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Work, Family, and Community in a Triciprocal Relationship: An Exploratory Study of Enrichment

Cindy L. Crowder
University of Tennessee - Knoxville

To the Graduate Council:

I am submitting herewith a dissertation written by Cindy L. Crowder entitled "Work, Family, and Community in a Triciprocal Relationship: An Exploratory Study of Enrichment." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Business Administration.

<div align="right">Michael Lane Morris, Major Professor</div>

We have read this dissertation and recommend its acceptance:

R. Thomas Ladd, Doo H. Lim, Mary F. Ziegler

<div align="right">Accepted for the Council:
Carolyn R. Hodges</div>

<div align="right">Vice Provost and Dean of the Graduate School</div>

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WORK, FAMILY, AND COMMUNITY IN A TRICIPROCAL RELATIONSHIP:
AN EXPLORATORY STUDY OF ENRICHMENT.

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

Cindy L. Crowder
December 2007

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ABSTRACT

The purpose of this study was to expand the field of work-life literature through the introduction of triciprocal enrichment model that examines work-, family-, and community-related support antecedents and satisfaction variables. The main objectives were to incorporate the concept of enrichment and the domain of community into the work-life research providing a more accurate portrayal of the myriad of ways that all three domains interact and affect one another.

Data from 202 respondents were collected, including information on their level of community involvement, their level of enrichment within work, family, and community, their satisfaction on the job, with their family, and with their community, and the availability and usefulness of resources and support in their community, at work, and from their families. A survey instrument was designed online using the *nTreePoint®* *Web Forms* software package.

Although the proposed model was rejected, this study should promote further empirical investigations of enrichment and the relationships between work, family, and community. The scale modified for this study to measure the enriching relationships between work, family, and community should be further tested and validated. The results of this study revealed that antecedents from work-life conflict literature do not produce enrichment. Therefore, research should be conducted to determine the specific factors that produce enrichment.

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CHAPTER I
INTRODUCTION

In recent years, dramatic changes in the United States workforce demographics such as an increased number of women, dual-earner/career couples, the aging of the workforce, and single parents have resulted in a great deal of interest in the relationship between the work and non-work lives of employees. More organizations are getting involved in employees' personal lives (Zedeck & Mosier, 1990), and they are offering a variety of programs to assist workers with issues that have surfaced in the workplace and at home.

While more organizations are recognizing the needs of employees, there is still a great deal to learn about the dynamics involved in the interaction and balance of work and family roles (Zedeck & Mosier, 1990). Voydanoff (1988) suggested that a broader conceptualization of family-oriented programs would recognize changes in the family structure (increased number of dual-earner and single parents). Associated with these changes in family structure is the concept of new role accumulation (Greenhaus & Powell, 2006). Organizations need to consider how the addition of new roles and the demands that will come with them will affect employees.

In 2001, Voydanoff addressed this concept of role accumulation by suggesting the addition of a new domain, community. She called for researchers to consider nonwork elements such as leisure activities, hobbies, friendship, and community involvement when examining new role accumulation. Based on previous research that examined the affects of multiple role adoption (Coverman, 1989; Edwards & Rothbard, 2000;

McElwain, Korabik, & Rosin, 2005), this study will explore how additional roles from the third domain of community will affect work and family roles. Support antecedents and satisfaction variables will be assessed to determine the possible linkages and triciprocal relationships between the three domains.

This study will provide insight for practitioners in the development of programs and policies to help employees integrate their work, family, and community roles. Since research on the impact of such programs and policies on employees' level of satisfaction at work, in their family, and in their community is limited, the results from this study could possibly change the way human resource professionals and organizations add or continue family-friendly programs as part of their employee benefits package.

Statement of the Problem

A reciprocal relationship exists between work and family, and new research has broadened the scope of the conventional work-life literature through the introduction of a new domain, community. Resources and demands that influence and possibly enrich the reciprocal relationship between work and family could carry over into the community, and membership and participation in the community may be related or influenced by work and family. Much work is to be done to understand this new domain and how it will further this body of knowledge.

Statement of the Purpose

The purpose of this study is to explore the possibility of a triciprocal relationship between three domains: work, family, and community. It is expected that resources

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gained in one domain will transfer into another domain, enhancing the function of the role in that domain. This study will examine the organizational availability and employee utilization of family-friendly programs, the support and resources from work, family, and community, job satisfaction, family satisfaction, community satisfaction, and the level of involvement in the community.

Research Questions

This study examined the following research questions:

1. What is the relationship between the resources/support from the community, work, and family domains and the enrichment variables?

2. What is the relationship between involvement in the community and the enrichment variables?

3. What is the relationship between the enrichment variables and the satisfaction variables?

4. What is the relationship between the domains of community, work, and family?

List of Hypotheses

The following hypotheses will be included in this study:

Hypothesis 1a: Community-related enrichment (community-work, community-family, work-community, and family-community) will be positively related to the two community antecedents measuring involvement in the community.

