

Work-life balance and psychological well-being in men and women.

by

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Abstract

The purpose of the present study was to understand the relationship between work-life balance and psychological well-being. There was a significant correlation between balance and global well-being. There were also a significant relationship between work-family stress and global well-being; work-overload and global well-being; and a significant relationship between family satisfaction and balance and work overload and balance. Additionally job satisfaction was predictive of psychological well-being. These findings as well as significant gender differences are also discussed.

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TABLE OF CONTENTS

Abstract.....	ii
Acknowledgements.....	iii
CHAPTER I: INTRODUCTION.....	1
Purpose of the Study	5
Significance of the Study	5
Research Questions	7
Definition of Terms.....	8
CHAPTER II: REVIEW OF LITERATURE	10
Work-Life Balance	10
Work-Life Balance in a Global Economy	13
Psychological Well-Being.....	22
The Impact of Work life Balance on Psychological Well-Being.....	23
CHAPTER III: METHODOLOGY	34
Participants.....	34
Procedure	35
Measures	35
Data Analysis	39
CHAPTER IV: FINDINGS	43
Demographics.....	44
Reliability.....	45
Research Question 1.....	47
Research Question 2.....	51
Research Question 3.....	51
Research Question 4.....	52
..	
CHAPTER V: DISCUSSION.....	56
Discussion of Findings.....	57
Limitations	63

Future Research	64
Summary	65
References.....	66
Appendices.....	83

List of Tables

Table 1.....	40
Table 2.....	45
Table 3.....	46
Table 4.....	47
Table 5.....	48
Table 6.....	49
Table 7.....	50
Table 8.....	51
Table 9.....	52
Table 10.....	53
Table 11.....	53
Table 12.....	54

Chapter 1

Introduction

Work life balance is a universal struggle, experienced by both men and women across different life-stages and in all types of professions (Darcy, McCarthy, Hill & Grady, 2012; Emslie & Hunt, 2009). Part of the struggle with work-life balance is the challenge of juggling work and personal life (Perrone, Wright, & Jackson, 2009). Currently, Americans are working more and longer hours compared to any other industrialized nation, taking less leave or vacation and personal time (International Labor Organization, 2009). With this, comes the struggle to find a balance between work, home, family and personal life (Hochschild, 1997). A lack of work-life balance is associated with emotional and behavioral problems such as: anxiety, depression, guilt, decreased productivity, and problematic drinking (Kalliath & Brough, 2008). Additionally, a lack of work-life balance can lead to increased stress and a sense of burnout (Ten Brummelhuis & Van Der Lippe, 2010). Regardless of sex, gender identity, or marital status, both men and women struggle with work life balance (Powell & Greenhaus, 2010). Over the years a number of work-life balance initiatives have been implemented in the workplace with the goal of creating better balance for employees (Zachariou, 2005). However, these initiatives have largely been geared towards women in the workplace and tend to be underutilized, especially by men and pre-retirement employees (Darcy et al., 2012). As a starting point, it is important to understand what the term work-life balance means and how it is defined. A cohesive, definite and consistent definition of work-life

balance has not been adequately defined in the literature (Greenhaus, Collins, & Shaw, 2003; Reiter, 2007). According to Reiter (2007), most definitions are either situational or absolute in nature. More situational definitions give consideration to the idea that work-life balance is subjective, based on personal values and circumstances. In this case, work-life balance exists when a person is satisfied with his or her level of functioning in all domains of life (i.e., work, family, leisure) (Kalliath & Brough, 2008; Reiter, 2007). Work-life balance does not occur by completing tasks related to one's various roles but being meaningfully involved in each of the various roles (APA, 2004). This means an individual does not ignore or fail to accomplish responsibilities, but finds a way to maintain significant involvement in friends, leisure activities, community activities, religious activities, and family commitments while still meeting demands of work (APA, 2004). Using this type of definition, achievement of work-life balance is defined by the individual (Reiter, 2007).

An absolutist definition of work-life balance is defined by an equal amount of time or engagement in multiple roles (Reiter, 2007). An example of an absolutist definition of work-life balance is defined by three constructs: time balance, involvement balance, and satisfaction balance (Greenhouse et al., 2003). Work-life balance is attained when individuals are equally engaged in and satisfied with the multiple roles in which they identify. Time balance is reached when equal amounts of time are devoted to the individuals' multiple roles; involvement balance refers to equal psychological investment in the multiple roles; and satisfaction balance refers to an equal level of satisfaction with individuals' work and social roles (Greenhaus et al., 2003). With this type of definition, there is equity across each role (Greenhaus et al., 2003; Kalliath & Brough, 2008). From

a human resources perspective, work-life balance can be defined as any initiatives that help employees to balance or experience more satisfaction in work and personal domains (Darcy et al., 2012; Giancola, 2010). This definition fits a more situational definition of work-life balance. Both the absolutist and situational definitions fail to fully encapsulate or define work-life balance. Understandably, part of the issue with defining and quantifying work-life balance, is that work and life roles tend to overlap; there is not a clear cut line separating the two (Taylor, 2002). The term remains poorly understood in the literature. Clearly, work-life balance is not easily defined nor is it easily measured (Greenhaus et al., 2003; Kalliath & Brough, 2008; Reiter, 2007).

Historically, most of the literature has focused on how the pursuit of work-life balance has affected women, not men (Burke, 2000). As men have long been considered the universal worker, unencumbered by responsibilities outside of the home and most concerned with financial gain, most work-life balance policies were created to help with the multiple roles faced by women with children, who were seen as having most of the care giving responsibilities. (Burke, 2000; Halford et al., 1997 as cited in Halrynjo, 2009; Williams, 2010). However, in the last few years, the notion of the man as the traditional breadwinner or universal worker has begun to change (Halford et al., 1997; Hochschild, 1997). The changing work force and the increase in dual-earning families had a dramatic impact on the role of men in the workplace and the home, especially as it relates to work-life balance. However, the construct is an important one with implications for counselors as they seek to assist clients dealing with issues related to work-life balance (Perrone, Wright, & Jackson, 2009; Shallcross, 2009).

Prior research suggests there is a connection between work-life balance and various aspects of psychological well-being (Munir, Nielsen, Garde, Albertsen, & Carneiro, 2012). The term psychological well-being can refer to a sense of happiness or to a lack of psychological distress (Grossi et al., 2006). Additionally, the term can refer to quality of life (Hallberg, Ringdah, Holmes, & Carver, 2005). Psychological well-being can also refer to positive psychological traits, such as self-acceptance, satisfaction, hope or optimism, which are beneficial to well-being (Ryff & Singer, 1996; Seligman, & Csikszentmihalyi, 2000). In this case, psychological well-being would be synonymous with positive well-being (McNulty & Fincham, 2012). This type of definition arose out of developmental psychology (Ryff & Singer, 1996) and has influenced the creation of the theory of positive psychology (McNulty & Fincham, 2012). Other definitions include both positive and negative characteristics, such as optimism, enjoyment, self-control, depression and anxiety in relation to psychological well-being (Dupuy, 1984; Grossi et al., 2006; Uher & Goodman, 2009). McNulty and Fincham (2012) argue the importance of contextualizing psychological traits as they relate to positive or negative well-being, instead of classifying specific traits as positive or negative.

Psychological well-being is influenced by factors such as age, employment, marital status, personality and negative life events (Skomorovsky & Sodom, 2011). At this time, there is little research to address if there is a connection between the relationship of work-life balance and general psychological well-being. Further, there is a need to understand how the potential connection between work life balance and psychological well-being may differ according to gender.

Purpose of this Study

The purpose of this study is to understand gender differences in work-life balance. Considering that historically men have not been studied in this area, it is important to understand how men may define and experience work-life balance as compared to women. Additionally, this research may provide a foundation for understanding how work-life imbalance affects both men and women in relation to psychological well-being.

Significance

As it stands, men tend to underutilize counseling services (Schaub & Williams, 2007). This may be because of personal, social, cultural values or because of social rules regarding acceptable masculine behavior (Aldoory, Jiang, Toth & Sha, 2008; Cochran & Rabinowitz, 2000; Grant & Potenza, 2007; Meth et al., 1990). Additionally, men have traditionally been taught to focus on their careers as a large part of their identity and success (Cochran & Rabinowski, 2000; Grant & Potenza, 2007; Wexler, 2009). These social norms combined with the changing roles of men, not just as the main provider but also sharing the load as caregiver and housekeeper, have potentially had an effect on work-life balance for men (Aumman et al., 2011). In men, a lack of work-life balance can affect aspects of psychological well-being such as self-control, life satisfaction, and anxiety (Burke, 2000; Frone, 2000) Counselors need to be aware of the variables of work-life balance which are unique to men (Wilkinson, Evans, & Carney, 2012).

Prior research has demonstrated that work-life balance is an important issue for women (Brett & Stroh, 2003; Higgins, Duxbury & Lyons, 2010; Sujata & Singh, 2011). The role of women in the workforce has evolved from representing a small amount of the paid labor force to representing over half of the workforce (Anderson & Vandehey, 2011;

Mawell, 1990). Women have gone from having few opportunities outside of the home to having a plethora of opportunities including those related to education and professional careers (U.S. Bureau of Labor Statistics, 2011). With this shift has come an increase in work-life balance issues for women (Halrynjo, 2009). It has been demonstrated that aspects of psychological well-being such as anxiety and depression are affected by a lack of work-life balance for women (Frone, 2000). As women seek to juggle work and home life, they may experience worry, fatigue, and increased stress (Emslie & Hunt, 2009).

A lack of work-life balance can lead to various problems that can be addressed in counseling for both men and women, from depression, anxiety, and other mood disorders to problematic behavior and marriage and/or interpersonal struggles (Frone, 2000; Ten Brummelhuis & Van Der Lippe, 2010). Counseling professionals need to understand the relationship between work-life balance and psychological well-being and what gender differences there might be as it relates to work-life balance issues. This study will help to contribute to the growing understanding of what needs men and women have as it relates to the issue of work-life balance and general psychological well-being.

Research Question

This researcher will look at the relationship between work-life balance and psychological well-being in men and women. The aim of this study is to understand any correlation between a lack of work life balance and a lack of personal psychological well-being. Additionally, this study will look at gender differences related to work-life balance issues.

Research Questions

1. Is there a relationship between overall work-life balance and psychological well-being?
2. Is the overall relationship between work-life balance and psychological well-being different by gender?
3. Is there a relationship between specific indicators or subscales of work-life balance and psychological well-being?
4. Are there any significant gender differences as it relates to work-life balance?

Definition of Terms

Defining Work-life balance

For the purposes of this study, a situational definition of work-life balance will be used. The situational definition of work-life balance allows for an individual to define work-life balance based on their own satisfaction and positive functioning in both work and personal roles (Reiter, 2007). This will be operationalized using Brett and Stroh's (2003) measure of work-life balance. According to Reiter (2007):

“this involves five items asking respondents how often they feel that their job negatively affects their psychological well-being, that their job negatively affects their physical health, tension about balancing all their responsibilities, that they should change something about their work to balance all their responsibilities, and that personal commitments interfere with their job” (p. 284).

However, because the construct is not clearly or universally defined in the literature, participants will also be asked to offer their own definitions of work-life balance.

Defining Psychological Well-Being

For the purposes of this study, psychological well-being will be defined as “self-representations of intrapersonal affective or emotional states reflecting a sense of subjective well-being or distress” as defined by Dupuy (1984) in The Psychological General Well-Being Index (PGWBI) (p. 170). This definition takes into account factors such as depression, anxiety, positive well-being, self-control, general health, and vitality (Hallberg et al., 2005). This definition allows for a self-perceived reflection of happiness and psychological distress. Psychological well-being will be measured using the

PGWBI, which measures anxiety, depression, anxiety, positive well-being, self-control, general health and vitality.

The present study looked at what relationship, if any, there is between perceived work-life balance and psychological well-being. It was predicted that there would be a positive correlation between work-life balance and psychological well-being.

Additionally, it was predicted that men and women who lack a sense of work-life balance experience differences regarding what factors of psychological well-being were most affected. Finally, it was predicted that both genders experience a lack of work-life balance at varying but bordering on equal degrees.

Chapter 2

Literature Review

Work-Life Balance

The purpose of this chapter is to review the relevant literature related to work-life balance and psychological well-being. Historically, work-life balance has been studied across multiple disciplines including counseling, psychology, I/O psychology, business, and human resources. The idea of Work-Life Balance originally appeared in the 1960's in the United Kingdom (Hogarth & Bosworth, 2009). Since then, there have been several important and noteworthy studies related to work-life balance in the UK. Based on the literature, the idea of work-life balance began showing up in the U.S in the late 70's when researchers from Harvard suggested U.S. companies begin adopting a flexible work schedule like those so popular in Europe (Elbing, Gadon, & Gordon, 1974). However, company sponsored programs related to the problem of work-life balance emerged in the U.S. as early as 1930 (Lockwood, 2003). The term work-life balance became more widely used in the literature in the U.S. in the late 80's and 90's and is now a focus both of researchers in the business and human service domains, but also pop culture and media. Media outlets from popular women's magazines and blogs as well as NPR, the New York Times, The Washington Post and Time magazine have covered work life balance issues for women (mostly related to the "Mommy Wars" and child rearing) and more recently for men both in the workforce and who stay at home (Zimmerman, Aberle, Krafchick, & Harvey, 2008).

In the literature there are several constructs closely related to the term work-life balance: role conflict, work-family conflict, work-life conflict, and job strain (Brauchli, Bauer, & Hämmig, 2011; Clark, 2000; Grzywacz & Carlson, 2007; Martin 1998; Reiter 2007; Sultan-Taïeb, Lejeune, Drummond, & Niedhammer, 2011).

According to Kahn, Wolfe, Quinn, Snoek, & Rosenthal (1964) the term role conflict refers to two (or more) conflicting pressures that are seemingly impossible to make compliant (Martin, 1998). An example of this would be the demands of care giving interfering with work and vice-versa (Gordon, Pruchno, Wilson-Genderson, Murphy, & Rose, 2012). This term overlaps with work-family conflict, which Greenhaus and Beutell (1985) define as the struggle that occurs when work responsibilities interfere with those of family or family responsibilities interfere with those of work resulting in time-based conflicts, role strain, or behavior-based conflict. Increased work-family conflict can result in mood disorders such as depression and anxiety or problematic behavior such as alcoholism (Frone, 2000). Similarly, work life conflict refers to the tension between work and home responsibilities, only it is not exclusive to those in the traditional family role (Brauchli et al., 2011). This term is inclusive of the roles one plays in personal life aside from family, such as community volunteer or leisure roles. However, a major problem with this construct is that several of the more widely used measures for work-life conflict still concentrate on those with work and family conflicts (Waumsley, Houston, & Marks, 2010). Work-life conflict can result in increased stress and job burnout (Brauchli et al., 2011). Job strain is defined by high job demands and low decision latitude (Markotiz, Matthews, Whooley, Lewis, & Greenlund, 2004). O'Connor, O'Connor, White, and Bundred (2000) discuss the job strain as though it is synonymous to job

stress, highlighting the work of Karasek's (1979) creation of an occupational stress model. Karasek's (1979) study found a correlation between job stress and poor mental health (as cited in O'Connor et al., 2000). Additionally, numerous studies have highlighted the correlation between job strain and several health problems including cardiovascular disease, hypertension, and insomnia (Markowitz et al., 2004; Nomura, Nakao, Takeuchi, & Yano, 2009; Sultan-Taïeb et al., 2011). There is a relationship between job stress, tension at work with other life-roles and life satisfaction, and aspects of both psychical and mental health (Duxburry & Higgins, 2001; Greenhaus et al., 2003; Martin, 1998). All of the above mentioned terms are closely related to work-life balance, however all fail to fully encapsulate the unique struggle of work and personal domains (Fisher, 2001). The term work-life balance in some ways encompasses all of the above terms. Further, it overrides the limitations of those related to the balance struggle of those in the traditional family (Fisher, 2000). This distinction is especially important as the newest group of workers in the work force, Generation X and Millennial employees, are less motivated to increase job responsibility because of the emphasis both generations places on flexibility between their professional and personal lives regardless of marital or family status (Matos & Galinsky, 2010; Ng, Schweitzer & Lyons, 2010).

