyadic studies could be employed in order to explore these relationships. Some studies have used interviews (for a review see Gregory & Milner, 2009) and dyadic studies (e.g. Demerouti et al., 2005) in their exploration of work-life balance in the past. However, these studies tend to focus on work and family domains and the conflict that occurs between them. Future studies should adopt these strategies to explore work-life enrichment.

The current study assumed that resources in the model are acting in a parallel fashion. Specifically, the current study assumed that one resource did not lead into another resource. However, as is apparent from social support and positive affect, some of these resources tend to occur in conjunction with one another, and it is possible that one resource is resulting in another. Future studies might want to explore a serial mediation analysis with such resources. For example, social support and positive affect could be included in a serial model as resources that

explain the relationship between role centrality and employee outcomes. As this is a new area of research, and a parallel mediation analysis must be informed by previous studies, no studies to date have looked at resources in a parallel fashion in regards to work life balance. Additionally, this study looked at resources that support the expansion hypothesis, or resource accumulation. It is however possible, that some resources actually lend better to the scarcity hypothesis. For example, resources like time and energy can't be obtained from taking part in multiple roles and can only be used up. Future studies should include resources that support both theories and compare and contrast the scarcity hypothesis with the expansion hypothesis.

Lastly, the current study was based on a sample of full-time working adults in North America, and more specifically America. This study ignores potential participants that reside outside of this demographic that are important populations to explore. We therefore cannot generalize the results of this study to samples outside of full-time working adults in America. Future studies should explore working samples on a global scale, or perhaps conduct comparative studies from a cross-cultural standpoint. This would allow us to see if resources are being utilized differentially in different demographics. For example, social support was the most consistent mediator in our sample, however, in a collectivist culture, for example a working sample in Japan, China, or Korea, social support is expected, and might not have come up in the data. However, these same cultures tend to funnel their children into activities in which they show promise. Perhaps, this added focus on specific roles would provide more skill development, and capital for these populations. Understanding these types of differences between cultures, would allow us to target our organizational policies to the specific employees that reside in our organizations, as well as understand employees in North America that come from diverse cultural backgrounds. Perhaps, as companies become increasingly global, tailored

work-life strategies that meet the needs of different people with different values and priorities would be necessary to get the most out of a diverse set of employees.

### **Implications and conclusions**

Despite the limitations of the current research, this study makes many important contributions to the existing work-life literature. Our findings suggest that the prioritization of multiple roles (work, family, and personal) actually provides resources that enhance employee perceptions of career satisfaction, life satisfaction, and positive balance perceptions. In accordance with the scarcity hypothesis, much of the current literature sets up a polarization of work and non-work roles and assumes that taking part in one would preclude one's ability from taking part in another. The current research challenges this notion and supports the enrichment perspective that one can build up their repertoire of resources from taking part in multiple roles in various areas of their life. Future studies should continue to explore the potential benefits of prioritizing multiple roles on work-life balance.

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## Appendix A

### **Description of the study**

The purpose of this study is to explore the extent to which prioritizing various aspects of life benefits dual-earner couples in terms of their perceptions of well-being and balance. The survey will take about 15 minutes to complete. You will be asked to answer questions about your personal experience in prioritizing various important aspects of life, benefits you feel you take away from doing such, and your overall perceptions of well-being and balance and satisfaction. In order to participate in this study, you must be: 1) Over the age of 18, 2) working full-time, 3) and be living with a partner who is also working full-time.

## Appendix B

**Informed Consent for Participants**

**Title:** Don't put all your eggs in two baskets: Exploring the potential benefits of multiple role priorities among employees in dual-earner partnerships

**Carleton University Project Clearance**

Clearance # 108977, Date of clearance: May 24th 2018

Please read the following information that describes the study and your rights as a participant.

The purpose of an informed consent is to ensure that you understand the purpose of the study and the nature of your involvement and to help you determine whether you wish to participate in the study. The informed consent is also an understanding that you may withdraw at any point in the study without any penalty.