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Hypothesis 1b: Community-related enrichment (community-work, community-family, work-community, and family-community) will be positively related to the community antecedents, availability and usefulness of community resources;

Hypothesis 2a: Family-related enrichment (community-family, family-work, family-community, and work-family) will be positively related to the family antecedent, instrumental assistance;

Hypothesis 2b: Family-related enrichment (community-family, family-work, family-community, and work-family) will be positively related to the family antecedent, emotional sustenance;

Hypothesis 3a: Work-related enrichment (community-work, family-work, work-community, and work-family) will be positively related to the work antecedents, availability and usefulness of family-friendly benefits;

Hypothesis 3b: Work-related enrichment (community-work, family-work, work-community, and work-family) will be positively related to the work antecedent, employer support;

Hypothesis 4a: Community-related enrichment (community-work, community-family, work-community, and family-community) will be positively related to community satisfaction;

Hypothesis 4b: Family-related enrichment (community-family, family-work, family-community, and work-family) will be positively related to family satisfaction;

Hypothesis 4c: Work-related enrichment (community-work, family-work, work-community, and work-family) will be positively related to job satisfaction; and

Hypothesis 5: There will be positive and reciprocal relationships between the work, community, and family domains.

Rationale for the Research

Within the work-life literature, the primary debates have included two domains: work and family. Research has shown how work influences family (MacDermid & Williams, 1997; Menaghan & Parcel, 1995) and how family influences work (Friedman & Greenhaus, 2000; Frone, Yardley, & Markel, 1997). Most of these discussions have focused on gender roles (Duxbury & Higgins, 1991; Haar & O'Driscoll, 2005; McElwain, et al., 2005; Singh, Finn, & Goulet, 2004), flexible work schedules (Jacobs & Gerson, 1996; Kohn & Schooler, 1982; Lee & Duxbury, 1998), and the fairness of equality benefits for employees at all levels in the workplace (Grover & Crooker, 1995).

While examining these relationships between work and family, most of the researchers have focused on the conflict between the two domains. Greenhaus and Beutell (1985) suggested that participation in one role creates conflict in another role, thus creating conflict between the roles in three different ways. The conflict could surface when time constraints occur between the roles (time-based), participation in one role makes it difficult to fulfill another role (strain-based), or the specific behaviors essential for one role are incompatible with another (behavior-based). Earlier research from Marks (1977) defined conflict in his scarcity model. He stated that individuals possess limited personal resources, such as time and energy. The more domains or roles they accumulate, the greater chance they will experience resource depletion, role overload, and inter-domain conflict. He predicted that the more time an employed

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individual spends in a non-work domain and the greater his or her personal involvement within that domain, the less committed he or she can be to the employing organization (Marks, 1977).

Greenhaus and Powell (2006) recognized the need to shift the focus within the literature. They proposed a new model, one of enrichment, in which "the extent to which experiences in one role improve the quality of life in the other role" (p. 72). The field of positive psychology has been a primary leader in the concept of focusing on the positive, the strengths instead of the weaknesses. Seligman and Csikszentmihalyi (2000) stated that "the aim of positive psychology is to begin to catalyze a change in the focus of psychology from preoccupation only with repairing the worst things in life to also building positive qualities" (p. 5). Researchers have discovered there are human strengths that act as buffers again mistrust, depletion of resources, miscommunication, and failure to attain goals: positive deviance (Bennett & Robinson, 2000), transcendence (Bateman & Porath, 2003), organizational virtuousness (Cameron, Dutton, & Quinn, 2003), meaningfulness in and at work (Pratt & Ashforth, 2003), resiliency in organizations and communities (Adger, 2000), and optimism (Cameron, et al., 2003). By adapting and using these virtues, organizations can learn how to foster and nurture what is best in all individuals and provide sources of strength for people to draw on, thus making the domains of work and family "allies" rather than "enemies" (Greenhaus & Powell, 2006).

Integrating community into the work-life literature has the promise of producing new ways of thinking about work and family. Voydanoff (2001) challenged future scholars to develop and test hypotheses that integrate community as a new domain in the

work-life analysis. Greenhaus and Powell's (2006) model also addressed the concept of a new domain. They suggested that future scholars should examine new role accumulation. These roles outside of work and family "can enrich or be enriched by work and family roles" (p. 88).

Like family and work, our local communities depend on our time and energy in order to function effectively, freely, and spontaneously. It is in the reciprocal context of its activities that our communal identity can be experienced and enjoyed. Yet if we lose that vital life-work integration, the many activities through which neighborhood and locality are expressed are marginalized, and we are the poorer for that neglect. Hobbies, interests and sporting pursuits derive much of their meaning through our interaction with others. If we fail to address the issues of work-life integration as a society then one of the first casualties will be the richness and diversity of community life.

Definition of Terms

The following terms will be defined for purposes of clarification of the study:

1. Antecedent – a preceding occurrence, cause, circumstance, or event which produces an effect;

2. Conflict – "a form of inter-role conflict in which the role pressures from the work and family domains are mutually incompatible in some respect" (Greenhaus & Beutell, 1985, p. 77);

3. Enrichment – "the extent to which experiences in one role improve the quality of life in the other role" (Greenhaus & Powell, 2006, p. 72);

4. Family – an intimate group of people, generally co-residents of the same household, may include spouse/partner, children, parents, siblings, and grandparents;

5. Organizational commitment – the strength of an individual's identification with a particular organization;

6. Reciprocal – a mutual relationship between two items in which cause and influence are bi-directional;

7. Role accumulation – participation in multiple roles;

8. Satisfaction – a term used to describe how content an individual is;

9. Spillover – theory that holds that the effects of each domain, both positive and negative effects, carry over to the other;

10. Triciprocal – a mutual relationship between three items in which cause and influence are bi-directional; and

11. Volunteer – to perform charitable or community work without payment.

Assumptions

The underlying assumptions for the study will be as follows:

1. The respondents will respond to the questionnaires in adequate numbers to create a balanced study.

2. The responses will not contain falsified information and will be as accurate and complete as possible.

3. The design of the questionnaires will provide the data necessary to answer the specific questions accurately.

Limitations

The following will be limitations of the study:

1. The study will be limited to employees from a west-central section of Indiana and an east-central section of Illinois.