As stated previously, work-life balance has been defined in multiple ways and the meaning of term remains elusive (Greenhaus et al., 2003; Kalliath & Brough, 2008). The term can be defined by an absolutist definition, meaning there is an equity or time balance across roles (Greenhaus et al., 2003; Kalliath & Brough, 2008; Reiter, 2007). It can also be defined by a situationalist definition, meaning it is defined by satisfaction with multiple roles (Brett & Stroh, 2003; Kalliath & Brough, 2008; Rieter, 2007).

Kalliath and Brough (2008) also outline several definitions that are less widely utilized such as: the absence of conflict as it relates to work-life balance, perceived control over multiple roles, and role salience among multiple roles. However, Reiter (2007) notes that the situationalist definition is most useful for researchers and practitioners. In this case work-life balance can be understood in terms of how satisfied an individual is with his or her functioning in both work and personal roles, and what value the individual places on the process. This may even include role-salience and lack of conflict in the process of work-life balance (Reiter, 2007). The situational definition of work-life balance allows for an individual to define work-life balance based on their own satisfaction and positive functioning in both work and personal roles (Reiter, 2007). Regardless of the inconsistencies in the definition of the term, it is still an important one. The tension between work and personal life can affect both the individual and, in turn, the organization (Reiter 2007). The private sector caught on to this tension and as early as the 1970's began focusing on the issue work-life balance for both men and women with or without families (Lewis 2007).

Work-Life Balance in a Global Economy

To fully understand the necessity of the term work-life balance and the importance of work-life balance issues, it is vital to first understand how drastically the workforce in the U.S. has changed over the last few years. Aside from an increase in hours worked and decrease in vacation and leave time, the demographics of workforce and American household have changed as well (International Labor Organization, 2009; Kinman and McDowell, 2009). The number of dual-earner families is quickly on the rise, up to 88%, in 2008 (Galinsky et al., 2011). As a result of the weak economy, not

only is unemployment on the rise, but men have been more affected by unemployment rates when compared to women (9.1% vs. 6.6%) and men are more likely to be working a reduced hour work week (Galinsky et al., 2011). Participation of single parents in the workforce has also increased (Nathaini, 2010). Additionally, men and women are delaying having children into later years and then having less children once they do begin a family (Virility symbols, 2012). In 2008, an estimated 43.5 million Americans served as caregiver for an elderly. One-fifth of the workforce engaged in elder care in some capacity (Executive office of The President, 2010). The role of women and men both in the home and work place has also changed and has had an effect on issues related to work-life balance (Aumann et al., 2011; Ehrenreich, 1983). As it relates to gender roles, Galinsky et al., (2011) found that men are less likely to embrace traditional gender roles than in early decades. In fact in their 2008 study only 41% percent believe it is better for a man to work to earn money and a woman to stay home (in 1977 64% thought this). There has been a large and statistically significant shift in attitudes about gender roles (male as breadwinner woman as caregiver) and men's perception about this has changed the most (Galinsky et al., 2011). As female participation in the workforce has increased, male participation in home-life has also increased. Men are contributing more to household duties and chores and millennial fathers spend considerably more time with their children compared to just 20 years ago (up by 1.7 hours per week). Both men and women report that men are taking more responsibility for childcare with 49% of men saying they take most or an equal share of responsibility (Galinsky et al., 2011).

At the educational level, the number females pursuing Ph.D.'s has now exceeded that of men (Hirakata and Daniluk, 2009). Women now make up fifty percent of the

workforce, however issues such as representation of women at the leadership level and equal pay are still prevalent in the United States (Mitchell, 2012; Peterson, R., 2012). In the 1980's, there was a push for women to break through the glass ceiling by acting more like men in the workplace. Today there is more of a shift for women to readily identify as both professional and caregiver changing the perception of women in the workforce (Mitchell, 2012). While this new perception could allow for women to take advantage of work-life balance policies, many women fail to utilize these benefits out of fear of seeming less capable or dedicated to the job (Mitchell, 2012).

The role of men in the workforce has also changed. The amount of time men spend doing household chores and assisting with childcare has increased significantly, although they are working approximately the same number of hours as they did a few decades ago (Aumann et al., 2011). Additionally, men are experiencing far more distress related to work-life balance than just a few decades ago. Aumann et al., (2011) suggested that part of the difficulty in maintaining a sense of work-life boundaries may be because of the changing roles of men and technological advances that have caused the boundaries between work and home to become more diffuse. In fact, both men and women report feeling as though there is an expectation to work outside of normal work hours and to put work responsibilities before home and personal life (Hadden and Hede, 2009).

Current economic conditions and a global recession have also had an effect on perceived work-life balance in the workforce (Kinman and McDowell, 2009). Currently, employment levels are at a rate of 8.3% (Bureau of Labor Statistics, 2012), resulting in an increase of temporary jobs in the workplace (U.S. Labor Department, 2010). Arguably, between the struggling, sluggish economy and the addition of jobs that are considered

temporary, both men and women have a lower sense of job security and stability. Moreover, many find themselves underemployed while working more hours. Naturally, these stressors may have an impact on one's sense of work-life balance and emotional well-being. According to several studies, typically work-life balance is most affected by issues at work- as in work issues spill over into personal life more frequently than personal stressors affect work-life (Frone, 2003; Hadden and Hede, 2009). However, women may be more susceptible to experiencing conflict related to home life spilling over into work-life (Aryee, Srinivas, & Tan, 2005).

Moreover, there is clear evidence that the changing global economy has had an impact on work-life balance issues (Executive office of the President, 2010).

Interventions such as flexible work schedules can alleviate some of the tension caused by work-life balance issues (Executive office of the President, 2010; Hayman, 2009; Jang, 2009). Additionally, if employees believe supervisors and the overall environment is supportive of flexible work-schedules, employees report a greater sense of work-life balance and well-being (Jang, 2009). Yet, there is a growing disconnect between the existence of programs to promote work-place flexibility and employees actually utilizing these programs or other benefits aimed at work-life balance. While many companies have taken the initiative to alleviate work-life balance issues, the latest research indicates that many of these initiatives are under-utilized and failing to solve the problems associated with work-life balance (Murphy and Sauter, 2003).

Employer responses to addressing work-life balance. A lack of work-life balance has been linked to employee turnover and lower productivity (Aryee, Fields, & Luk, 1999; Glass & Estes, 1997). These issues provide significant financial and growth

problems for companies and businesses. It is this very dynamic that originally led to companies investigating and responding to work-life balance issues. According to Lewis (2007) as early as the 1970's, a number of companies began noticing and responding to the problem of work-life balance. This was in response to the beginning of an increase of women in the work-place. There was also an increase in the number of hours worked per week causing an overlap between work and personal time (Naithaini, 2010). Companies responded by integrating work-life balance initiatives in the work place (Jiang, 2012). Most of the work-place initiatives have focused on work-family balance and fall into one of three categories: 1) Policies 2) Services or, 3) Support (Lapierre & Allen, 2006; Jiang, 2012; Wadsworth & Owens, 2007).

Employer policies. Research has suggested that companies increasingly are attempting to create work settings and environments that are more conducive to work-life balance. One of the primary ways this has been done is through the development and implementation of policies to foster more flexibility and/or change the dynamics of the work setting (Jiang, 2012). Most of these policies have been aimed at increasing positive work-life balance through flextime, telecommuting, and job sharing or personal days. According to a report completed by the Executive Office of the President (2010) flextime is defined as adjusting the time of workday hours away from the typical 9am to 5pm workday so long as a set number of hours are worked per week. However, the report also notes that less than one-third of employees report having flexible hours. This discrepancy may be because workers are not aware of flextime policies, because employees tend to underutilize flextime policies out of fear of being seen as taking advantage of the policy, or that using the policy isn't really condoned by supervisors

(Executive Office of the President, 2010; Flextime, 2007; Matos & Gallinsky, 2010). Lapiere & Allen (2006) found that flextime policies may not really help with work-life balance issues, perhaps because if a job is too demanding the ability to work at different times is not actually helpful. Again, this may also be because employees aren't utilizing the opportunity or there may be other factors that still need to be researched in this area (Darcy et al., 2012; Executive Office of the President, 2010; Matos & Galinsky, 2010).

The lack of utilization of flextime is an important issue for employers because many employees report not having enough time for personal family responsibilities (Matos & Galinsky, 2010). In addition, there is a direct relationship between the ability to balance these roles and obligations with satisfaction in the work setting (Bruck, Allen & Spector, 2002; Zhao et al., 2011). The lack of utilization of flextime may also be related to specific aspects of flextime policies and application. For example, there are discrepancies in the perceived usefulness of flextime policies among different types of workers. Zhao, Settles and Sheng (2011) found that flextime doesn't really help in the early years of a professional career. Employees appear to have less need for it at this stage and feel more pressure not to use it. This dynamic was demonstrated in a study on women working in Higher Education. Philipsen (2010) found that while the Higher Education teaching profession is widely considered to have a great deal of flexibility as it relates to work schedule and hours, often times it is not until later in their careers that female faculty actually experience this flexibility and ability to have some choice as it relates to work-life balance.

Blue collar and low-wage earners tend to have less access to workplace flexibility policies, in part because employers do not see the importance of offering such policies

given the high turnover in this area (Matos & Galinsky, 2010). However, research actually demonstrates that when given access to flexible work arrangements, blue collar and low-wage earning workers are more likely to stay in their current position and actually benefit more from such policies as it relates to work-family balance issues. Specifically as it relates to flextime, the economic benefits of integrating these policies may outweigh the cost for the employer because it can lead to increased productivity and employee satisfaction regardless of whether the employee is classified as blue collar or professional (Aryee, Fields, & Luk, 1999; Glass & Estes, 1997; Executive Office of the President, 2010). As an alternative there has been some evidence suggesting a compressed work week could be a viable alternative for alleviating work-life balance issues (Julien, Sommerville & Culp, 2011). This is an area that needs further study.

Telecommuting is another work-life balance policy common among employers. There is still some debate among academics surrounding how to define and therefore measure the effects of telecommuting, however, the term broadly means using information and communication technology to perform job responsibilities away from the workplace (Mokhtarian, Salomon, & Sangho, 2005). While logically, it seems telecommuting would be helpful in maintaining work-life balance, it does not actually reduce work-family conflicts (Noonan & Glass, 2012). Lapierre & Allen (2006) actually found a positive correlation between work-family issues and telework. This may be because teleworkers find it more difficult to segment life roles or because personal responsibilities may impose more on work when working from home. Organizations need to evaluate how to enable teleworkers to work without imposition from outside roles (Lapierre & Allen, 2006).

Perhaps the most well-known and comprehensive policy related to work-life balance issues is the Family and Medical Leave Act of 1993. This act requires federal and private employers to provide up to 12 weeks of unpaid leave each year to care for ill family members or a new child for employees who have worked full-time for the employer for at least one year. At its core this Act was designed to help employees balance responsibilities of work and home (Employment Law, 2009). According to a report completed by the Executive Office of the President (2010) this is in addition to the paid-leave that almost half of employers offer to care for sick family members. Additionally, approximately one-third of employers offer paid or unpaid time off for employees to continue education. Unlike flextime, these policies are actually highly utilized by employees (Executive Office of the President, 2010). While it has been demonstrated that some workplace policies are beneficial to work-life balance, there are still some critical issues related to how and when they are used as well as limited research on how they may influence work-life balance (Matos & Galinsky, 2010).

Employer services and support. Employers and community agencies may also offer services related to work-life balance, such as sponsored or workplace child care centers (Lapierre & Allen, 2006). Zhao et al. (2011) noted that although these services may help with some child and elder care responsibilities, there are still barriers to accessing these services. Employees may still need to find multiple sources for childcare. This occurs when workers work hours outside of the standard 9am to 5 pm business hours or the care offered is simply unaffordable on a full-time basis. Studies on female academics note that barriers to affordable and timely childcare can actually lead to attrition (Lynch, 2008; Gilbert & Rossman, 1992). Childcare issues remain an enormous

barrier to work-life balance for both men and women and remain an issue that employers need to be aware of (Higgins, Duxburry & Lyons, 2008).

Aside from policies and services implemented by employers, supervisor support is another area related to work-life balance. Lapierre & Allen (2006) found that supervisor support as it relates to work-life balance issues might be more helpful than policies or services. Further research has solidified this assertion and led to more research on the role of supervisor support (Jiang, 2012; Julien, Sommerville & Culp, 2011). If an individual experiences an increase in social support from supervisors, or even co-workers, work-life issues are less likely to interfere with family life (Wadsworth & Owens, 2007). This remains true regardless of whether supervisors have their own care giving responsibilities at home (Jaoko, 2012). In their meta-analysis of research related to supervisor support of work-life balance, Kossek et al. (2011) found supervisor support correlated with decreased conflict in regards to work-life balance. Meaning, it is important for employers to believe that supervisors have an understanding of work-life issues and that they are trying to do something to alleviate the tension. When employers perceive supervisor support, they often reciprocate by improving performance (Kossek et al., 2006; Julien, Sommerville & Culp, 2011). When supervisors are supportive and understanding of work-life balance issues, there is a cultural shift in the agency or company which leads to a decrease in work-life balance issues and an increase in job satisfaction and performance (Julien, Sommerville & Culp, 2011).

Psychological Well-Being

Aside from the changing demographics in the workforce as it relates to the economy and gender roles, it is important to understand how work-life balance issues can

affect a sense of psychological well-being in general and in gender specific ways.

Psychological well-being is a complex and holistic term that includes more than just a sense of happiness and satisfaction (Khumalo & Wissing, 2012). The term encompasses aspects of health-related quality of life such as anxiety, depression, vitality, self-control, general health and vitality (Grossi et al., 2006, Hallberg, Hallberg & Kramer, 2008). This term is more comprehensive than just well-being, allowing for subjective aspects of mental health to be evaluated (Grossi et al., 2006, Serpentine et al., 2011). In this study psychological well-being will include both positive and negative aspects of psychological well-being, and will be measured on the following scales: anxiety, vitality, depressed mood, self-control, positive well-being (Grossi et al., 2006).