**Purpose:** This purpose of this study is to explore the experience of work-life enrichment in dual-earner families. The researchers are examining benefits derived from participation in various roles (e.g. work, family, other) and how they impact an individual's overall perceptions of well-being and work-life balance.

**Task requirements:** To participate, you must (1) be 18 years of age or older, (2) working full-time, and (3) living with a partner/spouse who also works full-time.

If you agree to take part in this study, we will ask you to complete an online survey. You will be asked questions about the time you spend at work, home, and in other settings, and the benefits and supports you derive from participating in these roles. The survey will take approximately 25 minutes to complete.

**Compensation:** Qualtrics will not compensate those who withdraw from the study at the point of consent (i.e., those who do not consent to participate, or those who consent, but do not answer

any of the survey questions after consenting). Therefore, if you withdraw before consenting or after consenting but before responding to questions you will not be eligible to receive compensation.

**Potential risks/discomfort:** There are no known risks associated with completing this survey. If you feel any discomfort or distress at any point, you may choose to skip specific questions. The information at the end of the study provides contact information for support services that you may contact if you feel any discomfort and would like to speak with someone.

**Right to withdraw:** Your participation in this survey is voluntary and you have the right to end your participation at any time for any reason. If you choose to withdraw, simply skip all of the questions until the last page. After the last question, please select "quit." Given that your survey responses are anonymous, it will not be possible for you to withdraw your answers after the survey has been submitted.

**Anonymity/Confidentiality:** Your participation in this study is strictly confidential. Your IP address will not be recorded by the researchers. The data will be removed from the Qualtrics server by September 2018 and stored on a password-protected computer at Carleton University. The anonymized data will be used in aggregate form in academic publications and presentations. Your data will be stored and protected by Carleton University, but may be disclosed via a court order or data breach. The data from this study will be retained for future use.

**Research personnel:** The following people are involved in this study and may be contacted any time if you have questions or concerns: Dr. Bernadette Campbell (Department of Psychology, Carleton University, Ottawa, Canada [Bernadette.Campbell@carleton.ca](mailto:Bernadette.Campbell@carleton.ca)), Graduate Student

Researcher: Christina Dreger-Smylie (Department of Psychology, Carleton University, Ottawa, Canada ChristinaDregerSmyli@cmail.carleton.ca)

This project was reviewed and cleared by the Carleton University Research Ethics Board. Should you have any **ethical concerns** with the study, please contact Dr. Andy Adler, Chair, Carleton University Research Ethics Board-B (by phone: 613-520-2600 ext. 4085 or by email: [ethics@carleton.ca](mailto:ethics@carleton.ca)). For all other questions about the study, please contact the researcher. By selecting "Save and continue," you consent to participate in the research study as described above.

## Appendix C

### Debriefing

**Purpose and significance of the study:** The reality of dual-earner couples and many single parents in the workforce make the work-life interface a topic of contemporary importance and concern. Over the past several decades, research on the work-life interface, and specifically work-life enrichment has been steadily accumulating. What is missing from the research on work-life enrichment, however, is a more in-depth consideration of people's lives outside of the workplace and outside of the home. The present research is concerned with how resources accumulated in work, family, personal, and community roles contribute to performance across roles and increase perceptions of career satisfaction, life satisfaction, well-being, and positive balance perceptions.

The purpose of this study is to explore the extent to which employees participate in work, family, community, and personal roles, and their perceptions of social support, personal and intellectual development, positive affect, and psychosocial capital derived from these roles. Additionally, we are interested in the way in which resources derived from multiple roles increase performance across roles, and subsequently perceptions of career and life satisfaction, well-being, and positive balance perceptions.

**Academic references for more information:** If you are interested in researching or finding out more about this area of research, here are a few references:

Marks, S. R., & MacDermid, S. M. (1996). Multiple roles and the self: A theory of role balance.