2. A segment of the population sample will be human resource professionals who are all members of a professional chapter of the Society of Human Resource Management (SHRM).

CHAPTER II
REVIEW OF RELATED LITERATURE

Work-Life

The work-life research field is often referred to as *work and life* or *work and family* to represent the dichotomy of these two domains within a person's life. Research studying the interconnections between work and family life emerged in the 1960s and 1970s (Perry-Jenkins, Repetti, & Crouter, 2000). This new field of research was influenced by the influx of women into the workforce, quickly leading to the realization that the traditional breadwinner-homemaker model no longer existed. This model functioned under the assumption that workers would have someone they could rely on to cover household responsibilities. Questions related to the impact of women's employment on children and marriage led to the first studies in this field.

Researchers have examined how demands and resources from one domain directly affected role performance and quality in the other domain (Greenhaus & Parasuraman, 1999; Haas, 1999; Voydanoff, 2002). These studies lead to theories on work-life conflict, resource depletion, enrichment, resource generation, and positive or negative spillover (Edwards & Rothbard, 2000). A fairly new research focus has been on dual-earner couples and families. Moen and Yu (2000) examined strategies couples use to manage their work-life pressures. In their study, Klute, Crouter, Sayer, and McHale (2002) focused on the relationship between work attitude, marital roles, and division of household labor. Lee and Duxbury (1998) studied gender, support from partners, flexible work arrangements, supportive supervisors, and balancing the competing demands of work and family.

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While it is often necessary for people to juggle multiple roles, it is common for them to be stretched thinly among the various responsibilities in life. Voydanoff (2005b) documented that demands and resources associated with participation in the work or family domain directly affect role quality and performance in the other. The extent to which they influence depends on the extent to which they can drain or generate resources. Two types of demands and resources exist: within-domain and boundary-spanning. Within-domain includes characteristics from one domain that influence performance in another domain. Time-based community demands hinder performance through a process of resource drain. Therefore, time spent in community activities and giving informal help may have negative effects on other domains. Boundary-spanning domains and resources are inherently part of two domains. While boundary-spanning may originate in one domain, they serve as demands and resources in both domains (Voydanoff, 2005b). Community-based services provide support to working families, enabling them to maintain their work schedules while meeting their family responsibilities. They can include child care, after school programs, and transportation services. Resources are structural or psychological assets that are used to facilitate performance, reduce demands, and possibly generate additional resources (Voydanoff, 2004c).

Work-life literature often includes the concept of balance. A basic definition of balance used in the work-life literature encompasses emotional, physical, spiritual, and developmental components (Haddock, Zimmerman, Ziemba, & Current, 2001). However, researchers have struggled with the concept because it implies one can find equal distribution of work and life. Instead, the word integration is more appropriate. Work should not be separated from life, and it should be recognized as a meaningful and

essential part of life (Rapoport, Bailyn, Fletcher, & Pruitt, 2002). Therefore, work-life should be approached as an integrated perspective.

To date, much of the early research has focused on either work's influence on family or family's influence on work, but not both. Research has supported the idea that the relationship between work and family is bidirectional or reciprocal.

Theoretical Framework

Research on the relationship between the work and family domains has evolved over time from the concept of being unrated to the concept of being integrated. Various authors have used differing terminology to describe the same construct. Edwards and Rothbard (2000) studied the previous literature on linkages between work and family and compiled the following list of theories to explain how work and family are related: compensation, congruence, conflict, resource drain, segmentation, and spillover. A new theory, enrichment, has recently emerged, thus it has been added to this section.

Compensation

The compensation theory posits that an individual may compensate for a lack of satisfaction or deficiencies in one domain by trying to find more satisfaction or reward in the other (Lambert, 1990; Tenbrunsel, Brett, Moaz, Stroh, & Reilly 1995). The more valuable the reward is to the individual, the more likely he/she is to engage in the activity (Homans, 1976).

The result of trying to find more satisfaction in one domain often leads to a higher level of involvement, thus explaining why some individuals who are engaged in unsatisfying work often become more involved in non-work activities such as community

activities or events with their families (Piotrkowski, 1979). This model could also explain why some individuals become more involved with work when they experience problems in their family life.

Edwards and Rothbard (2000) described two types of compensation: supplemental and reactive. Supplemental compensation occurs when rewards in one domain are insufficient and cause dissatisfaction, invoking the individual to seek rewards in the other domain. Reactive compensation occurs when undesirable experiences in one domain become excessive and cause dissatisfaction, causing the individual to seek satisfying experiences in the other domain.