Research has suggested that there is a relationship between psychological well-being and multiple dimensions of a person's life including marital satisfaction, general health, and possibly work-life balance (Dush, Taylor & Kroeger, 2008; Frone, 2000; Sivik & Rose, 1994) Prior research suggests that there are significant gender differences as it relates to psychological well-being (Nillson, Orhvik, Lonnberg, 2010). For instance, depression and anxiety are more prevalent in adolescent girls than boys (Visani, Albieri, Offidani, Ottolini, Tomba, & Ruini, 2011). Dimenas, Carlsson, Glise, Israelsson, & Wiklund (1996) found that in the general population Swedish men tend to have a higher level of psychological well-being than women. Nillson et al. (2010) replicated these findings and, in addition, found that this trend continues throughout the lifespan. When Sivik and Rose (1994) looked at whether there was a correlation between subjective well-being and cardiovascular health, they found that women had significantly lower psychological well-being than men, but less risk of cardiovascular issues despite a

correlation between psychological well-being and cardiovascular health. The authors consider that perhaps because women are more likely to explicitly explore their feelings, it may lower the risk of cardiovascular problems (Sivik & Rose, 1994). Pugliesi (1995) asserts that there are not only gender differences as it relates to psychological well-being, but that the workplace setting may also play a role.

The Impact of Work-life Balance on Psychological Well-Being

A lack of work-life balance has been shown to have a negative impact on certain aspects of psychological well-being (Frone, 2000; Higgins et al., 2010). Working overtime has been shown to correlate with higher levels of anxiety and depression (Kleppan, Sanne & Tell, 2008) and with a lack of work-life balance (Dex & Bond, 2005). Jang (2009) found a positive correlation between work-place flexibility and work-life balance, which was related to positive well-being. In their 2003 study Greenhaus et al. did find a the correlation between quality of life and work-life balance when participants invested more time in family than work, however there were several limitations to the study. Findings did not account for participants own subjective experience of work-life balance, quality of life was not measured using an established, holistic measure and the study focused on work-family balance and did not account for other aspects of participants lives (Greenhaus et al., 2003).

A study by Grupel & Kuhl (2009), which was based on the work of Greenhaus et al. (2003), found that perceived work-life balance predicted subjective well-being. Well-being in this study was mainly identified by satisfaction (Grupel & Kuhl, 2009). Again, this measure for well-being only encompasses one aspect of psychological well-being and is not as comprehensive as one that looks at psychological well-being holistically.

The relationship between work-life balance and certain aspects of psychological well-being has been clearly demonstrated, however, remains incomplete (Frone, 2000; Higgins et al., 2010). There also remains a gap in the research as it relates to psychological well-being and work-life balance for both men and women.

Work-life balance and psychological well-being for women. The majority of work-life balance has focused primarily on how these issues affect women (Burke, 2000; Lewis et al., 2007). Research has demonstrated that many women feel cultural and social pressure to meet idolized images of being a “supermom” (Halrynjo, 2009). This role aspiration focuses on excelling at both areas, without adjusting to the challenges of balance. This may be particularly true for women working full-time. While they still may struggle with work-life balance issues, it should be noted that women who are working part-time and maintaining responsibility for the care of home and children report more satisfaction and happiness than those working full-time or not working at all (Buehler and O’Brien, 2011). In their 2011 study, Grant-Vallone & Ensher found that many women describe the quest for work-life balance to be an elusive one, difficult to define or achieve. Some women conclude they have attained work-life balance if they feel satisfied with their participation in both work and family roles. Others feel they have achieved work-life balance so long as family always comes first. The common themes among all participants was battling a sense of guilt in their struggle to balance work and family and that work-life balance is a daily issue, attained one day and gone the next (Grant-Vallone & Ensher, 2011).

For women, trying to balance the multiple demands of work and life can be physically, personally and psychologically draining (Aumann, et al., 2011). Higgins et

al. (2010) uses the term role overload to describe the process of juggling work and family lives. Role overload is associated with anxiety, fatigue, poor mental and physical health and stress (Duxbury & Higgins, 2003; Greenhaus, Collins & Shaw, 2003; Higgins, Duxbury & Lyons, 2011). Additionally, some women may find the process of juggling work and home responsibilities to be a worrisome one, whereby the level of stress, anxiety and depression required pharmacological interventions (Emsilie & Hunt, 2009).

Work-life balance issues may be idiosyncratic for women. For instance, research suggests that women in dual-earner families may face different issues than those where women are the primary earner or where the woman works full-time (Higgins et al., 2010). Additionally, regardless of marital/couple status women who are considered ethnic minorities also face unique struggles as it relates to work-life balance (Kamenou, 2008). Ethnic minorities may have a greater differentiation or segregation between work and family roles than their white counter parts; this requires special attention and understanding as it relates to work-life balance.

Work-life balance issues related to psychological well-being may be compounded for ethnic minorities as they experience pressure to conform at work to the white stereotypical image (Kamenou, 2008). These women may also experience a greater sense of stress at home because at times they are culturally expected to participate in community and religious obligations on top of familial ones. This particular group of women may also have less access to services and experience discrimination, social isolation and even less support at work and at home than their white counterparts (Kamenou, 2008). For instance, Golden (2008) found that African-American women had less access in the work place to flexible schedules. Similarly, women who come from a

lower socioeconomic background or who are in low wage earning jobs experience unique sets of constraints related to work-life balance. These women face greater constraints related finding affordable child-care and work schedule flexibility (Executive Office of the President Council of Economic Advisors, 2010; Warren, Fox & Pascall, 2009).

A bulk of research on work-life balance issues for women is specific to women with children (Bianchi & Milkie, 2010). The cost of childcare is perhaps one of the largest barriers to women as it relates to work schedules and demands (Baum, 2002). In the mid-2000's it seemed as though some married women after having children were opting out of returning to the workforce (Bianchi & Milkie, 2010). Other working women with children tried working part-time, more flexible hours and/or working from home to cope with the demands of work and family (Grant-Vallone & Ensher, 2010). Mothers may specifically face over-exhaustion, guilt, lower performance and even depression when confronted with family to work conflict (Frone, Russel & Cooper Grant-Vallone & Ensher, 2010). While this issue may be different for different women according to individual differences and preferences, generally speaking, women who lack a sense of work-life balance might experience a sense of guilt, anxiety, burnout and stress (Duxburry & Higgins, 2003; Greenhaus, Collins & Shaw, 2003; Emsilie & Hunt , 2009).

Work-life balance and psychological well-being for men. Men also experience their own individualized struggles as it relates to work-life balance. The role of the male both at home and at work has shifted in the last few decades (Aumann et al., 2011). As men have long been considered the universal worker (i.e. breadwinner) free from responsibilities outside of the home and most concerned with financial gain, work-life balance historically has been a non-issue for men (Burke, 2000; Williams, 2010). As the

role of men and women both in the home and at work has shifted, the idea of the man as the universal worker has slowly dissipated (Ehrenreich, 1983; Galinsky, Aumann & Bond, 2011; Lease, 2003; Halford et al., 1997). Galinsky, Aumann, and Bond (2011) also found significant results in a recent study on the role of men and changing demographics in the workplace, citing that men are less likely to embrace traditional gender roles, less than half believing it is better for man to work to earn money and woman to stay home. They also found men have been more affected by unemployment rates when compared to women and are more likely to be working a reduced hour work week (less than 35 hours) (Galinsky et al., 2011). The changing work force and increase in dual-earning families has had a dramatic impact on the role of men in the workplace and home, fundamentally shaping some men's identities (Aumann, Galinsky & Matos, 2011). Researchers have found that for many men there is an intense pressure to serve not just as stable financial providers but also as committed partners, fathers, and members of the community (Aumann, Galinsky & Matos, 2011; Duckworth & Buzzanell, 2009).

Halrynjo (2009) explains how men now tend to fall into one of four categories in their approach to work-life balance: the career position, the care position, the career and care position, or the patchwork position:

Career position. The career position is the historical notion that men are the breadwinners and women are more responsible for maintaining the home and the children. Men in this position might be dissatisfied with their working hours, family life and/or lack of leisure time, but tend to focus on the financial benefits work brings instead of seeking more balance (Halrynjo, 2009). Men in this category might experience more

dissatisfaction as it relates to work-life balance (Aumann et al., 2011; Greenhaus et al., 2003).

Care position. Men in the care position work part-time and have more domestic and care responsibilities. While they may have concerns about long-term career opportunities and job security, they report being quite satisfied with work and home life (Halrynjo, 2009). Interestingly, stay-at-home fathers who are not engaged in part-time work report less community and social involvement outside the home (Zimmerman, 2000 as cited in Perrone, 2009).

Career and care position. Men in the career and care position might sound similar to women seeking to be “supermoms”, fully focused on career and family, with equal emphasis in both. Men in this position can experience some stress and an overpowering sense of pressure to meet the demands of work and home. Men in this position can benefit from working in a job where work-life balance policies are valued and provided.

Patchwork career position. Patchwork career men work in non-traditional positions such as free-lancing or working multiple jobs. While these men typically have fewer job opportunities and lower income than men who work in full-time careers, their overall life satisfaction is not dictated by career. Men in this category are more invested in family and leisure than work, and report possessing life satisfaction despite a lack of overall balance (Halrynjo, 2009; Greenhaus, 2003).

Sometimes, in order to pursue work-life or work family balance, men are forced to re-define aspects of their identity, even giving up opportunities at work because they can no longer be considered the ideal/universal worker (Williams, 2010). Men who are

struggling to find work-life balance may experience increased feelings of stress and guilt (Livingston and Judge, 2008). Additionally, a lack of work-life balance is associated with problem drinking, general psychological distress and even psychiatric disorders related to mood and anxiety (Frone, 2000).

Fathers in particular may have a unique struggle as it relates to work-life balance. Fatherhood and masculinity ideologies are in the process of being reconstructed (APA, 2004; Duckworth and Buzzanell, 2009; Halrynjo, 2009). A recent study found that men with a spouse and children under the age of 18 in the home will experience some or a lot of work-life balance conflict (Aumann et al., 2011). Work stress can spill over into home life creating problems both marital and parent-child problems for men with families. This struggle can affect a man's job status and his ability to access paid family leave (APA, 2004). Many times, men are penalized at work when they take advantage of policies related to work life balance or place a higher emphasis on family (Williams, 2010).

For some fathers, the idea of work-life balance does not mean an equal balance among the two, rather prioritizing family activities around necessity for and priority of work- in part due to script of being bread winner. Further, many fathers seek to be comfortable with the quality of time put into both roles, not necessarily putting equal time into both (Duckworth and Buzzanell, 2009). Many men concerned with work-life balance issues maintain an insistence that family comes first as they attempt to juggle both roles (Duckworth and Buzzanell, 2009), yet they actually end up working more hours than men without children (Aumann et al., 2011). Many fathers would prefer to work less hours, yet they still feel a sense of pressure to be the breadwinner (Aumann et al., 2011). This pressure, along with increasing family demands might cause some fathers

to feel an increased sense of role-overload or stress (Higgins et al., 2010). Interestingly, men often report spending much more time doing household chores than they actually do (Lee & Waite, 2005). However, the actual allocation of household chores and child-rearing duties does not have an effect on the amount of pressure or work-life conflict experienced (Aumann et al., 2011). Fathers who are struggling with issues related to work-life balance can benefit from counseling. A man with more traditional gender values who subscribes to the aforementioned career position might have low expectations and engagement in the counseling process. Men who are in the career and care position and seek to be successful in both tend to have high expectations for the process (Schaub and Williams, 2007). However, it is important to understand that because this issue has been largely ignored for men, whether fathers or not, and more research is needed to fully understand how work life balance issues affect men.

Comparing Men and Women. As a starting point, it should be noted that there is a scarcity of research that directly compares the experiences of men and women as it relates to work-life balance, a bulk of which is more qualitative in nature. In their 2009 qualitative study on gender and work-life balance for middle-aged men and women, Emslie and Hunt found that women struggled more with coordinating schedules and worried about work while at home. Men on the other hand, experienced more stress related to work-life balance when they had young children in the house and feared missing out on important events in their children's lives. This issue was somewhat internally rectified by the notion that being the breadwinner was perceived by men as being equally important to their direct role as a parent (Emslie & Hunt, 2009).

There have been a few studies comparing work-life balance issues among male and female physicians (Gander, Briar, Garden, Purnell, & Woodward, 2010; Keeton, Fenner, Johnson, & Hayward, 2007)). In a 2010 study (Gander et al., 2010) on gender differences in work-life balance among physicians in post-graduate training, the authors found that both men and women participants struggled with self-care, personal relationships and social isolation as it related to work-life balance. Additionally, both men and women in the study reported a desire for better work-life balance. The only significant gender difference found in this study was that women experienced more sleep related issues than men. However this study only assessed for fatigue related issues (Gander et al., 2010). In comparison, Keeton et al. (2007) completed a study on career satisfaction, work-life balance and burnout on a group of physicians and found that both men and women reported a moderate sense of work-life balance, however work-life balance and emotional exhaustion was influenced by the number of children at home for both men and women. A direct correlation between work-life balance and emotional exhaustion or burnout was not analyzed in the study.

There have also been several studies on gender differences in work-life balance issues among faculty in Higher Education (Armenti, 2004). Mallinckrodt and Leong (1992) found that female faculty may experience more anxiety and depression than their male counterparts and that female graduate students are less likely to be married and have children when compared to male graduate students. Once they become faculty members many women have fewer children than their male colleagues, have less children than they would have wanted, and are more likely to work in an adjunct position or leave academia entirely (Wolfinger et al., 2009). When compared to their male counterparts, women

report having less time for leisure activities, teaching, research and are more likely to experience work overload (Duxbury et al. as cited in Armenti, 2004). This may explain parallel research which has shown that female faculty with children have more difficulty achieving tenure (Connelly & Ghodsee, 2011). Despite that jobs in Higher Education are typically considered to allow more flexibility as it relates to work schedule and hours, when compared to men, most women do not actually experience this flexibility or the ability to have some choice as it relates to work-life balance until much later in their careers (Philipsen, 2010). Female graduate students and faculty may also be more likely than male students and faculty to quit school or their jobs due to time and financial constraints and lack of support or being taken seriously by both students and faculty (Lynch, 2008; Gilbert & Rossman, 1992). While it appears there are significant gender differences of work-life balance in Higher Education, it should be noted that most of the aforementioned studies are almost twenty years old. In light of the economic and demographic changes of late (Aumann et al., 2011) it is possible the male faculty currently face similar and/or more work-life balance issues.

A few studies have highlighted work life balance issues that are reflective of both gender and ethnic diversity (Bianchi & Milkie, 2010). Hispanic parents more so than White or Black families experience more work-family conflict, with Hispanic mothers experiencing more negative work-family conflict than fathers (Roehling, Jarvis, & Swope, 2005). Further, unlike the trend we see among the racial majority, Hispanic and Asian women still do significantly more housework than their husbands (Sayer & Fine, 2010). Having less help around the house could impact levels of work-life balance among these women. As most studies focus on work-life balance among white men and women,

there is a need for more research in the area of work-life balance as it relates to gender and ethnic diversity. While ethnically diverse clients may not present with work-life balance problems, at times work-life balance issues may be the cause of some marital and familial distress for this population (Barnett, Del Campo, Del Campo, & Steiner, 2003).

Taken as a whole, there is not enough research on gender differences and work-life balance, especially as it relates to psychological well-being in the general, working population. Few studies have looked at the correlation of work-life balance and general well-being, most only covering aspects of the term. The present study will not only look at the correlation between the two, but this researcher also seeks to understand gender differences in work-life balance and psychological well-being. Additionally, because a standard definition of work-life balance remains evasive (Greenhaus, Collins, & Shaw, 2003), this study will assess how men and women may define the term differently.