*Journal of Marriage and the Family*, 58, 417–432. Retrieved from

<http://sfx.scholarsportal>

Ruderman, M.N., Ohlott, P.J., Panzer, K. and King, S.N. (2002). Benefits of multiple roles for managerial women. *Academy of Management Journal*, 45(2), 369-386.

doi.10.2307/3069352

**Who can I contact to learn more from this study or to voice my concerns?**

Student researcher: MA (Psychology) student Christina Dreger-Smylie

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Supervisor: Dr. Bernadette Campbell, PhD ([Bernadette.campbell@carleton.ca](mailto:Bernadette.campbell@carleton.ca)), Carleton

University Associate Professor in the Department of Psychology

If you have any ethical concerns or issues to address, please contact Dr. Andy Adler (Chair,

Carleton University Research Ethics Board-B; by phone: 613-520-2600 ext. 4085 or

email: [ethics@carleton.ca](mailto:ethics@carleton.ca)).

If you are raising issues or concerns, please use the study's ethics approval number #108977

(provided by the Carleton University Psychology Research Ethics Board-B).

**What can I do if I found this study emotionally draining?**

We do not anticipate any negative emotions as result of this study. However, if you are feeling

negative emotions, you can contact the Crises Help Line 1-800-233-4357. You may also find a

list of local helplines through the following website: [www.befrienders.org](http://www.befrienders.org)

**Thank you for participating in this study**

## Appendix D

## Measures

## Qualitative questions

1. Do you prioritize work? *Yes, or no*
2. Do you prioritize your family? *Yes, or no*
3. Do you prioritize other roles outside of work and family i.e. do you make time to do other things that are specifically important to you (e.g. physical activities, hobbies, volunteer work in the community)? *Yes, or no*
4. What are some examples of the roles you prioritize outside of work and family (e.g. physical activities, hobbies, volunteer work in the community)?
5. Can you explain why it is important for you to take part in these activities (e.g. taking part in physical activities help me to destress after work)?

Centrality (Fisher, Mathews & Gibbons, 2016). The questions below are focused on the priorities and importance you place on different activities in your life. Use the scale below to indicate the extent to which each statement accurately describes you using the following scale (1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree).

1. My work is one of the most important things in my life right now.
2. To me my job is a large part of who I am.
3. My family is one of the most important things in my life right now.
4. I am very much personally involved with my family.
5. It is important to me to pursue interests outside of work and family
6. In addition to work and family I make it a priority to find time for myself

## Mediating variables

Social support (Caplan et al., 1975). Please answer the following questions in regards to your family, coworkers and friends. Please indicate the extent to which you agree with the statement using the following scale (4 = very much, 3 = somewhat, 2 = a little, 1 = not at all, 0 = don't have any such person).

*How much can each of the following people be relied on when things get tough at work?*

1. Your immediate supervisor or other people at work
2. Your partner or family
3. Other people outside of work and family (e.g. friends in your community and personal life)

*How much is each of the following people willing to listen to your personal problems?*

4. Your immediate supervisor or other people at work
5. Your partner or family
6. Other people outside of work and family (e.g. friends in your community and personal life)

*How much does each of the following people go out of their way to do things for you?*

7. Your immediate supervisor or other people at work
8. Your partner or family
9. Other people outside of work and family (e.g. friends in your community and personal life)

*How easy is it to talk with the following people?*

10. Your immediate supervisor or other people at work
11. Your partner or family
12. Other people outside of work and family (e.g. friends in your community and personal life)

Personal and intellectual development, affect, and capital (Carlson et al., 2006). Please indicate the extent to which you agree or disagree with each of the following statements using the following scale (5 = strongly disagree, 4 = disagree to some extent, 3 = uncertain, 2 = agree to some extent, 1 = strongly agree).