Congruence

In congruence, the two domains (work and family) are positively correlated because a third variable, like personality for example, affects both in similar ways (Heller, Judge, & Watson, 2002; Morf, 1989). Wayne, Musisca, and Fleeson (2004) tested this theory in their study on the relationship between personality traits and work and family roles. The distinction between spillover and congruence is illustrated by the presence of a third variable affecting both domains instead of one domain affecting the other (Frone, Russell, & Cooper, 1992).

Conflict

A primary topic of investigation in work-life research has been role conflict. It has been defined as "a form of inter-role conflict in which the role pressures from the work and family domains are mutually incompatible in some respect" whereby participation in one role is made more difficult by virtue of participation in the other (Greenhaus & Beutell, 1985, p. 77). The inter-role conflict arises when any one of three

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of conditions exists: time constraints occur between roles (time-based), participation in one role makes fulfilling another role more difficult (strain-based), or the specific behaviors required for one role are incompatible with another (behavior-based).

Many theories have emerged in the research of work-life conflict. Some have considered the forms of conflict (Greenhaus & Beutell, 1985). Others have focused on the processes that link work and family (Frone et al., 1997; Lambert, 1991). Lobel's (1991) research focused on the explanation for differences in conflict between genders. Research has shown women spend more time on family responsibilities (Galinsky, 1989), experience more role conflict (Wiersma, 1990), and work-family conflict (Glass & Camarigg, 1992) than men. However, Presser (1994) found that the less husbands' and wives' schedules overlap, the more husbands are involved in family responsibilities. Greenhaus and Beutell (1985) found that employed parents are more likely to experience work-family conflict. With a higher level of conflict, they would also more be likely to desire and need family-friendly benefits to reduce the conflict.

Frone et al. (1992) suggested that people become engaged in roles in response to role demands and, as a result, the role engagement leads to increased stress and strain. This argument assumes that the multiple demands of work and family are detrimental to the individual and that role participation invokes stress, resulting in emotional strain (Coverman, 1989; Tenbrunsel, et al., 1995).

Gutek, Searle, and Klepa (1991) described the basis for conflict as the rational view. The rational view holds that the amount of conflict that an individual experiences rises in proportion to the amount of time spent in both work and family domains. This view predicts that as adults increase the amount of time spent in work relative to family,

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they will experience more work interference with family. Accordingly, an increase of hours spent in family activities will increase interference with work.

Resource Drain

The resource drain theory assumes that people have finite psychological and physiological resources to allocate between the work and family domains. Scarcity theory suggests that one has only a certain amount of energy and time to expend, thereby making time and energy scarce resources (Goode, 1960). The more roles one has, the less one can optimally perform the functions for each role. Thus, competing demands from both domains make it difficult to meet the demands and acquire the rewards associated with these demands (Edwards & Rothbard, 2000).

Segmentation

Based on the boundary theory in which individuals erect barriers around roles such as work and family, segmentation refers to the separation of those roles (Ashforth, Kreiner, & Fugate, 2000). In segmentation, work and family life are independent and do not affect one another. Some employees may desire segmentation because it allows them to preserve and develop their roles more fully. Keeping the roles separate may render employees less susceptible to stress, depression, and the spillover of negative affects from one domain to the other (Edwards & Rothbard, 2000). More importantly, segmentation allows them to focus on the more salient role (Ashforth, et al., 2000).

This view was influenced by the traditional two-parent family where the presence of an at-home spouse to tend to family matters allowed the employed spouse to focus on work only (Lambert, 1990). However, today's changing families do not always consist of two parents, or if they do, one rarely stays home.

Spillover

Individuals transfer the attitudes, behaviors, emotions, and skills established at work to the family environment (Crouter, 1984; Kelly & Voyandoff, 1985). Family responsibilities encroach on worker's attitudes, capabilities, or energies, making it more difficult for them to meet job obligations (Crouter, 1984; Frone, et al., 1992). This is the basis for the spillover theory. It postulates individuals integrate and overlap work and family responsibilities (Bromet, Dew, & Parkinson, 1990; Hill, Ferris, & Martinson, 2003). Keene and Reynolds (2005) defined spillover as the reciprocal tension between the roles and obligations.

Lambert (1990) classified spillover as either direct or indirect. Direct spillover occurs when conditions in one domain have a direct impact on the other regardless of how the individual subjectively experiences the conditions. A direct family-work spillover would be a parent that misses work to care for a sick child or elderly parent. Indirect spillover occurs when a person's subjective reactions to objective conditions in one domain affect the other (Lambert, 1990). An indirect work-family spillover would be a parent who is preoccupied with work while attending a play at his/her child's school.

Traditionally, researchers have assumed that work negatively impacts the family (i.e. negative spillover between domains). However, further research has shown the effects of each domain can be both positive and negative. Friedman (1990) indicated that spillover between work and family can be different for high verses low job levels. At high job levels, the spillover appears to be from work to family (Frone, et al., 1992). However, at lower levels, the spillover is from family to work. These individuals are less likely to be in control over their work hours and are less likely to be able to purchase

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adequate child or elder care than higher level employees. Roehling, Jarvis, and Swope

(2005) studied the effects of spillover on individuals with children and how differences in

gender were affected. They focused on negative spillover "which occurs when strains

and conflicts in one domain negatively affect one's mood and behavior in the other

domain" (p. 841). They found that employees with children reported higher levels of

negative work-family spillover than those without children. They also found that women

reported higher levels of negative work-family spillover than men. This was especially

true for women from more traditional cultural backgrounds (Roehling, et al., 2005).