Chapter 3

Methodology

The purpose of the present study is to understand the relationship between work-life balance and psychological well-being in men and women. Specifically, the aim of this study is to understand if there is a relationship between work life balance and personal well-being. In addition, the purpose of the study includes consideration of these variables by gender, specifically if work-life balance is different for men and women. Finally, the study hopes to examine if the relationship between work-life balance and psychological well-being might differ by gender.

Participants

Participants were recruited from a non-random sample of men and women from three companies in the Southeastern United States. An agreement to participate in data collection has been confirmed from these companies. It was estimated that a minimum of 75 participants is needed for this study based on the number of dependent variables (Cohen, 1988). The sample includes both full and part-time employees. Participants did not receive any incentive for participation. Participants were notified that their participation is both voluntary and confidential. At the conclusion of the study, a summary of results was provided to participating companies if requested. For a copy of the recruitment letter see appendix A.

Procedure

The current study uses non-experimental correlation design procedure to understand the relationship between work-life balance and psychological well-being. The researcher contacted the head of three different companies about participating in this study. All three companies are located in the Southeast region of the United States. One company is large, with several hundred workers employed both full and part time; the other two are small family owned companies with only full-time workers. Representatives from each company agreed to disseminate a request for participation in the study along with the survey to employees and clients through email and company social media websites. Once Institutional Review Board (IRB) permission was granted, this researcher sent an initial email requesting participation to the company representatives with a link to the survey in Qualtrics. The link to the survey included an informational letter and the survey measures. Approximately 5-7 days after the initial email, a follow-up email was sent out requesting participation. A third and final email requesting participation was sent out three weeks later. The survey remained available until five weeks after the initial email request. Collected quantitative data was merged into SPSS for analysis. Answers to the open-ended questions were merged into Microsoft excel and analyzed by hand. A copy of the IRB approval is located in Appendix B.

Measures

Instrument Development

The survey used in this study integrates two existing measures into one instrument. These measures include: Brett and Stroh's (2003) measure of work-life balance and the Psychological General Well-Being Index (PGWBI) published by Dupoy

(1984). Additionally the survey also includes a section on demographics and three qualitative questions on the definition and individual process of work-life balance. The survey is contained in appendix C.

Demographic and Open-Ended Questions:

Demographic questions about identified gender, relationship status, number of children and hours worked per week were asked. Additionally, participants were asked to answer three qualitative open-ended questions about how they define and achieve work-life balance and what obstacles they face in trying to maintain work-life balance. These questions can be found in the survey in Appendix C.

Measure of Work-Life Balance:

Brett and Stroh (2003) developed a survey of work-life balance that operationalizes the construct from a situationalist perspective, which measures work-life balance according to the respondents' point of view and overall satisfaction with variables related to work-life balance. The survey is composed of 36 questions and includes the following measures and indicators: family involvement, family satisfaction, family to work stress, work to family stress, family alienation, balance, work overload, job satisfaction, and job involvement.

Brett and Stroh's (2003) work-life balance survey was developed to understand work-life balance from the subjective experience of the employee. The authors intended to account for a more elastic sense of time and balance, for instance when someone multitasks by doing chores while caring for children, and allows for a self-report within a situationalist definition of work-life balance (Brett &Stroh, 2003; Reiter, 2007). There is little information about how this measure was developed; however it has an acceptable

level of reliability (coefficient alpha .79) (Reiter, 2007). There are nine subscales: family involvement (coefficient alpha .63), family satisfaction (coefficient alpha .82) family to work stress (coefficient alpha .68), work to family stress (coefficient alpha .86), family alienation (coefficient alpha .83), balance (coefficient alpha .79), work-overload (coefficient alpha .80), job satisfaction (coefficient alpha .84), job involvement (coefficient alpha .68) (Brett & Stroh, 2003). Three questions were added to this portion of the survey, one related to the Job Satisfaction subscale regarding satisfaction with employer policies related to work-life balance. And two added to the family satisfaction subscale related to satisfaction with time spent on leisure activities and with friends and extended family in effort to be inclusive of participants who were not married or did not have children.

Psychological General Well-Being Index Form:

The Psychological General Well-Being Index (PGWBI) was originally published by Harold J. Dupuy in 1970. The PGWBI is one of the most widely used generic measures of well-being or quality of life in terms of mental health. The PGWBI is a self-perceived evaluation of Psychological Well-Being composed of 22 items with six subscales related to anxiety, depression, positive well-being, self-control, general health and vitality (Dupuy, 1984; Grossi, Groth, & Apolone, 2006; Serpentine et al., 2011). The measure is scored on a numbered scale where a higher score is considered indicative of better quality of life or well-being (Barlesi, Doddoli, Loundou, Pillet, Thomas, & Aquier, 2006). This measure is widely used and is one of the first quality of life measures related to mental health, it has been translated into multiple languages and is used across the world. The measure has proved reliable and valid although it has not been examined

using modern psychometric approaches (Lundgren-Nilson et al., 2013; Grossi et al., 2006). Grossi et al. (2006) have developed a short version of the measure containing only six questions related to anxiety, vitality, depressed mood, self-control and positive well-being. This measure has proved reliable (Cronbach's alpha, .80) and valid (Grossi et al., 2006).

A survey blueprint outlining each variable is located in Table 1. Only relevant demographic questions were included and questions were designed to be clear and concise (Thomas, 1999). The invitation to take the survey included an informed consent. The survey included 58 Likert scale questions related to work-life balance and psychological well-being. The 58 questions included: 36 questions related to work-life balance, 22 questions related to psychological well-being. Four demographic questions and three open-ended questions related to perceptions of work-life balance were also included.

Pilot Study

In accordance with the recommendations for survey design and construction (Thomas, 1999), a pilot study was conducted with seven participants. Participants were representative of the potential sample participants for the study, including three male and four female participants. Five of the participants work in a full-time capacity, two work part-time. Participants were asked to note the amount of time and effort it took to complete the survey and identify any items that are confusing, redundant or difficult to answer. Based on the initial pilot study, the survey takes less than 10 minutes to complete. Respondents confirmed that the survey does seem to have face validity. According to participants, the survey was not confusing, redundant or difficult to answer.

Data Analysis

Data analysis for this study included descriptive analysis of the demographic variables. The quantitative data from the study were analyzed using SPSS; data from the open-ended questions was analyzed by hand using a note card system to code the frequency of themes in responses. Quantitative analysis consisted of analysis of descriptive statistics, reliability testing, correlation and multiple regression analysis. Additionally, a two-group MANVOA was run to determine gender differences. It is important to note that in the design of this study the quantitative data is the primary source of analysis with the open-ended questions adding depth of understanding to the results.

The work-life balance measure was scored by summing the individual questions within each subscale (see table 1) to get a total variable score for each individual participant. Each variable had a different potential total score based on the number of questions associated with a particular variable. The way in which scores on each particular variable are associated with particular outcomes is listed in the survey blueprint, Table 1. Note that with the primary variable from this measure, balance, a lower score is associated with more balance.

The Psychological General Well-Being measure was scored according to the manual. The scores for each variable on the PGWBI as well as the global score were aggregated according to the recommendations of the PGWBI test manual, with higher scores indicating more positive outcomes. The raw score of the participant is divided by the total potential score of the individual variable. Scores are then standardized by

multiplying the ratio by 100. Each variable then has a range of 0-100 where higher scores are associated with less distress (Dupoy, 1984).

A bivariate correlation was conducted to determine the relationship between the Balance variable score and the Psychological General Well-Being global score (Ross and Shannon ,2008). The balance score was used because it provides a close approximation of a work-life balance global score because there is no global score with WLB survey. Because the balance variable is not a true summary score, I compared the PGWBI global score with the other work-life balance variables to produce a correlation matrix. In order to understand which aspects of work-life balance relate most to psychological well-being, the subscales were also used as predictors in a multiple regression analysis to predict psychological well-being. Additionally, the extent to which the relationship between work-life balance and PWB was different by gender was examined using a moderated regression analysis. . Finally, a two-group MANOVA was also run to compare males and females across the nine Work-Life Balance subscales (Ross & Shannon, 2008).

Descriptive data from each open-ended question were analyzed by hand, using a notecard system in which the data was coded and scored by frequency according to gender (Ross & Shannon, 2008).

Table 1 <i>Survey Blueprint</i>		
Variable/Construct	Definition	Sample Items and response options
Gender	Identification as either Male Female	Categorical –Male, Female
Background Variables	Marital/Relationship Status	Categorical –Married, In a committed relationship, single, divorced or widowed
	Number of Children	
	Hours Worked Per week	Categorical- 0, 1, 2, 3, 4, more than 4
	Hours Spent on Leisure	Categorical- Less than 20, 20-

	Hours Spent on Childcare Hours Spent on Housework Hours spent with Spouse/Sig. Other/Friends	31, 32-40, 41-50, 51-60, 61-80, 80 + Open-ended Open-ended Open-ended Open-ended
Family Involvement (FI)	Time, enjoyment, importance and satisfaction in family involvement	5 point Likert Scale for these items (agreement) Questions 1,2,3,4 Lower score assoc. w/ higher FI
Family Satisfaction (FS)	Satisfaction and happiness with spouse or significant other	5 point Likert Scale (agreement, happiness) Questions 5,6 Lower score assoc. w/ higher FS
Family to Work Stress (FWS)	Stress of family on work	5 point Likert Scale (agreement) Questions 7,8,9,10 Lower score assoc. w/ higher FWS
Work to Family Stress (WFS)	Stress of work on family	5 point Likert scale (frequency) Questions 19,20,21,22,23,27 Lower score assoc. w/less WFS stress
Family Alienation (FA)	Sense of distance from family	5 point Likert scale (frequency) Questions 24,25,26 Lower score assoc. w/ less alienation
Balance (BAL)	Tension related to balancing work and personal life	5 point Likert scale (frequency) Questions 28,29,30,31,32 Lower score assoc. w/ more balance
Work Overload (WO)	Sense of overwork	5 point Likert Scale (agreement) Questions 12,13,14 Lower score assoc. w/ more overload
Job Satisfaction (JS)	Intrinsic contentment with work and supervisors	5 point Likert Scale (agreement) Questions 15, 16 Lower Score assoc. w/ higher JS
Job involvement	Importance of and commitment to work	5 point Likert Scale (agreement)

(JI)		Questions 17,18 Lower score assoc. w/ higher JI
Anxiety	Stress of family on work	5 point Likert Scale (agreement)
Vitality	Stress of work on family	5 point Likert scale (frequency)
Depressed Mood	Intrinsic contentment with work and supervisors	5 point Likert Scale (agreement)_
Self-Control	Importance of and commitment to work	5 point Likert Scale (agreement)
Positive Well-Being	Stress of family on work	5 point Likert Scale (agreement)
Work-life Balance	Participants definition of term	Open-ended
Barriers to WLB	Participants identification of barriers	Open-ended
	Participants steps to achieve WLB	Open-ended

Chapter IV

Findings

The purpose of this study is to understand gender differences in work-life balance. Considering that historically men have not been studied in this area, it is important to understand how men may define and experience work-life balance as compared to women. Additionally, this research may provide a foundation for understanding how work-life imbalance affects both men and women in relation to psychological well-being. The research questions are as follows:

1. Is there a relationship between work-life balance and Psychological Well-being?
2. Is the overall relationship between work-life balance and Psychological Well-being different by gender?
3. Is there a relationship between specific indicators or subscales of work-life balance and Psychological Well-Being?
4. Are there any significant gender differences as it relates to work-life balance?

It was predicted that there would be a positive correlation between work-life balance and psychological well-being. Additionally, it was predicted that men and women who lack a sense of work-life balance experience differences regarding what factors of psychological well-being were most affected. Finally, it

was predicted that both genders experience a lack of work life balance at varying but bordering on equal degrees.

Demographics

Descriptive statistics were gathered for this study. Table 2 contains descriptive statistics on the demographic questions. The study had 98 participants with 75 completed surveys for a 77% completion rate. It is unknown how many people received a link to the survey, therefore an overall response rate could not be calculated. Participants included 63 females, 30 males, and 5 participants chose not to answer the demographic question related to gender. However, only surveys completed from start to finish were used for data analysis for a total of 52 (68.9%) females, 22 (29.7%) males and 1 (1.4%) participant who did not specify a gender. Almost all of the participants work full-time with 16.2% working 32-40 hours per week, 59.5% working 40-50 hours per week, 4.1% working 60-80 hours per week and 1.4% working more than 80 hours per week. Of those working part-time, 24.9% work 20-31 hours per week and 2.7% work less than 20 hour per week. A majority of the participants were married (62.2%) or in a committed relationship (13.5%) followed by single (12.2%) or divorced/separated (10.8%). Only one respondent did answer the question related to relationship status (1.4%). Participants were also asked to report the number of children they had. Results are as follows: 31.1% had no children, 12.2% had one child, 29.7% had two children, 12.2% had three children, 5.4% had four children, and 2.7% had five or more children.

Table 2 <i>Descriptive Statistics of Final Participants</i>			
Descriptor	Variable	Frequency	
		N	%
Gender	Male	22	29.7%
	Female	51	68.9%
Hours Worked Per Week	<20	2	2.7%
	20-31	11	14.9%
	32-40	12	16.2%
	40-50	44	59.95%
	60-80	3	4.1%
	80+	1	1.4%
Relationship Status	Married	46	62.2%
	Single	9	12.2%
	Divorced/Separated	8	10.8%
	Committed	10	13.5%
Number of Children	0	23	31.1%
	1	9	12.2%
	2	22	29.7%
	3	9	12.2%
	4	4	5.4%
	5+	2	2.7%

Reliability Statistics

The individual scales in the Work-life balance measure had good reliability using Cronbach's alpha. The family involvement subscale consisted of four items ($\alpha = .792$). The family satisfaction subscale consisted of two items ($\alpha = .753$). The family to work stress subscale consisted of four items ($\alpha = .696$). The work to family stress subscale consisted of six items ($\alpha = .878$). The family alienation subscale consisted of five questions ($\alpha = .768$). The balance subscale consisted of eight questions ($\alpha = .798$). Table 3 provides an overview of the reliability of each scale and the corresponding reliability from the original measure.

The subscales of the PGWBI also had good reliability using Cronbach's alpha. The depression subscale consisted of three items ($\alpha = .848$). The positive well-being

subscale consisted of four items ($\alpha = .854$). The self-control subscale consisted of three items ($\alpha = .741$). The general health subscale consisted of three items ($\alpha = .755$). The vitality subscale consisted of four items ($\alpha = .844$). The anxiety subscale consisted of five items ($\alpha = .875$). Table 4 provides an overview of the reliability of each subscale.