People can derive benefits from other areas of life ...to what extent do you see this happening

*Work to family personal and intellectual development*

My involvement in my work:

1. Helps me to understand different viewpoints and this helps me to be a better family member
2. Helps me to gain knowledge and this helps me to be a better family member
3. Helps me to acquire skills and this helps me to be a better family member

*Work to family affect*

My involvement in my work:

4. Puts me in a good mood and this helps me to be a better family member
5. Makes me feel happy and this helps me to be a better family member
6. Makes me cheerful and this helps me to be a better family member

*Work to family capital*

My involvement in my work:

7. Helps me to feel personally fulfilled and this helps me to be a better family member
8. Provides me with a sense of accomplishment and this helps me to be a better family member
9. Provides me with a sense of success and this helps me to be a better family member

*Family to work personal and intellectual development*

My involvement in my family:

10. Helps me to understand different viewpoints and this helps me to be a better employee

11. Helps me to gain knowledge and this helps me to be a better employee

12. Helps me to acquire skills and this helps me to be a better employee

*Family to work affect*

My involvement in my family

13. Puts me in a good mood and this helps me to be a better employee

14. Makes me feel happy and this helps me to be a better employee

15. Makes me cheerful and this helps me to be a better employee

*Family to work capital*

My involvement in my family:

16. Helps me to feel personally fulfilled and this helps me to be a better employee

17. Provides me with a sense of accomplishment and this helps me to be a better employee

18. Provides me with a sense of success and this helps me to be a better employee

*Other roles and activities you prioritize outside of work and family (e.g. Community/personal) to family personal and intellectual development*

Think about other roles and activities you prioritize outside of work and family i.e. time you make for things that are specifically important to you, and how these activities benefit your work and family life.

My involvement in my other roles and activities:

19. Helps me to understand different viewpoints and this helps me to be a better family member

20. Helps me to gain knowledge and this helps me to be a better family member

21. Helps me to acquire skills and this helps me to be a better family member

*Other roles and activities to family affect*

My involvement in my other roles and activities:

22. Puts me in a good mood and this helps me to be a better family member

23. Makes me feel happy and this helps me to be a better family member

24. Makes me cheerful and this helps me to be a better family member

*Other roles and activities to family capital*

My involvement in my other roles and activities:

25. Helps me to feel personally fulfilled and this helps me to be a better family member

26. Provides me with a sense of accomplishment and this helps me to be a better family member

27. Provides me with a sense of success and this helps me to be a better family member

*Other roles and activities to work personal and intellectual development*

My involvement in my other roles and activities:

28. Helps me to understand different viewpoints and this helps me to be a better employee

29. Helps me to gain knowledge and this helps me to be a better employee

30. Helps me to acquire skills and this helps me to be a better employee

*Other roles and activities to work affect*

My involvement in my other roles and activities:

31. Puts me in a good mood and this helps me to be a better employee

32. Makes me feel happy and this helps me to be a better employee

33. Makes me cheerful and this helps me to be a better employee

*Other roles and activities to work capital*

My involvement in my other roles and activities:

34. Helps me to feel personally fulfilled and this helps me to be a better employee

35. Provides me with a sense of accomplishment and this helps me to be a better employee

36. Provides me with a sense of success and this helps me to be a better employee

### Outcome variables

Career satisfaction (Greenhaus, Parasuraman & Wormley, 1990). Please indicate the extent to which you agree or disagree with each of the following statements using the following scale (5 = strongly disagree, 4 = disagree to some extent, 3 = uncertain, 2 = agree to some extent, 1 = strongly agree).

1. I am satisfied with the success I have achieved in my career
2. I am satisfied with the progress I have made towards meeting my overall career goals
3. I am satisfied with the progress I have made towards meeting my goals for income
4. I am satisfied with the progress I have made toward meeting my goals for advancement

Satisfaction with life (Diener, Emmons, Larsen, & Griffen, 1985). Below are five statements that you may agree or disagree with. Please indicate the extent to which you agree with each item using the following scale (1 = strongly agree, 2 = agree, 3 = more or less agree, 4 = undecided, 5 = more or less disagree, 6 = disagree, 7 = strongly disagree).

1. In most ways my life is close to my ideal
2. The conditions of my life are excellent
3. I am satisfied with my life
4. So far I have gotten the important things I want in life
5. If I could live my life over, I would change almost nothing

Well-being (Ryff & Keyes, 1975). Please respond to the following statements using the following scale (1 = strongly agree 2 = agree 3 = neither agree nor disagree, 4 = agree to 5 = strongly disagree).