Enrichment

While conflict research has focused on the depleting aspects of role engagement,

research on role accumulation suggests that role engagement may bring resources and

pleasurable experiences to the role rather then strain (Marks, 1977; Sieber, 1974). Thus,

role engagement may provide enriching experiences such as role privileges, gratification,

self-esteem, and a positive emotional response for those who engage in a role. Greenhaus

and Powell (2006) defined enrichment as "the extent to which experiences in one role

improve the quality of life in the other role" (p. 72). They suggested that individuals who

participate in – and are satisfied with – work and family roles experience greater well-

being than those who participate in only one of the roles or who are dissatisfied with one

or more of their roles.

To add to this concept, Marks (1977), in the expansion model, theorized that

resources are abundant and expandable – even when considerable resources are dedicated

to one domain, other domains need not be deprived of resources. He predicted that

"some roles may be performed without any new energy loss; they may even create energy

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for use in that role or other role performances" (p. 926). This model assumes that the benefits of multiple roles outweigh the costs associated with them, leading to net gratification rather than strain. Kingston and Nock's (1992) research on employed wives found greater involvement in a third role, in their community. This suggests that engagement in one role may provide benefits to individuals, such as social contacts and self-esteem, which enhance their functioning in another role.

Greenhaus and Powell (2006) urged researchers to expand the field of work-life by investigating this concept of enrichment. They have proposed a new model to be tested by further study that includes two path concepts: instrumental and affective. In the instrumental path, "a resource generated in one role can be transferred to another role, thereby enhancing performance in the second role" (p. 80). In the affective path, "a resource generated in one role can promote positive affect within that role and also produces high performance and affect in another role" (p. 80).

Carlson, Kacmar, Wayne, and Grzywacz (2006) responded to Greenhaus and Powell's (2006) challenge by designing and validating a w*ork-family enrichment scale* to measure enrichment from each direction (work to family and family to work). In doing so, they identified six dimensions of enrichment. Three dimensions (development, affect, and capital) indicate enrichment from work to family. The other three dimensions (development, affect, and efficiency) indicate enrichment from family to work. Their work is unique in that it "measures the complexity of the enrichment construct by including the concepts of resource gains and enhanced functioning in each item" (p. 160). No previously developed measures assessed both of these. Some measured the

acquisition of resources, and others examined the spillover from one domain to another. Many only measured the relationship between the domains in one direction, but not both.

Family-Friendly Programs and Benefits

Organizational efforts to balance the work and family lives of its employees are a fairly new phenomenon that can be traced to how the nature of work has shifted throughout human history (Wallen, 2002). As the workforce has moved from the pre-industrial societies of farm communities where work and life were highly integrated, through the industrial revolution which marks the first shift in the integrated relationship between work and family, to the Great Depression and World Wars I and II which brought even greater complexity in the work/life domain due to the entrance of women into the industrial workforce, employers began to recognize the need to implement strategic initiatives that would assist employees integrate their work and family situation (Crowder, Hillsman, Balfour, & Morris, 2005).

While extensive research has examined the causes and consequences of work-family conflict, very few studies have identified ways to reduce it. One response from organizations has been to implement family-friendly programs and benefits. The purpose of most family-friendly programs and benefits is to decrease the work and family conflicts among employed parents (Glass & Fujimoto, 1995) while at the same time, decreasing absenteeism and improve productivity (Frone & Yardley, 1996; Holt, 1991; Schachner, 1990). Thompson, Beauvais, and Lyness's (1999) study found that employees who utilize family-friendly benefits reported experiencing significantly less stress in meeting the competing demands of work and family.

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Increased knowledge and awareness about family-friendly programs and changing needs of families and workers has caused a shift in the paradigm for many organizations. Zedeck and Mosiert (1990) classified family-friendly benefits into two primary categories: time-based benefits which include flexible schedules, telecommuting, compressed work weeks, and optional leaves of absence; and resource-based benefits which include child care assistance, health benefits, and counseling. Wallen (2002) recognized the "different needs" and "demands on workers" (p. 35) at five different life-cycle stages of an employee: the new worker/single worker, the married or partnered worker, the worker with young children, the worker in midlife, and the older worker. She categorized the benefits according to how salient they are at each stage. In the first stage, the new worker/single worker is interested in benefits such as financial assistance through insurance programs and retirement, time off from work through vacations, holidays, and leaves of absence, and programs, policies, and services on employee assistance, personal development, workplace violence, and programs in the community. At life cycle two, individuals generally add a spouse/partner. With this new addition, the interest in benefits and programs changes to include benefits for the spouse/partner (opposite-sex or same-sex) such as medical coverage and job search assistance, marriage leave, divorce counseling, and domestic violence education. Stage three, the worker with young children, adds yet another dependent to the family. Employees are now interested in insurance coverage for children, child care programs and services, and flexible work schedules. The worker in midlife faces new challenges at home. They need information on long-term insurance, elder care resources and services, time off to care for elderly parents, and tuition costs of college for children. The number of older workers is

expected to increase dramatically over the next few years, so understanding the last life cycle, the older worker, is of great importance. These workers are interested in Social Security and retirement issues, Medicare and Medicaid, chronic illness, bereavement, and grandparenting issues. Wallen (2002) acknowledges the generalization of each life cycle, but she emphasizes the need to develop a framework for categorizing the needs of employees.