Table 3 <i>Reliability and Scale Statistics of Work Life Balance Survey with current participants</i>			
Scale	Cronbach's α	Scale Statistics	
		M	SD
Family Involvement (FI; n=4)	.792 (.63)	7.54	2.92
Family Satisfaction (FS; n=6)	.753 (.82)	13.27	3.64
Family to Work Stress (FWS; n=4)	.696 (.68)	15.33	2.44
Work to Family Stress (WFS; n=5)	.878 (.86)	15.30	3.78
Work Overload (WO; n=3)	.841 (.80)	8.95	2.79
Family Alienation (FA; n=3)	.768 (.83)	5.91	2.49
Balance (BAL; n=6)	.798 (.79)	15.83	3.95
Job Involvement (JI; n=3)	.756 (.68)	5.91	2.50
Job Satisfaction (JS; n=3)	.638 (.84)	7.44	1.95
Total (n=37)	.641	97.10	9.12
<i>Note.</i> The n values provided are indicative of the number of questions in each scale. The Cronbachs alpha reported from the original measure are in parenthesis.			

Table 4 <i>Reliability and Scale Statistics of Psychological Well-being Survey with current participants</i>			
Scale	Cronbach's α	Scale Statistics	
		M	SD
Depression (DEP; n=3)	.848	15.69	2.15
Personal Well-being (PWB; n=4)	.854	12.30	3.38
Self-Control (SC; n=3)	.731	6.04	2.50
General Health (GH; n=3)	.755	13.45	2.76
Vitality (VT; n=4)	.884	12.55	3.75
Anxiety (ANX; n=5)	.875	21.89	4.39
Total (PGWB; n=22)	.249	81.22	5.57

Note. The n values provided are indicative of the number of questions in each scale

Research Question 1: The Relationship Between Work-Life Balance and Psychological Well-Being

There is a significant negative correlation ($r = -.292, p < 0.05$) between work balance and psychological well-being. It is important to note that lower scores on the balance scale represent more balance while lower scores on the global well-being score represent less well-being. So while the scores are negatively correlated the constructs are positively correlated. So, participants who reported feeling more balanced between work and life had more positive psychological well-being. Table 5 includes the correlation matrix of work-life balance and psychological well-being variables. The relationship between balance and global well-being is in bold. In addition to the correlation between balance and psychological well-being, there was also a significant relationship between work to family stress and psychological well-being ($r = -.250, p = 0.05$) and work overload

and psychological well-being ($r=-.290$, $p=0.05$). Those who experience less work-to family stress and less work-overload experience better well-being. Table 5 provides a summary of the relationships between work-life balance scales and psychological well-being scales. Table 6 provides a correlation matrix of all work-life balance and psychological well-being scales.

Scale	Relationship with PWB		
	Overall Sample	Males	Females
Family Satisfaction	-.165	-.413	-.080
Job Satisfaction	-.147	.073	-.178
Job Involvement	.161	.365	.123
Family Involvement	-.115	-.170	-.118
Work Overload	.290*	.112	.343*
Balance	-.292*	.049	-.384**
Family Alienation	-.127	-.111	-.123
Work to Family Stress	-.250*	-.140	-.294*
Family to Work Stress	.207	.198	.215

	FS	JS	JI	FI	WO	BAL	FA	WFS	FWS	ANX	DEP	PWB	SC	GH	VT	PGWB
FS		.292*	-.418**	.575**	-.273*	.266*	.297	.234	.130	-.410**	-.079	.244	.244	-.171	.248	-.165
JS			.138	.079	-.311**	.343**	.071	.298**	-.041	-.275*	.018	-.111	.059	-.094	.169	-.192
JI				-.188	.309**	-.158	-.147	-.209	-.006	.208	-.044	-.313**	.052	.154	.056	.161
FI					.009	.143	.236	-.097	.279*	-.278*	-.146	.213	.024	-.029	.142	-.115
WO						-.463**	-.326*	-.684**	.174	.366**	-.095	.100	-.146	.184	-.100	.290*
BAL							.404**	.659**	-.374**	-.460**	-.127	-.064	.206	-.017	.106	-.292*
FA								.381*	-.184	-.175	-.041	.130	-.011	-.063	.020	-.127
WFS									-.433*	-.389**	-.019	-.085	.162	.034	.036	-.250*
FWS										.196	.176	.245*	-.085	-.068	-.013	.207
ANX											.308**	-.007	-.230*	.214	-.302**	.717**
DEP												-.021	-.025	.015	-.280*	.302**
PWB													-.079	-.021	-.061	.271*
SC														.044	.096	.188
GH															-.392**	.457**
VT																.016
PGWB																

Note. *p< .05 (2-tailed); **p<.01 (2-tailed)

Research Question 2: Gender differences in the overall relationship between work-life balance and Psychological Well-being

A moderated multiple regression was run to test if gender significantly moderated the relationship between work-life balance and psychological well-being. Model 1 included gender and balance ($R^2 = .088$, $p = .044$). In model 2, the interaction between gender and balance was added and resulted in a significant effect (R^2 change = $.043$, $p = .023$). Both models were statistically significant therefore there is an interaction effect with gender. Table 7 contains the results of this analysis. Based on the correlation analysis, there is a significant correlation between work-life balance and psychological for females, not for males. Table 5 contains the result of this analysis broken down by gender.

Table 7 <i>Multiple Regression with Gender as a Moderator Variable</i>					
Variable	B	SE(B)	β	R^2/R^2 Change	Sig
Model 1				.088	.044
Balance	-.240	.094	-.303		.013
Gender	-.185	.403	-.054		.647
Model 2				.043	.023
Balance	-.161	.102	-.203		.118
Gender	-.052	.403	-.015		.898
Interaction	.186	.102	.230		.072

Research Question 3: Is there a relationship between specific indicators or subscales of work-life balance and Psychological Well-Being

A multiple regression was run to understand the relationship between the subscales of work-life balance and psychological well-being. Because there were no significant results in the overall regression model, a backward elimination regression was run to understand if any of the subscales were predictive of work-life balance. In the

backward regression only Job Satisfaction was statistically significant as a predictor of psychological well-being ($p=.046$). The results from the overall and backward regression models are summarized in table 8.

Table 8 <i>Backward regression results Psychological Well Being Global Score</i>		
	Psychological well being	
	Full model	Restricted Model
R Square	.270	.103
# of Predictors	9	1
Platform	Beta	Beta
Job Satisfaction	-.282	-.321*
Job Involvement	.080	
Work Overload	.264	
Family Involvement	-.275	
Family to Work Stress	.368	
Work to Family Stress	.634	
Family Achievement	.072	
Balance	-.210	
Family Satisfaction	.010	
<i>Note. *p<.05</i>		

Research Question 4: Are there gender differences in WLB?

A MANOVA was run to understand gender differences in the work-life balance scales. An overall multivariate difference was found (Hotellings T =.536, $p = .099$).

Family Involvement was the only scale in which there was a significant gender difference. Results of the MANOVA analysis are located in table 9.

Data from the open-ended questions did illuminate some differences in how male and female participants define and achieve work-life balance, however for the most part both genders indicated that successfully drawing boundaries between work and home, prioritizing personal and work commitments (with family prioritized over work related commitments), and balancing time between the two areas both defines work balances and are a key aspect in their pursuits of work-life balance. Self-care was also reported to be a

major component to the pursuit of work-life balance for both genders. There were some gender differences in the modality and frequency of these themes among genders but overall both men and women reported the same overall themes. There were more remarkable differences in how men and women answered question 72 regarding obstacles to managing work and home responsibilities. Women listed more obstacles than men, adding some related juggling housework, finances, needing social support and the use of technology (or the sense of always being connected to work) as hindrances to work-life balance. Both men and women included time, long commutes to work and multiple demands as some of the biggest obstacles in the pursuit of work-life balance. The results of the open-ended questions are located in tables 10, 11, and 12.

	Males	Females		
	Mean (SD)	Mean (SD)	F (p)	Effect Size
Family Involvement	7.17 (1.85)	5.76 (1.81)	5.08 (.030)	.115
Family Satisfaction	12.58 (3.45)	12.38 (3.31)	.031 (.861)	.001
Work to Family Stress	14.67 (4.21)	15.97 (3.87)	.910 (.346)	.023
Family to Work Stress	15.33 (2.61)	15.21 (2.69)	.019 (.891)	.000
Work Overload	10.00 (3.13)	9.00 (3.11)	.876 (.355)	.022
Job Involvement	8.75 (2.42)	10.24 (2.49)	3.10 (.086)	.074
Job Satisfaction	6.58 (1.31)	7.86 (2.18)	3.55 (.067)	.083
Family Alienation	6.08 (2.39)	5.62 (2.47)	.303 (.585)	.008
Balance	14.50 (4.95)	15.90 (3.97)	.910 (.346)	.023

Note. A multivariate test resulted in a significant difference (Hotelling's $T=.536$, $p = .099$). Scores with $p<.05$ are bolded

Table 10 <i>Open-ended response frequencies. Question 70: Please comment on how you define work-life balance for yourself. n=60 (Females=41, Males=19)</i>			
Themes	Frequencies		Subcategories:
	Females	Males	
Time	10	5	Quality time with family, friends, significant others Enough time to meet work and home obligations Needing more time.
Boundaries	9	3	Separating home from work Separating work from home Separating both work and home Putting work first Putting family first
Job Choice	7	0	Working Part-time
Prioritizing	4	4	Family first
Satisfaction/Enjoyment	2	3	Feeling complete, making others happy Planning enjoyable activities
Other	9	4	

Table 11 <i>Open-ended response frequencies. Question 71: Please comment on what steps you take to achieve work-life balance. n=56 (Females=37, Males=19)</i>			
Themes	Frequencies		Subcategories:
	Females	Males	
Boundaries	19	8	Time Leaving work at work Decrease household chores Ask for help Decrease work commitments
Self-care	5	5	Exercise Sleep Diet
Technology	4	0	No email/Internet at home No cell phone at home Using technology to connect home at work
Prioritizing	3	3	Family first Work first Planning/organizing
Leisure Time	1	2	Planning leisure activities
Problematic Behavior	0	1	Drinking

Flexibility	5	0	Working part-time, flex-time
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Table 12 <i>Open-ended response frequencies. Question 73: What, if any, obstacles do you deal with in regards to managing your personal time with work and family/personal life. n=52 (Females=40, Males=12)</i>			
Themes	Frequencies		Subcategories:
	Females	Males	
Multiple Demands	10	8	Scheduling Home responsibilities Work responsibilities Conflicts School
Time	10	3	Commute Schedule Long Work Hours School
Boundaries	5	1	Leaving Work at Work
Pressure	4	0	From Society From Work
Technology	3	0	
Financial	3	0	Providing for Family Paying Bills Saving
Support	3	0	Lack of Social Support Lack of Work Place Support
Problems	2	0	Interpersonal Drinking

Chapter V

Discussion

The issue of work-life balance has long been one of importance within the business and human resources domains (Hogarth & Bosworth, 2009; Lockwood, 2003). Given the vast and dynamic changes of the role of women in the workplace, the issue of work-life balance became particularly important as it related to obstacles women face as they juggle both work and home responsibilities (Brett & Stroh, 2003; Higgins, Duxbury & Lyons, 2010; Sujata & Singh, 2011). However, in more recent years shifts in the economy and the role of men both in the work place and at home has made this issue more relevant to both men and women, regardless of marital and family status (APA 2004, Powell & Greenhaus, 2010; Zimmerman et al., 2008).

This issue has also become an important one within the field of counseling (Choate, 2008; Evans, Carney & Wilkinson, in press; Wilkinson, Evans & Carney, 2012). While previous studies have confirmed a connection between work-life balance issues and aspects of psychological well-being such as anxiety, burnout and problematic drinking (Frone, 2000) this study looked at the relationship of work-life balance to general psychological well-being which encompassed the following factors: anxiety, depression, self-control, general health, vitality and positive well-being. Counselors must be prepared to help clients navigate issues related to work-life balance and psychological well-being.

Discussion of Findings

The findings in this study were significant as it relates to the field of counseling, to individuals struggling with work-life balance and companies who are trying to implement policies related to work-life balance. This study indicates that work-life balance is a relevant issue and is related to psychological well-being. One of the key aspects of this study is that it included individuals who were single, married, divorced or in a committed relationship. Prior research emphasizes work-life balance as an issue for couples and women, specifically women with children, but these results indicate that the issue of work-life balance applies to both men and women regardless of relationship or parental status. In fact, 30% of participants in this study did not have children. This study also included participants who work both full and part-time, indicating that work-life balance is not just an issue for those working full-time status. Additionally, there are significant gender differences as it relates to the interaction of work-life balance and psychological well-being. Women seem to be more effected by work-life balance issues, experiencing less psychological well-being than men. Specifically, women who had less balance seemed to have more anxiety and less general well-being. This may be in part because generally speaking, women tend to have lower psychological well-being than men (Dimenas, Carlsson, Glise, Israelsson, & Wiklund, 1996; Nillson et al., 2010). However, it could also be that work-life balance issues effect women to a greater degree than they do men. Perhaps because historically women have been considered the primary caregiver, there is an increased sense of pressure to overachieve at work and at home, which takes a toll on their well-being.

While there is a stronger relationship between work-life balance and psychological well-being for women than men, responses to the open-ended questions reflected that both genders experience a real struggle as they try to balance work and home responsibilities. This is congruent with more recent research that work-life balance is no longer simply a women's issue (Aumann et al., 2011). It is important to understand the unique stressors men and women face as it relates to work-life balance. The results of this study do shed some light on these differences. Overall, most of the participants who answered the open-ended questions defined work-life balance as the ability to draw boundaries between the two domains and reflected on the importance of having time for and the ability to prioritize both family and work responsibilities, with an emphasis on personal or family time being more important than work. Self-care seemed to be a key component of maintaining work-life balance through exercise or leisure activities. Women seemed more likely to benefit from job flexibility or in a few cases, working part-time to maintain a sense of balance, whereas men reported trying to set firm boundaries between the two domains (i.e. not talking about work at home). The answers to the open-ended questions also seemed to highlight that for women, work-life balance might relate to an internal struggle to deal with multiple demands (more situational in nature), whereas for men, work-life balance may relate more to a time-based, boundary issue. This speaks to the notion that while work-life balance is an issue for both men and women, the construct is defined differently across gender.

This study also highlights the influence of work in one's life. There was a significant relationship between work to family stress and well-being. Specifically, when work seems to impose on family or personal time or when work demands make it

impossible to meet personal demands (i.e. household chores) participants experience lower levels of psychological well-being. There were similar results with work-overload and global well-being. For participants, when work takes up so much time that there is not any left for family and friends or there is a sense that one's family and friends resent the amount of time spent at work, there is a decrease in psychological well-being. This may be indicative of the power work has over well-being. When work is imposing on family time or obligations, psychological well-being could be negatively affected. Additionally, being over committed or overwhelmed at work has a negative effect on psychological well-being.

The finding that job satisfaction was a significant predictor of well-being is also important to note. It is possible that if a person is satisfied with his or her job, he or she will be generally happier, experience less depression, anxiety and more vitality and good health. Because job satisfaction in this study was not just about liking ones job, but also about feeling supported at work as it relates to work-life balance issues it is vital that the work-place environment be supportive of the personal obligations employees face. Currently, most employees are not utilizing work-life balance related policies (Darcy et al., 2012; Executive Office of the President, 2010; Matos & Galinsky, 2010). This finding may point to the need for better work-life balance policies, or for employers to develop a work-place environment where employees feel comfortable utilizing those policies and/or drawing boundaries between work and home. It may be that drawing good boundaries at work or finding ways to deal with overwork, could help one have a better sense of balance and well-being.