### *Environmental mastery*

1. In general, I feel confident and positive about myself

2. The demands of everyday life often get me down
3. I do not fit very well with the people and the community around me
4. I am quite good at managing the many responsibilities of my daily life
5. I often feel overwhelmed by my responsibilities
6. I generally do a good job of taking care of my personal finances and affairs
7. I am good at juggling my time so that I can fit everything in that needs to be done
8. I have difficulty arranging my life in a way that is satisfying to me (rs)
9. I have been able to build a home and a lifestyle for myself that is much to my liking

*Personal growth*

10. I am not interested in activities that will expand my horizons (rs)
11. I don't want to try new ways of doing things—my life is fine the way it is (rs)
12. I think it is important to have new experiences that challenge how you think about yourself and the world
13. When I think about it, I haven't really improved much as a person over the years (rs)
14. I have a sense that I have developed a lot as a person over time
15. I do not enjoy being in new situations that require me to change my old familiar ways of doing things (rs)
16. For me, life has been a continuous process of learning, changing, and growth
17. I gave up trying to make big improvements or changes in my life a long time ago (rs)
18. There is truth to the saying that you can't teach an old dog new tricks (rs)

*Positive relations with others*

19. Most people see me as loving and affectionate
20. Maintaining close relationships has been difficult and frustrating for me (rs)

21. I often feel lonely because I have few close friends with whom to share my thoughts and feelings
22. I enjoy personal and mutual conversations with family members or friends
23. I don't have many people who want to listen when I need to talk (rs)
24. It seems to me that most other people have more friends than I do (rs)
25. People would describe me as a giving person, willing to share my time with
26. I have not experienced many warm and trusting relationships with others (rs)
27. I know that I can trust my friends, and they know that they can trust me

Overall balance and satisfaction with perceived balance (Fisher, Mathews, & Gibbons, 2016).

Please respond to the following statements using the following scale (1 = strongly disagree, 2 = disagree, 3 = more or less disagree, 4 = neither agree or disagree, 5 = more or less agree, 6 = agree, 7 = strongly agree).

1. Overall I am satisfied with the 'balance' I have between my work life, family life, and other personal priorities (item written for this study)
2. In general, I feel that I have an adequate balance between my work, family, and personal life (modified)
3. It is clear to me, based on feedback from coworkers, family members, and people in my personal life, that I am accomplishing my work, family, and personal responsibilities (modified)

#### Inclusion Criteria

1. Are you over the age of 18? (Yes or No)
2. Do you currently work full-time outside of the home? (Yes or No)
3. Do you currently live with a spouse or partner who also works full-time outside of the home?

(Yes or No)

Demographics. The following are demographic questions, designed to provide us with some basic information about the participants who take part in our study.

What gender do you identify with?  male  female  other (examples)

Ethnicity:  Caucasian  Latino/Hispanic  Middle Eastern  African  Caribbean

South Asian  East Asian  Mixed  Other, describe \_\_\_\_\_

How old are you? \_\_\_\_\_ years

Please select your highest level of education?

\_\_\_ Some high school

\_\_\_ High school

\_\_\_ College

\_\_\_ Undergraduate degree

\_\_\_ Graduate school

What is your relationship status?  married  engaged  dating  living together

separated/divorced  other: \_\_\_\_\_

How long have you been in a relationship with your partner (please specify in years and months (for example: 3 years, 2 months)? \_\_\_\_\_

How many children do you have? \_\_\_\_\_

In a typical week, how many hours a week do you work at your current job?

1. \_\_\_ Less than 20 hours

2. \_\_\_ 20-30 hours

3. \_\_\_ 30-40 hours

4. \_\_\_ 40-50 hours

5. \_\_\_ 50+ hours

In a typical week, how many hours a week does your partner work at his/her current job?

1. \_\_\_ Less than 20 hours

2. \_\_\_ 20-30 hours

3. \_\_\_ 30-40 hours

4. \_\_\_ 40-50 hours

5. \_\_\_ 50+ hours