Flexible Work

A number of studies have examined flexible work programs (Friedman & Galinsky, 1992; Gundersen, Rozell, & Kellogg, 1995; Madsen, 2003; Schwartz, 1992). Specifically, Thomas and Ganster (1995) and Shinn, Wong, Simko, and Ortiz-Torres (1989) studied how flexible work schedules and supervisor support were useful in reducing work-family conflict.

One of the most common flexible work adjustments offered by organizations is flextime. With flextime, workers are on the job during certain core hours of the day but can adjust their starting and ending times. Another type of adjustment is the compressed work week in which employees work longer each day but for fewer days of the week. Compressed work schedules provide the advantage of extended weekend time for non-work activities.

The Society for Human Resource Management (SHRM) (1992) reported that 88% of the organizations in their study offered some type of alternative work schedules. A new study from SHRM (2005) reported that 40% of the organizations offered some form of telecommuting, 33% offered compressed work-weeks, and 25% offered job sharing. Alternative work schedules were introduced to federal government employees through

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the Federal Employee Flexible and Compressed Work Schedules Act of 1978. Since 1982, the federal government has expanded the types of alternative work schedules available, including job sharing and telecommuting (U.S. Office of Personnel Management, 1992).

Workers, with the advances in technology, can do some of the work at home. Telecommuting enables a parent caring for a child to have the option of working from home. Telecommuting allows a valued employee the option of taking a new job without physically relocating (Gordon & Kelly, 1986). Hill, Hawkins, and Miller (1996) found that telecommuters who were parents of small children reported improved relationships with their children. Madsen's (2003) study revealed that teleworkers had lower levels of work-family conflict.

Individuals who have control over their work hours such as those with flexible work schedules are the most likely to be involved in the community as volunteers (Freeman, 1997; Thompson, 1993). For this reason, this study will compare the availability and use of flexible work programs to involvement in the community.

Elder Care

Levin (1991) reported on the stress associated with elder care. Organizations can assist workers by offering on-site training or information sessions on elder care and by offering long-term care insurance to help cover the cost of adult day care or in-home health services.

With life expectancy increasing, primary care for an elderly family member may become a way of life for many American workers. Brown (2005) estimated that by 2010, approximately 50 percent of the workforce will be assuming the role of caregiver for an

aging parent or ailing spouse. With individuals simultaneously engaged in the roles of employee, parent, and caregiver, organizations should be hurrying to extend their family-friendly programs to include services for their elder care-giving employees. Organizations need to create awareness about specific programs and services, facilitate caregivers' access to referral services such as counseling and geriatric case managers to guide the employees through the mysteries of Medicaid and Medicare.

The employers' success or failure in procuring satisfactory elder care arrangements could have a dramatic impact on employees. While caring for a family member, these employees may face emotional issues as the failing health of the elderly parent, financial and legal concerns, day-to-day assistance and care (in-home or assisted living facility), and spending time on the phone or in person (Barling, MacEwen, Kelloway, & Higginbottom, 1994; Gerber, 2005). The response and recognition of these, or lack thereof, could affect an employee's their job performance or satisfaction. Based on the research to date, the most apparent impact of elder care responsibilities on organizations is absenteeism (Barling, et al., 1994; Scharlach, Lowe, & Schneider, 1991).

At a time of cutbacks due to expensive health insurance premiums, the most commonly offered benefits are those that cost a company little or nothing, like referral services and unpaid leaves. Organizations that have addressed elder care concerns have typically done so by offering consultation and referral services to assist employees with eldercare arrangements (Galinsky, Friedman, & Hernandez, 1991; Jenner, 1994).

Employee Assistance Programs
Masi (1992) reported that approximately 20% of the workforce was affected by personal problems that affected their work performance. An Employee Assistance

Program (EAP) is suited to assist employees with these problems. In the past 2 decades, the number of Employee Assistance Programs has increased dramatically and has expanded beyond its origins of identifying employees with alcohol- or drug-abuse problems to include referrals, short-term therapy, and programs on overall health (Caldwell, 1994; Cohen, 1991). Hiatt, Hargrave, and Palmetree (1999) reported that they measured outcomes from the Employee Assistance Program (EAP) services by gathering information regarding productivity level or performance and absenteeism from a supervisor's rating of the employee before and after that employee participated in the Employee Assistance Program.

Child Care
Concern over child care has increased as the number of women in the workforce has increased. A significant amount of information has been published since the mid-1970s regarding the value and impact of child care services. In a national survey conducted by the Society for Human Resource Management (SHRM) (1992), 9 out of 10 organizations reported child care issues as the major source of workplace problems. The latest benefits survey from SHRM indicated that almost 75% of single-parents in single-parent families are employed, and about 60% of two-parent families have both parents employed.

Friedman (1990) noted that one of the first on-site day care centers was established by a manufacturer of soldiers' clothing during the Civil War. Women were needed in the war effort, and provisions had to be made for the children while they worked. During the 1960's, Stride Rite Corporation in Roxbury, Massachusetts opened a center to ease some of the racial tension in the community (Friedman, 1990). The

Reagan administration sponsored thirty-three breakfasts for CEO's to educate them about child care issues.