Prior research also indicates that positive well-being or a sense of happiness leads to employees working harder (Amabile & Kramer, 2011). Moreover, it is important that one possess a sense of satisfaction with his or her work and feel supported by his or her employer as it relates to balancing work and personal life. Amabile & Kramer assert that even though there is an economic advantage for companies to invest in the well-being, truly there is also an ethical obligation to promote well-being. One way in which employers can do this and employees can help themselves in this area, is through maintaining work-life balance through drawing boundaries between work and home, prioritizing work and home responsibilities and developing positive, supportive relationships within the workplace.

The findings of the current study also suggest that there may be important gender related differences that are relevant when considering work life balance. For example, there was a significant gender difference as it related to Family Involvement in the pursuit of work-life balance, with women reporting higher involvement as it relates to time, enjoyment and satisfaction in family related activities. This indicates that women may take more satisfaction than men in their role as parent or their involvement in family members lives. This finding is interesting in light of current research that indicates men are taking on more responsibilities related to home life (Aumman et al., 2011). While men may be adopting more care giving and household related responsibilities the results of this study indicate that it is still more important for women to be heavily involved and satisfied with time spent in the family domain, especially as it relates to work-life balance. This could be a reflection of the pressure women feel to be competent as a mom, which men may not be subject to. However it should be noted that even with this

distinction, both male and female respondents did repeatedly emphasize that “family comes first” or that family should be the priority over work responsibilities.

The results of this study also suggest that there may be a relationship between work and home as it relates to psychological well-being and family satisfaction. There was a clear relationship for both genders between family satisfaction and work-life balance. Prior research does demonstrate the important role of spousal support and satisfaction in moderating work stress (Bures & Henderson, 1986). Desrochers, Sargent and Hostetler (2012) noted that in companies where the environment was not family-friendly, family satisfaction was lower for both men and women with children. In this study the relationship between family satisfaction and balance may indicate that if one feels competent in his or her role within the family, they may also experience a greater sense of balance, regardless of whether one is married or has children. There is also a need to feel connected to family and satisfied with the quality of those relationships in order to maintain a sense of work-life balance. Participant’s answers to the open ended questions indicate that family is typically valued more so than work and that even leisure and self-care activities such as exercise play a vital role as a respite from overwork. Having time to give to this domain and having a sense of satisfaction with the quality of time associated with this domain leads to a greater sense of balance.

With the large increase in dual-earning families, the issues that arise from juggling work and home life can cause stress and tension that can be problematic for working families (APA, 2004). Bagger and Li (2012) highlight the importance of employers helping employees minimize the spillover between work and home in order to improve job and family satisfaction. Cherpas (1985) asserts the importance of counselors

being prepared to work with couples on how to cope with and overcome obstacles related to work-life balance issues. The results of this study indicated that this is not just an issue for couples but single, divorced/separated persons as well. Counselors must be aware of the complexities related to the work and home interface in order to best help clients decrease work overload and manage work-life balance issues; especially those related to boundaries and time and improve overall psychological well-being.

Counselors can help clients by assisting clients in assessing their level of job satisfaction and learning how to draw clear boundaries between work and home. The pressure to be devoted to work is apparent in American culture. Clients may have a difficult time feeling a sense of empowerment to say no to work obligations or leave work at work. Additionally, it could be that technology and the constant connection with work has an effect on work to family stress and work overload. Counselors can help clients understand the need to draw boundaries between work and home and educate clients on how to draw healthy boundaries. Female clients may also benefit from psycho-education about parenting in general. It is possible, that if mothers felt competent and successful in the family domain, the sense of pressure to be supermom might subside. In turn, women may have an increased sense of work-life balance and psychological well-being. As it relates to men, the results of this study indicate that they may benefit from learning how to separate their work and home life so that the two do not overlap. Participants indicated the multiple demands coming from both work and home as an obstacle in managing time. It might be helpful for counselors to utilize a model of therapy that helps clients prioritize responsibilities and let go of those that are not pertinent. Several participants commented on the emphasis of family over work responsibilities that

may be indicative of the need to empower clients to draw stronger boundaries between work and family so as to protect family time. While this process sounds simple, it would be somewhat contrary to the culture in many businesses and thus difficult for clients to navigate

Limitations

There were several limitations related to sample size with this study. Although 98 participants agreed to do the study only 75 participants completed the survey. Of the 75 only 71 participants answered every single question. In the scoring of the psychological well-being scales, in accordance with the scoring manual, the mean score could be used for certain questions that were left blank. While this could have also been done for the work-life balance scales, I chose to omit the four participants because there is no standard scoring procedure for the Work-Life balance survey nor has it been as widely used as the PGWBI, the tradeoff being a smaller sample size. Perhaps if this study were replicated with a much larger sample size, the results of the multiple regression and MANOVA would have been different.

Additionally, the measure for work-life balance contained many questions on the work-family conflict and family-work conflict scales that were more directed to participants with children. Using another scale that is more inclusive of different types of people may have been more helpful. The use of the balance scale also limited the results. While the balance scale worked to measure balance, it may have been helpful if there was a global work-life balance score that incorporated all the sub-scales to use in the analysis.

The demographic section of the survey did not ask questions related to race, ethnicity or sexual orientation. Since minority groups typically are not treated fairly in the

workplace (Zunker, 2012), it may have been helpful to view the results of this study through a multicultural lense.

Future Research

Despite the limitations of this study, there is a clear need for further research as it relates to work-life balance and psychological well-being. It appears that men and women may define work-life balance in different ways: women with a more intrinsic, situational definition and men with a more absolute, time-based definition. While counselors must be prepared to process these issues with clients, there is limited to no research on what interventions are most helpful when working with these issues. Additionally, answers to the open-ended questions illuminated the need for a better understanding of how self-care activities such as exercise, sleep and leisure time help provide a sense of balance or refuge from the stress related to work-life balance. With the changing role of men, it would be interesting to repeat this study with male participants who were not the primary breadwinner (but primarily stay at home) in order to understand if the gender difference of family involvement was really about gender, or who the primary caregiver of the home is. Because the definition of marriage and family in America is changing, it may also be worthwhile to replicate this study with participants who identify as gay, lesbian, transgendered or questioning. Because GLBTQ clients are not always offered the same work-related benefits as straight couples, they may face unique obstacles related to work-life balance and psychological well-being. Additionally, this study did not account for race, ethnic or socioeconomic background which could also be a significant factor in work-life balance and psychological well-being. Further study in

this area may also include the role technology plays in maintaining or preventing work-life balance.

Summary

The findings of this study indicate a relationship between work-life balance and psychological well-being. This relationship is moderated by gender. The study also illuminates the need for empirically supported counseling interventions for work-life balance issues. As the definition of family and gender roles continue to shift in our country, along with the changing nature of the economy and work-roles, this will continue to be an important issue for both men and women.

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Appendix A

Recruitment Emails

“Work-life balance and psychological well-being in men and women.”

You are being invited to participate in a research study to assess perceived work-life balance and general psychological wellbeing of both men and women. This study is being conducted by Morgan Wilkinson, doctoral candidate, under the direction of Dr. Jamie Carney in the Auburn University Department of Special Education, Rehabilitation and Counseling. You were selected as a possible participant because of your employment status and because you are 19 years of age or older. Your participation in this study is completely anonymous.

Your participation is completely voluntary. If you decide to participate in this research study you will be asked to answer an anonymous survey about work-life balance and psychological well-being. Your total time commitment will be approximately fifteen minutes or less.

There are no known risks to participating in this experiment. However, should you taking this survey cause you any distress or you change your mind about participating, you may withdraw from the you can withdraw at any time by (example: closing your browser window). Additionally, at the end of the study referral information for someone you can discuss your distress will be provided.

Once you've submitted anonymous data, it cannot be withdrawn since it will be unidentifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department Special Education, Rehabilitation and Counseling, Morgan Wilkinson or your employer.

Any data obtained in connection with this study will remain anonymous. No identifiable data will be collected. Information collected through your participation may be used to fulfill an educational requirement, published in a professional journal, and/or presented at a professional meeting.

If you have questions, please contact Morgan Wilkinson at myw002@tigermail.auburn.edu, or Dr. Jamie Carney at carnejs@auburn.edu.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334) 844-5966 or e-mail at hsubjec@auburn.edu or IRBChair@auburn.edu.

Follow-Up Email

“Work-life balance and psychological well-being in men and women.”

You are being invited to participate in a research study to assess perceived work-life balance and general psychological wellbeing of both men and women. If you have already participated in the study, thank you for taking the time to do so. Please disregard the remainder of this email. This study is being conducted by Morgan Wilkinson, doctoral candidate, under the direction of Dr. Jamie Carney in the Auburn University Department of Special Education, Rehabilitation and Counseling. You were selected as a possible participant because of your employment status and because you are 19 years of age or older.

Your participation is completely voluntary. If you decide to participate in this research study you will be asked to answer an anonymous survey about work-life balance and psychological well-being. Your total time commitment will be approximately ten minutes or less.

There are no known risks to participating in this experiment.

If you change your mind about participating, you can withdraw at any time by (example: closing your browser window). Once you've submitted anonymous data, it cannot be withdrawn since it will be unidentifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department Special Education, Rehabilitation and Counseling, Morgan Wilkinson or your employer.

Any data obtained in connection with this study will remain anonymous. No identifiable data will be collected. Information collected through your participation may be used to fulfill an educational requirement, published in a professional journal, and/or presented at a professional meeting.

If you have questions, please contact Morgan Wilkinson at myw002@tigermail.auburn.edu, or Dr. Jamie Carney at carnejs@auburn.edu.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334) 844-5966 or e-mail at hsubjec@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION ABOVE, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, PLEASE CLICK ON THE LINK BELOW. YOU MAY PRINT A COPY OF THIS LETTER TO KEEP.

Appendix B IRB Approval Form

AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD for RESEARCH INVOLVING HUMAN SUBJECTS RESEARCH PROTOCOL REVIEW FORM

For information or help contact THE OFFICE OF RESEARCH COMPLIANCE, 115 Ramsay Hall, Auburn University
Phone: 334-844-5966 e-mail: hsubjec@auburn.edu Web Address: <http://www.auburn.edu/research/vpr/ohs/>

Revised 03.26.11 - DO NOT STAPLE, CLIP TOGETHER ONLY.

Save a Copy

1. PROPOSED START DATE of STUDY: 11/15/2012

PROPOSED REVIEW CATEGORY (Check one): FULL BOARD EXPEDITED EXEMPT

2. PROJECT TITLE: Work-life balance and psychological well-being in men and women.

3. Morgan Wilkinson Doctoral Candidate CED 404-642-2333 myw0002@tigermail.auburn.edu
PRINCIPAL INVESTIGATOR TITLE DEPT PHONE AU E-MAIL

209 High Point Ridge Prattville, AL 36066 morganbwilkinson@gmail.com
MAILING ADDRESS FAX ALTERNATE E-MAIL

4. SOURCE OF FUNDING SUPPORT: Not Applicable Internal External Agency: _____ Pending Received

5. LIST ANY CONTRACTORS, SUB-CONTRACTORS, OTHER ENTITIES OR IRBs ASSOCIATED WITH THIS PROJECT:

None

6. GENERAL RESEARCH PROJECT CHARACTERISTICS

6A. Mandatory CITI Training	6B. Research Methodology
<p>Names of key personnel who have completed CITI:</p> <p>Morgan Wilkinson _____ Jamie Carney _____</p> <p>CITI group completed for this study: <input checked="" type="checkbox"/> Social/Behavioral <input type="checkbox"/> Biomedical</p> <p style="text-align: center; color: red; font-weight: bold;">PLEASE ATTACH TO HARD COPY ALL CITI CERTIFICATES FOR EACH KEY PERSONNEL</p>	<p>Please check all descriptors that best apply to the research methodology.</p> <p>Data Source(s): <input checked="" type="checkbox"/> New Data <input type="checkbox"/> Existing Data</p> <p>Will recorded data directly or indirectly identify participants? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>Data collection will involve the use of:</p> <p><input type="checkbox"/> Educational Tests (cognitive diagnostic, aptitude, etc.) <input type="checkbox"/> Interview / Observation <input type="checkbox"/> Physical / Physiological Measures or Specimens (see Social) <input checked="" type="checkbox"/> Surveys / Questionnaires <input type="checkbox"/> Internet / Electronic <input type="checkbox"/> Audio / Video / Photos <input type="checkbox"/> Private records or files</p> <div style="border: 1px solid black; padding: 2px; font-size: small;"> <p>The Auburn University Institutional Review Board has approved this document for use from 11/29/12 to 11/28/13. Protocol # 12-381EP-11</p> </div>
6C. Participant Information	6D. Risks to Participants
<p>Please check all descriptors that apply to the participant population.</p> <p><input checked="" type="checkbox"/> Males <input checked="" type="checkbox"/> Females <input type="checkbox"/> AU students</p> <p>Vulnerable Populations</p> <p><input type="checkbox"/> Pregnant Women/Fetuses <input type="checkbox"/> Prisoners</p> <p><input type="checkbox"/> Children and/or Adolescents (under age 19 in AL)</p> <p>Persons with:</p> <p><input type="checkbox"/> Economic Disadvantages <input type="checkbox"/> Physical Disabilities <input type="checkbox"/> Educational Disadvantages <input type="checkbox"/> Intellectual Disabilities</p> <p>Do you plan to compensate your participants? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Please identify all risks that participants might encounter in this research.</p> <p><input type="checkbox"/> Breach of Confidentiality* <input type="checkbox"/> Coercion <input type="checkbox"/> Deception <input type="checkbox"/> Physical <input checked="" type="checkbox"/> Psychological <input type="checkbox"/> Social <input type="checkbox"/> None <input type="checkbox"/> Other</p> <p><small>*Note that if the investigator is using or accessing confidential or identifiable data, breach of confidentiality is always a risk.</small></p>
<p>Do you need IBC Approval for this study? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes - BUA # _____ Expiration date _____</p>	

FOR OHSR OFFICE USE ONLY

<p>DATE RECEIVED IN OHSR: <u>11/29/12</u> by <u>SRA</u></p> <p>DATE OF IRB REVIEW: <u>11/29/12</u> by <u>CC</u></p> <p>DATE OF IRB APPROVAL: _____ by _____</p> <p>COMMENTS: <u>original in 11/13/12-APR-EP by CC 11/29/12</u></p>	<p>PROTOCOL # <u>12-381EP/1211</u></p> <p>APPROVAL CATEGORY: <u>45 CFR 46.110-7</u></p> <p>INTERVAL FOR CONTINUING REVIEW: <u>1 year</u></p>
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7. PROJECT ASSURANCES

PROJECT TITLE: Work-life balance and psychological well-being in men and women.

A. PRINCIPAL INVESTIGATOR'S ASSURANCES

1. I certify that all information provided in this application is complete and correct.
2. I understand that, as Principal Investigator, I have ultimate responsibility for the conduct of this study, the ethical performance this project, the protection of the rights and welfare of human subjects, and strict adherence to any stipulations imposed by the Auburn University IRB.
3. I certify that all individuals involved with the conduct of this project are qualified to carry out their specified roles and responsibilities and are in compliance with Auburn University policies regarding the collection and analysis of the research data.
4. I agree to comply with all Auburn policies and procedures, as well as with all applicable federal, state, and local laws regarding the protection of human subjects, including, but not limited to the following:
 - a. Conducting the project by qualified personnel according to the approved protocol
 - b. Implementing no changes in the approved protocol or consent form without prior approval from the Office of Human Subjects Research
 - c. Obtaining the legally effective informed consent from each participant or their legally responsible representative prior to their participation in this project using only the currently approved, stamped consent form
 - d. Promptly reporting significant adverse events and/or effects to the Office of Human Subjects Research in writing within 5 working days of the occurrence.
5. If I will be unavailable to direct this research personally, I will arrange for a co-investigator to assume direct responsibility in my absence. This person has been named as co-investigator in this application, or I will advise OHSR, by letter, in advance of such arrangements.
6. I agree to conduct this study only during the period approved by the Auburn University IRB.
7. I will prepare and submit a renewal request and supply all supporting documents to the Office of Human Subjects Research before the approval period has expired if it is necessary to continue the research project beyond the time period approved by the Auburn University IRB.
8. I will prepare and submit a final report upon completion of this research project.

My signature indicates that I have read, understand and agree to conduct this research project in accordance with the assurances listed above.

Morgan Wilkinson

Printed name of Principal Investigator

Morgan Wilkinson
Principal Investigator's Signature
(SIGN IN BLUE INK ONLY)

11/8/2012
Date

B. FACULTY ADVISOR/SPONSOR'S ASSURANCES

1. By my signature as faculty advisor/sponsor on this research application, I certify that the student or guest investigator is knowledgeable about the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this particular study in accord with the approved protocol.
2. I certify that the project will be performed by qualified personnel according to the approved protocol using conventional or experimental methodology.
3. I agree to meet with the investigator on a regular basis to monitor study progress.
4. Should problems arise during the course of the study, I agree to be available, personally, to supervise the investigator in solving them.
5. I assure that the investigator will promptly report significant adverse events and/or effects to the OHSR in writing within 5 working days of the occurrence.
6. If I will be unavailable, I will arrange for an alternate faculty sponsor to assume responsibility during my absence, and I will advise the OHSR by letter of such arrangements. If the investigator is unable to fulfill requirements for submission of renewals, modifications or the final report, I will assume that responsibility.
7. I have read the protocol submitted for this project for content, clarity, and methodology

Jamie Carney
Printed name of Faculty Advisor / Sponsor

Jamie Carney
Signature (SIGN IN BLUE INK ONLY)

11/9/2012
Date

C. DEPARTMENT HEAD'S ASSURANCE

By my signature as department head, I certify that I will cooperate with the administration in the application and enforcement of all Auburn University policies and procedures, as well as all applicable federal, state, and local laws regarding the protection and ethical treatment of human participants by researchers in my department.

E. Davis Moore, Sr.
Printed name of Department Head

E. Davis Moore, Sr.
Signature (SIGN IN BLUE INK ONLY)

11/12/12
Date

8. PROJECT OVERVIEW: Prepare an abstract that includes:

(400 word maximum, in language understandable to someone who is not familiar with your area of study):

I.) A summary of relevant research findings leading to this research proposal:

(Cite sources; include a "Reference List" as Appendix A.)

II.) A brief description of the methodology,

III.) Expected and/or possible outcomes, and,

IV.) A statement regarding the potential significance of this research project.

Work life balance is a universal struggle, experienced by both men and women across different life-stages and in all types of professions in varying degrees (Darcy, McCarthy, Hill & Grady, 2012; Emslie & Hunt, 2009). Part of the struggle with work-life balance is the challenge of juggling work and personal life (Perrone, Wright, & Jackson, 2009). Currently, Americans are working more and longer hours compared to any other industrialized nation, taking less leave or vacation and personal time (International Labor Organization, 2009). With this, comes the struggle to find a balance between work, home, family and personal life (Hochschild, 1997). A lack of work-life balance is associated with emotional and behavioral problems such as: anxiety, depression, guilt, decreased productivity, and problematic drinking (Kalliath & Brough, 2008). Additionally, a lack of work-life balance can lead to increased stress and a sense of burnout (Ten Brummelhuis & Van Der Lippe 2010). Regardless of sex, gender identity, or marital status, both men and women struggle with work life balance (Powell & Greenhaus 2010). Over the years a number of work-life balance initiatives have been implemented in the workplace with the goal of creating better balance for employees (Zachariou, 2005). However, these initiatives have largely been geared towards women in the workplace and tend to be under utilized, especially by men and pre-retirement employees (Darcy et al., 2012).

Most of the literature has focused on how the pursuit of work-life balance has affected women, not men (Burke 2000). As men have long been considered the "universal" worker, unencumbered by responsibilities outside of the home and most concerned with financial gain, most work-life balance policies were created to help with the multiple roles faced by women with children, who were seen as having most of the care giving responsibilities. (Halford et. al., 1997 as cited in Halyryjo 2009; Burke, 2000; Williams, 2010). However, in the last few years, the notion of the man as the traditional breadwinner or universal worker, has begun to change (Halford et. al, 1997; Hochschild, 1997). The changing work force and the increase in dual-earning families has had a dramatic impact on the role of men in the workplace and the home, especially as it relates to work-life balance. The purpose of this study is to understand the effects of work-life-balance on general well-being and any gender differences between men and women.

9. PURPOSE.

a. Clearly state all of the objectives, goals, or aims of this project.

This researcher will look at the relationship between work-life balance and psychological well being in men and women. The aim of this study is to understand any correlation between a lack of work life balance and a lack of personal psychological well-being. Additionally, this study will look at gender differences related to work-life balance issues.

Research Questions

1. Is there a relationship between work-life balance and Psychological Well-being?
2. Is there a relationship between work-life balance and Psychological General Well-being of men?
3. Is there a relationship between work-life balance and Psychological General Well-being of women?
4. Are there any significant gender differences as it relates to work-life balance?
5. Are there any significant differences in the relationship of work-life balance and Psychological General Well-being by gender?

b. How will the results of this project be used? (e.g., Presentation? Publication? Thesis? Dissertation?)

The results of this project will be used in partial fulfillment of my Doctoral Dissertation. Additionally, the results may be used for journal publication or presentation at a later date.

10a. KEY PERSONNEL. Describe responsibilities. Include information on research training or certifications related to this project. CITI is required. Be as specific as possible. (Attach extra page if needed.) All non AU-affiliated key personnel must attach CITI certificates of completion.

Individual: Morgan Wilkinson Title: Doctoral Candidate E-mail address: myw0002@tigermail.auburn.edu
 Dept / Affiliation: College of Education, Counselor Education and Supervision

Roles / Responsibilities:

I am responsible for constructing and disseminating the electronic survey which includes the informed consent paperwork. Additionally, I am responsible for collecting and analyzing data from the survey.

Individual: Dr. Jamie Carney Title: Professor E-mail address: carnejs@auburn.edu
 Dept / Affiliation: Coordinator, Counselor Education Doctoral Program, Dissertation Committee Chair

Roles / Responsibilities:

Dr. Carney will oversee the work of the principal investigator.

Individual: _____ Title: _____ E-mail address: _____
 Dept / Affiliation: _____

Roles / Responsibilities:

Individual: _____ Title: _____ E-mail address: _____
 Dept / Affiliation: _____

Roles / Responsibilities:

Individual: _____ Title: _____ E-mail address: _____
 Dept / Affiliation: _____

Roles / Responsibilities:

Individual: _____ Title: _____ E-mail address: _____
 Dept / Affiliation: _____

Roles / Responsibilities:

11. LOCATION OF RESEARCH. List all locations where data collection will take place. (School systems, organizations, businesses, buildings and room numbers, servers for web surveys, etc.) Be as specific as possible. Attach permission letters in Appendix E.

(See sample letters at <http://www.auburn.edu/research/kyan/ohs/sample.html>)

Once Institutional Review Board (IRB) permission is granted, this researcher will send an initial email requesting participation to the company representatives with a link to the survey via qualtrics. The link to the survey will include an informational letter and the survey measures. Approximately 5-7 days after the initial email, a follow-up email will be sent out requesting participation. If needed, a third email will be sent within the following two weeks. The survey will remain available for approximately 3 weeks following the first follow-up email. Collected data will be merged into SPSS for analysis. For permission letters, see Appendix E.

12. PARTICIPANTS.

a. Describe the participant population you have chosen for this project.

Check here if there is existing data; describe the population from whom data was collected & include the # of data files.

Participants will be recruited from a non-random sample of men and women from two companies in the Southeastern United States. A human resource representative from each company has consented to allow for data recruitment to occur at their workplace via electronic mail. Participants will also be asked to forward the survey to anyone they think may be interested in participating. All participants will be employed in some capacity (i.e. part-time, full-time, temporary) and come from various demographic backgrounds. Participation will be voluntary and no identifying data will be collected so as to protect anonymity of the participants. Participants will not receive any incentive for participation. I expect to recruit approximately 75 participants.

b. Describe why is this participant population is appropriate for inclusion in this research project. (Include criteria for selection.)

Participants from both genders are needed to complete the survey. Additionally, because the survey is looking at how work-life balance effects general psychological well-being, it is necessary that participants work in some capacity.

c. Describe, step-by-step, all procedures you will use to recruit participants. *Include in Appendix B a copy of all e-mails, flyers, advertisements, recruiting scripts, invitations, etc., that will be used to invite people to participate.*

(See sample documents at <http://www.austm.edu/research/vpofhs/sample.htm>)

Recruitment will be done via an electronic invitation to participate in the study. The following steps will be taken:

1. Principle Investigator will send the electronic invitation to participate in the study to the representatives from each company who have agreed to disseminate the study. The electronic invitation will include an informed consent and link to the survey. See Appendix B.
2. Company representatives will forward the email invitation on to employees and/or clients.
3. Participants will be asked to forward the invitation to anyone they work with who may be interested in participating.
4. A follow-up email invitation will be sent 2 weeks following the initial email invitation.
5. If needed, a third and final email invitation will be sent to the company representatives to be sent.

What is the minimum number of participants you need to validate the study? ⁷⁵ _____

Is there a limit on the number of participants you will recruit? No Yes - the number is _____

Is there a limit on the number of participants you will include in the study? No Yes - the number is _____

d. Describe the type, amount and method of compensation and/or incentives for participants.

(If no compensation will be given, check here ✓.)

Select the type of compensation: Monetary Incentives
 Raffle or Drawing incentive (Include the chances of winning.)
 Extra Credit (State the value)
 Other

Description:

13. PROJECT DESIGN & METHODS.

a. Describe, step-by-step, all procedures and methods that will be used to consent participants.

(Check here if this is "not applicable"; you are using existing data.)

The researcher contacted the head of three different companies about participating in this study. Representatives from both companies agreed to disseminate a request for participation in the study along with the survey to employees and clients through email and company social media websites. However, participation is not required by the employers. No identifiable data will be collected from participants. The following steps will be used to consent participants:

1. Obtain Institutional Review Board (IRB) permission
2. Send an informational email requesting participation to the company representatives with a link to the survey.
3. Company representatives will forward the email to employees and/or clients.
4. The information email will inform potential participants that participation is voluntary and that no identifiable data will be collected.
5. Participants will be informed that they may drop out of the study at any time.

b. Describe the procedures you will use in order to address your purpose. Provide a step-by-step description of how you will carry out this research project. Include specific information about the participants' time and effort commitment. (NOTE: Use language that would be understandable to someone who is not familiar with your area of study. Without a complete description of all procedures, the Auburn University IRB will not be able to review this protocol. If additional space is needed for this section, save the information as a .PDF file and insert after page 6 of this form.)

The current study includes a non-experimental correlation design used to understand the relationship between work-life balance and psychological well-being. The researcher contacted the head of two different companies about participating in this study. Representatives from both companies agreed to disseminate a request for participation in the study along with the survey to employees and clients through email and company social media websites. Once Institutional Review Board (IRB) permission is granted, this researcher will send an initial email requesting participation to the company representatives with a link to the survey in survey monkey. The link to the survey will include an informational letter and the survey measures. Approximately 5-7 days after the initial email, a follow-up email will be sent out requesting participation. If needed, a third email will be sent within the following two weeks. The survey will remain available for approximately 3 weeks following the first follow-up email. Collected data will be merged into SPSS for analysis.

1. Obtain IRB approval
2. Send an initial email requesting participation to the company representatives with a link to the survey.
3. The link to the survey will include an informational letter, consent and the survey measures.
4. The survey will take approximately 10 minutes or less to complete. No risk is associated with participation and no incentives will be offered.
4. Approximately 5-7 days after the initial email, a follow-up email will be sent out requesting participation.
5. If needed, a third email will be sent within the following two weeks.
6. The survey will remain available for approximately 3 weeks following the first follow-up email.
7. Collected data will be merged into SPSS for analysis

13c. List all data collection instruments used in this project, in the order they appear in Appendix C.

(e.g., surveys and questionnaires in the format that will be presented to participants, educational tests, data collection sheets, interview questions, audio/video taping methods etc.)

Instrument Development

The survey used in this study integrates two existing measures into one instrument. These measures include: Brett and Stroh's (2003) measure of work-life balance and the Psychological General Well-Being Index (PGWBI) published by Dupuy (1984). Additionally the survey also includes a section on demographics and a qualitative question on the definition of work-life balance. One question was added to Brett and Stroh's (2003) work-life balance survey in order to include satisfaction with work-life balance policies to the Job Satisfaction scale. An electronic survey will be used to collect data using Qualtrics. A copy of the content of the survey is available in Appendix C.

d. Data analysis: Explain how the data will be analyzed.

Data analysis for this study will include descriptive analysis of the demographic variables. The data from the study will be analyzed using SPSS. A bivariate correlation will be conducted to determine the relationship between the Work-Life Balance summary score and the Psychological General Well-Being summary score. Additionally, differences between male and female participants' responses to the Work-Life Balance scale and gender differences in the correlation outcome will be analyzed using a one-way ANOVA.

14. RISKS & DISCOMFORTS: List and describe all of the risks that participants might encounter in this research. *If you are using deception in this study, please justify the use of deception and be sure to attach a copy of the debriefing form you plan to use in Appendix D. (Examples of possible risks are in section #6D on page 1.)*

There are no known risks for participation in this study, however there is potential for a risk of psychological discomfort. To mitigate this risk, participants are informed of the risk and that they may withdraw from the study at any time. Additionally, participants will be informed that a referral source to counseling resources and a suicide hot line will be provided at the conclusion of the study (see Appendix B).

Participation is voluntary and confidential, no identifiable data will be collected.

15. **PRECAUTIONS.** Identify and describe all precautions you have taken to eliminate or reduce risks as listed in #14. If the participants can be classified as a "vulnerable" population, please describe additional safeguards that you will use to assure the ethical treatment of these individuals. *Provide a copy of any emergency plans/procedures and medical referral lists in Appendix D.*

Participants are not classified as a vulnerable population. However, should participants become distressed during the study, they will be informed in the information e-mail that they may withdraw from the study at any time (example: by closing your browser window). Additionally, at the end of the study, referral information for someone you can discuss your distress with will be provided (see Appendix D).

If using the Internet to collect data, what confidentiality or security precautions are in place to protect (or not collect) identifiable data? Include protections used during both the collection and transfer of data.

(These are likely listed on the server's website.)

No identifiable data is being collected.

16. **BENEFITS.**

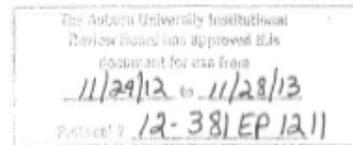
- a. List all realistic direct benefits participants can expect by participating in this specific study.