Several studies have reported that providing child care services can have a positive effect on job satisfaction and productivity and helps reduce absenteeism and turnover (Dawson, Miket, Lorenz, & King, 1984; Ransom, Aschbacher, & Burud, 1989; Sher & Fried, 1994; Youngblood & Chambers-Cook, 1984). One way many employers assist employees with child care responsibilities is by offering them a child care spending account. This type of plan was implemented through a federal tax act and allows employees to deduct up to $5,000 (pre-taxed) annually for child care expenses (Zigler & Lang, 1991).

Utililization of Family-Friendly Programs and Benefits

Today's workers are faced with a constant struggle to remain productive at work while juggling family and community responsibilities. Corporations have begun to realize that their ability to recruit and retain a productive workforce depends, in a large part, on their attention to these family and community needs. Despite all of the research that suggests family-friendly programs and benefits can reduce the stress associated with balancing multiple roles (Thomas & Ganster, 1995), there is also evidence that many employees are not taking advantage of these benefits.

After reviewing research on workplace family policy, Starrels (1992) concluded that "corporate culture may either advance or thwart development and effectiveness of work–family programs" (p. 261). For example, even where formal work–family policies and programs are in place, managers may subvert them by refusing to allow their

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employees to participate or by applying the policies unevenly. Supervisors may not

support subordinates' use of available policies, even those that are company sanctioned or

legally mandated (Kofodimos, 1995). Anecdotal evidence suggests that many employees

are reluctant to participate in work–family programs, such as flexible work schedules,

because they fear their careers will suffer (Hammonds, 1997). By not fostering a more

supportive environment for employees, organizations are contributing to tensions in

employees' personal lives, the repercussions of which affect employees' ability to

concentrate and be productive and creative on the job.

Organizational Commitment and Job Satisfaction

Mowday, Steers, and Porter (1979) defined organizational commitment as an

attitudinal variable that concerns employees' attachment to their jobs. Meyer and Allen

(1997) looked at organizational commitment as a shared relationship between the

employee and the employer. Research has identified a variety of factors that contribute to

organizational commitment and job satisfaction: perceived autonomy (Arches, 1991); an

understanding supervisor (Cangemi & Guttschalk, 1986) ; and job challenge and role

clarity (Daley, 1986).

Workplace supports may assist employees in successfully integrating the roles

they occupy, and the availability of supports has been positively related to organizational

outcomes such as job satisfaction. Neal, Chapman, Ingersoll-Dayton, and Emlen (1993)

examined work-place supports and identified three general types: policies, benefits, and

services. Policies provide guidelines for dealing with work and family demands.

Benefits are forms of compensation, such as insurance or bonuses. Services are specific

programs that are provided directly by or through the employer that address an employee's specific need such as child care. In addition, perceived supportive work-family culture is a component of perceived organizational support, which has been related to organizational commitment (Eisenberger, Fasolo, & Davis-LaMastro, 1990) and job satisfaction (Shore & Tetrick, 1991).

Links between organizational commitment, job satisfaction, and the use of family-friendly programs have also been made. Youngblood and Chambers-Cook (1984) focused their research on the use of employer-supported child care. Vanderkolk and Young (1991) found a link between flextime and job satisfaction. The use of family-friendly programs has also been linked to a reduction in employee stress (Hand & Zawacki, 1994). Further research that specifically examines the utilization of family-friendly programs and the effect that utilization has on an individual's stress level will provide crucial information on the relationship between an employee's attempt to balance work and family responsibilities and the stress associated with this balancing act.

Lambert (1991) found that when workers believed the available work-family benefits were useful, they viewed their organization as being supportive. Grover and Crooker (1995) found that employees with access to more family-friendly practices showed a greater commitment to their organization and a lower intention of leaving. Their study supported the concept that an organization can illustrate concern for employees by implementing family-friendly programs and thus creating a more satisfied employee.

Steffy and Jones (1988) found high commitment to the outside community was associated with high organizational commitment. Thornbury (2003) stated an

organization has to establish a culture with common values that will guide the behavior of

employees. An organization should be dedicated to improving both the workplace and

the community in which it is located. It should support the community by providing its

employees with a great place to work. Many organizations may have formally adopted

programs that publicly indicate support of family roles, yet do little to support them in the

work culture (Kofodimos, 1995).

Community as a Domain

Research has begun to include a third domain, community, in the study of work

and family (Bowen, Richman, & Bowen, 2000; Sweet, Swisher, & Moen, 2005;

Voydanoff, 2001). A small amount of research has assessed the relationships between

family and community (Sucoff & Upchurch, 1998; Taylor, 1996; Uhlendorff, 2000). To

explore the relationship between work and community, Kirchmeyer (1995) assessed the

impact of nonwork roles on work, and Poarch (1998) examined overlapping boundaries

between work and community domains through the development of friendships at work

rather than in the neighborhood. Voydanoff's (2004a) work indicated evidence of a

possible reciprocal relationship as well. The results are complex and reflect only the

beginnings of this research.

Sorcinelli and Near (1989) reported that community satisfaction was a strong

predictor of work attitudes. This confirms that spillover from non-work to work can be

positive in nature – non-work participation can "support, facilitiate, and enhance work

life" (Crouter, 1984, p. 430). By participating in a non-work domain, the employee could

increase the number of privileges which he or she can enjoy beyond work-related ones and gain contacts and information valuable for work (Crouter, 1984).