(Do not include "compensation" listed in #12d.) Check here if there are no direct benefits to participants. ✓

- b. List all realistic benefits for the general population that may be generated from this study.

Benefits for the general population may include an increased knowledge in the potential correlation between work-life balance and psychological well-being, implications for counselors working with clients in career counseling or affected by work-life balance issues.

(Information Letter)
Recruitment Email



The Auburn University Institutional Review Board has approved this document for use from November 29, 2012 to November 28, 2013.
Protocol #12-381 EP 1211.

“Work-life balance and psychological well-being in men and women.”

You are being invited to participate in a research study to assess perceived work-life balance and general psychological wellbeing of both men and women. This study is being conducted by Morgan Wilkinson, doctoral candidate, under the direction of Dr. Jamie Carney in the Auburn University Department of Special Education, Rehabilitation and Counseling. You were selected as a possible participant because of your employment status and because you are 19 years of age or older. Your participation in this study is completely anonymous.

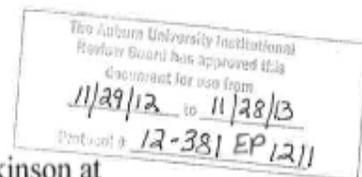
Your participation is completely voluntary. If you decide to participate in this research study you will be asked to answer an anonymous survey about work-life balance and psychological well-being. Your total time commitment will be approximately fifteen minutes or less.

There are no known risks to participating in this experiment, although you may become distressed or upset when answering questions about your psychological well-being. Should taking this survey cause you any distress, or you change your mind about participating, you may withdraw from the study at any time by (example: closing your browser window). Additionally, at the end of the study all participants will be

provided with referral information about mental health resources should you wish to discuss your distress with someone.

Once you've submitted anonymous data, it cannot be withdrawn since it will be unidentifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department Special Education, Rehabilitation and Counseling, Morgan Wilkinson or your employer.

Any data obtained in connection with this study will remain anonymous. No identifiable data will be collected. Information collected through your participation may be used to fulfill an educational requirement, published in a professional journal, and/or presented at a professional meeting.



If you have questions, please contact Morgan Wilkinson at myw002@tigermail.auburn.edu, or Dr. Jamie Carney at carnejs@auburn.edu.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334) 844-5966 or e-mail at hsubjec@auburn.edu or IRBChair@auburn.edu.

**HAVING READ THE INFORMATION ABOVE, YOU MUST
DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH**

PROJECT. IF YOU DECIDE TO PARTICIPATE, PLEASE CLICK ON THE LINK BELOW.

YOU MAY PRINT A COPY OF THIS LETTER TO KEEP.

Morgan Wilkinson (signed electronically) 11/28/2012

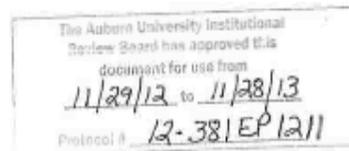
Investigator Date

Co-Investigator Date

Link to Survey:

https://auburn.qualtrics.com/SE/?SID=SV_5nWTamAyF2s45yl

The Auburn University Institutional Review Board has approved this document for use from November 29, 2012 to November 28, 2013.
Protocol #12-381 EP 1211.



Appendix C Survey Questions

The following survey asks 42 questions about your work, personal life and general well-being. It should take approximately 10 minutes to complete the survey. There are two additional open-ended questions asking for your opinions about work-life balance at the end of the survey. All of your responses are completely anonymous.

Demographic Questions

What is your gender

Female Male

What is your relationship status?

Single Married Committed Relationship Divorced/Separated
 Widowed

How many children do you have?

How many hours do you currently work each week?

Less than 20 20-31 32-40 40-50 60-80 More than 80

Work Life Questions

The following questions are related to work-life balance. For the following items, please evaluate feelings in regards to your career and personal life 1-5: (1 being strongly agree through 5, strongly disagree)

1.

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

1. A great deal of satisfaction comes from my role as a parent

	1	2	3	4	5
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2.	I am very much personally involved in my family members lives	1	2	3	4	5
3.	I enjoy talking about my family with other people	1	2	3	4	5
4.	The most important things that happen to me are related to my family role	1	2	3	4	5
5.	A great satisfaction in my life comes from my role as a spouse or significant other	1	2	3	4	5
6.	I would be less fulfilled without my role as spouse or significant other	1	2	3	4	5
7.	I am often tired at work because of things I have to do at home.	1	2	3	4	5
8.	My personal demands are so great they often take me away from work	1	2	3	4	5
9.	My superiors/peers dislike how often I am preoccupied with my personal life at work	1	2	3	4	5
10.	My personal life takes up time that I would like to spend at work	1	2	3	4	5
11.	I have so much work to do that it takes away from my personal interest.	1	2	3	4	5

12.	My family and friends dislike how often I am preoccupied with my work while at home.	1	2	3	4	5
13.	My work takes up time that I would like to spend with family and friends	1	2	3	4	5
14.	Generally speaking, I am satisfied with my work	1	2	3	4	5
15.	I am satisfied and feel supported by the authority over me at work	1	2	3	4	5
16.	The most important things that happen to me involve my work.	1	2	3	4	5
17.	I am very much personally involved with my work	1	2	3	4	5
18.	I live, eat and breath my job.	1	2	3	4	5

For the following items, please evaluate your thoughts and feelings in regards to your career and personal life 1-5: (1 being never through 5, very often).

	Never (1)	Rarely (2)	From time to time (3)	Often (4)	Very Often (5)	
19.	Feeling that you cannot accomplish everything you would like to at home?	1	2	3	4	5

20.	Feeling that your job interferes with your family life?	1	2	3	4	5
21.	Feeling that your job interferes with your personal time?	1	2	3	4	5
22.	Feeling that you do not have enough time for your family?	1	2	3	4	5
23.	Feeling that you do not have enough time for friends?	1	2	3	4	5
24.	Feeling that you do not really know your children?	1	2	3	4	5
25.	Feeling that you do not really know your spouse or significant other?	1	2	3	4	5
26.	Feeling that your children are growing up without you?	1	2	3	4	5
27.	Feeling that your personal responsibilities interferes with your job?	1	2	3	4	5

28.	Feeling that your job negatively affects your emotional well-being?	1	2	3	4	5
29.	Feeling that your job negatively affects your physical health?	1	2	3	4	5
30.	Feeling tension about balancing all your responsibilities?	1	2	3	4	5
31.	Feeling that you should change something about your work in order to balance all your responsibilities?	1	2	3	4	5
32.	Feeling that personal commitments interfere with your job?	1	2	3	4	5

For the following items, please evaluate your thoughts and feelings in regards to your career and personal life 1-5: (1 being very unhappy through 5, very happy)

	Very Unhappy (1)	Unhappy (2)	Neutral (3)	Happy (4)	Very Happy (5)	
33.	What is your level of happiness with your Marital relationship or relationship with your significant other?	1	2	3	4	5
34.	What is your level of happiness with your family situation?	1	2	3	4	5

35.	13.Satisfaction with the quality of time spent with family/friends	1	2	3	4	5
36.	Satisfaction with the quality of time spent on leisure activities	1	2	3	4	5
37.	Satisfaction with the policies and programs provided by employer to promote work-life balance	1	2	3	4	5

This section contains questions about how you feel and how things have been going with you. For each question check [] the answer which best applies to you.

1. How have you been feeling in general during the past month?
(Check one box)

- In excellent spirits 5
- In very good spirits 4
- In good spirits mostly 3
- I have been up and down in spirits a lot 2
- In low spirits mostly 1
- In very low spirits 0

2. How often were you bothered by any illness, bodily disorder, aches or pains during the past month?
(Check one box)

- Every day 0
- Almost every day 1
- About half of the time 2
- Now and then, but less than half the time 3
- Rarely 4
- None of the time 5

3. Did you feel depressed during the past month?
(Check one box)

- Yes - to the point that I felt like taking my life 0
- Yes - to the point that I did not care about anything..... 1
- Yes - very depressed almost every day 2
- Yes - quite depressed several times 3
- Yes - a little depressed now and then 4
- No - never felt depressed at all 5

4. Have you been in firm control of your behavior, thoughts, emotions or feelings during the past month?
(Check one box)
- Yes, definitely so 5
 Yes, for the most part 4
 Generally so 3
 Not too well 2
 No, and I am somewhat disturbed 1
 No, and I am very disturbed 0
5. Have you been bothered by nervousness or your "nerves" during the past month?
(Check one box)
- Extremely so - to the point where I could not work or take care of things 0
 Very much so 1
 Quite a bit 2
 Some - enough to bother me 3
 A little 4
 Not at all 5
6. How much energy, pep, or vitality did you have or feel during the past month?
(Check one box)
- Very full of energy - lots of pep 5
 Fairly energetic most of the time 4
 My energy level varied quite a bit 3
 Generally low in energy or pep 2
 Very low in energy or pep most of the time 1
 No energy or pep at all - I felt drained, sapped 0
7. I felt downhearted and blue during the past month.
(Check one box)
- None of the time 5
 A little of the time 4
 Some of the time 3
 A good bit of the time 2
 Most of the time 1
 All of the time 0

8. Were you generally tense or did you feel any tension during the past month?
(Check one box)
- Yes - extremely tense, most or all of the time 0
 Yes - very tense most of the time 1
 Not generally tense, but did feel fairly tense several times 2
 I felt a little tense a few times 3
 My general tension level was quite low 4
 I never felt tense or any tension at all 5
9. How happy, satisfied, or pleased have you been with your personal life
during the past month?
(Check one box)
- Extremely happy - could not have been more satisfied or pleased 5
 Very happy most of the time 4
 Generally satisfied - pleased 3
 Sometimes fairly happy, sometimes fairly unhappy 2
 Generally dissatisfied or unhappy 1
 Very dissatisfied or unhappy most or all the time 0
10. Did you feel healthy enough to carry out the things you like to do
or had to do during the past month?
(Check one box)
- Yes - definitely so 5
 For the most part 4
 Health problems limited me in some important ways 3
 I was only healthy enough to take care of myself 2
 I needed some help in taking care of myself 1
 I needed someone to help me with most or all of the things I had to do 0
11. Have you felt so sad, discouraged, hopeless, or had so many problems
that you wondered if anything was worthwhile during the past month?
(Check one box)
- Extremely so - to the point that I have just about given up 0
 Very much so 1
 Quite a bit 2
 Some - enough to bother me 3
 A little bit 4
 Not at all 5

12. I woke up feeling fresh and rested during the past month.
(Check one box)
- None of the time 0
A little of the time 1
Some of the time 2
A good bit of the time 3
Most of the time 4
All of the time 5
13. Have you been concerned, worried, or had any fears about your health
during the past month?
(Check one box)
- Extremely so 0
Very much so 1
Quite a bit 2
Some, but not a lot 3
Practically never 4
Not at all 5
14. Have you had any reason to wonder if you were losing your mind,
or losing control over the way you act, talk, think, feel or of your
memory during the past month?
(Check one box)
- Not at all 5
Only a little 4
Some - but not enough to be concerned or worried about 3
Some and I have been a little concerned 2
Some and I am quite concerned 1
Yes, very much so and I am very concerned 0
15. My daily life was full of things that were interesting to me during
the past month.
(Check one box)
- None of the time 0
A little of the time 1
Some of the time 2
A good bit of the time 3
Most of the time 4
All of the time 5

16. Did you feel active, vigorous, or dull, sluggish during the past month?
(Check one box)
- | | |
|---|----------------------------|
| Very active, vigorous every day | <input type="checkbox"/> 5 |
| Mostly active, vigorous - never really dull, sluggish | <input type="checkbox"/> 4 |
| Fairly active, vigorous - seldom dull, sluggish | <input type="checkbox"/> 3 |
| Fairly dull, sluggish - seldom active, vigorous | <input type="checkbox"/> 2 |
| Mostly dull, sluggish - never really active, vigorous | <input type="checkbox"/> 1 |
| Very dull, sluggish every day | <input type="checkbox"/> 0 |
17. Have you been anxious, worried, or upset during the past month?
(Check one box)
- | | |
|--|----------------------------|
| Extremely so - to the point of being sick or almost sick | <input type="checkbox"/> 0 |
| Very much so | <input type="checkbox"/> 1 |
| Quite a bit | <input type="checkbox"/> 2 |
| Some - enough to bother me | <input type="checkbox"/> 3 |
| A little bit | <input type="checkbox"/> 4 |
| Not at all | <input type="checkbox"/> 5 |
18. I was emotionally stable and sure of myself during the past month.
(Check one box)
- | | |
|------------------------------|----------------------------|
| None of the time | <input type="checkbox"/> 0 |
| A little of the time | <input type="checkbox"/> 1 |
| Some of the time | <input type="checkbox"/> 2 |
| A good bit of the time | <input type="checkbox"/> 3 |
| Most of the time | <input type="checkbox"/> 4 |
| All of the time | <input type="checkbox"/> 5 |
19. Did you feel relaxed, at ease or high strung, tight, or keyed-up during the past month?
(Check one box)
- | | |
|---|----------------------------|
| Felt relaxed and at ease the whole month | <input type="checkbox"/> 5 |
| Felt relaxed and at ease most of the time | <input type="checkbox"/> 4 |
| Generally felt relaxed but at times felt fairly high strung | <input type="checkbox"/> 3 |
| Generally felt high strung but at times felt fairly relaxed | <input type="checkbox"/> 2 |
| Felt high strung, tight, or keyed-up most of the time | <input type="checkbox"/> 1 |
| Felt high strung, tight, or keyed-up the whole month | <input type="checkbox"/> 0 |

20. I felt cheerful, lighthearted during the past month.
(Check one box)
- | | |
|------------------------------|----------------------------|
| None of the time | <input type="checkbox"/> 0 |
| A little of the time | <input type="checkbox"/> 1 |
| Some of the time | <input type="checkbox"/> 2 |
| A good bit of the time | <input type="checkbox"/> 3 |
| Most of the time | <input type="checkbox"/> 4 |
| All of the time | <input type="checkbox"/> 5 |
21. I felt tired, worn out, used up, or exhausted during the past month.
(Check one box)
- | | |
|------------------------------|----------------------------|
| None of the time | <input type="checkbox"/> 5 |
| A little of the time | <input type="checkbox"/> 4 |
| Some of the time | <input type="checkbox"/> 3 |
| A good bit of the time | <input type="checkbox"/> 2 |
| Most of the time | <input type="checkbox"/> 1 |
| All of the time | <input type="checkbox"/> 0 |
22. Have you been under or felt you were under any strain, stress, or pressure during the past month?
(Check one box)
- | | |
|--|----------------------------|
| Yes - almost more than I could bear or stand | <input type="checkbox"/> 0 |
| Yes - quite a bit of pressure | <input type="checkbox"/> 1 |
| Yes, some - more than usual | <input type="checkbox"/> 2 |
| Yes, some - but about usual | <input type="checkbox"/> 3 |
| Yes - a little | <input type="checkbox"/> 4 |
| Not at all | <input type="checkbox"/> 5 |

Open Ended Responses

Please comment on how you define work-life balance for yourself?

Please comment on what steps you take to achieve work-life balance.

What if any obstacles do you deal with in regards to managing your time with work and family/personal life