In an effort to begin to bridge the gap between these three domains, this study will investigate the relationship between employees' work and non-work characteristics by assessing employees' access to and utilization of employer-sponsored family-friendly benefits and programs, their involvement in the community, support from their family, support from their employer, and their access to and utilization of community resources.

Defining Community

Before integrating community into the work-life analysis, it is necessary to discuss a definition of community. Obst and White (2004) defined community as a geographic bounded space such as homes, stores, restaurants, dry cleaners, parks, and schools. Community has been identified as a place to live and work. It could refer to a collection of houses, industries, streets, and places to shop, eat, and practice faith or the area within which most of the basic human needs (work, place of worship, place of purchasing goods, schools, etc.) are satisfied (Nelson, Ramsey, & Verner, 1960). Voydanoff (2005b) suggested most definitions of community are too broad. She recommended breaking down community into components that look at community as either geographical or relational. She referred to social network as one of these components. It starts with a network of members and the ties that connect the members to one another (Voydanoff, 2001). This definition is more of a relational tie than territorial-based.

Mattessich and Monsey (1997) focused on the importance of communities as resources that contribute to the health, safety, and well being of the children, youth, and families. They define it as people who live within a geographic area and have social and psychological ties with each other and to the geographic area. The social ties include interactions based on kinship, friendship, and familiarity with other people within a geographic area, as well as joint participation in community-wide activities. Psychological ties include feelings of attachment, identity, and a sense of belonging to a place, as well as a sense of commitment, respect, obligation, and camaraderie with fellow occupants of that place.

Mattessich and Monsey's (1997) definition does not limit the concept of community to a geographical area; rather, it focuses on the individual. The decision to be a part of a community is: (a) actively and consciously considered, (b) based on assessment of him or herself and others--both in and outside of the community--regarding needs, wants, abilities and willingness to accept and move beyond, and (c) an agreement to work in partnership with the others to strive for outcomes that will be beneficial for the group as a whole, though not necessarily for the individual--suggesting that membership to the community may result in personal sacrifice (Mattessich & Monsey, 1997).

Community can also be defined as a family. The U.S. Bureau of the Census (1998) defines family as a group of two or more people (one of whom is the householder) related by birth, marriage, or adoption and residing together. Voydanoff (2004a) referred to family as the number and marital status of adults and the number and ages of children in a household. However, this can be extended to include former spouses, parents of

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grown adults, grown children who no longer live in the household, extended members (care for dependents).

Corporations are also communities, bound together by shared interests, common goals, and by mutual respect, affection, and concern as well (Marchese, Bassham, & Ryan, 2002). Higgins and McAllaster (2004) suggested that cultural artifacts are those "sets of attributes that help definitively characterize one organization from another" (p. 64). Artifacts can include language systems, rituals, and physical attributes such as use of interior and exterior space and equipment, and defining values.

Community Development and Resources

Community development is asset creation that improves the quality of life for residents (Ferguson & Dickens, 1999). Assets may include physical, political, social, or cultural resources. They can be individual or collective. Kretzmann and McKnight (1993) stated that asset mapping documents the abilities, capabilities, and capacities, including those of individuals, within a community. This approach to identifying community assets leads toward the development of policies, programs, and plans based on a community's strengths. The process helps communities identify hidden strengths, skills, and under-utilized resources. The collective talents and skills of each individual help communities leverage identified resources to solve local problems, strengthen relationships, and enhance the utilization of human capital. Local citizens become committed to investing in themselves and their resources, and they develop new ways of utilizing their corporate strengths for the good of the community.

An asset map is the logistics table for a community improvement plan. It not only tells the community what resources are currently available, but also when set against the community's plan, which resources need to be developed. Parks and Straker (1996) stated that this allows communities to collaborate effectively in identifying the problems and needs of the community, achieve a working consensus on goals and priorities, agree on ways and means to implement the agreed-upon goals, and collaborate effectively on the agreed-upon goal. As resources and skills are identified, new partnerships and alliances are forged.

Community Involvement and Volunteering

Volunteering has been defined as performing charitable or community work without payment. The definition can include two types of volunteering: formal and informal. Formal involvement is provided through an organization and is undertaken on behalf of a collective good, such as cleaning litter from public spaces (Wilson & Musick, 1997). Informal involvement is help given to family or neighbors, such as running errands (Cnaan & Amrofell, 1994; Wilson & Musick; 1997). Civic engagement activities are oriented toward collective action, care, concern, and development of others, as well as societal decision making and resource allocation (Christiano, 1996). McBride (2003) breaks activities into two areas: social and political. Social can involve being a member of an organization or volunteering time and resources to an individual or group. Informal help for neighbors is also considered social engagement (Bolland & McCallum, 2002). Political refers to activities that influence legislative processes and public decisions, such

as voting, membership or activism in political group, or serving on a jury (McBride, 2003).

The motivation to volunteer has long intrigued theorists and researchers. Ajzen's (1988) theory on volunteerism includes three independent determinants: person's attitude, subjective norm, and perceived behavioral control. The first determinant is conceptualized as the overall evaluation, either positive or negative, of performing the behavior. The second determinant reflects perceived social pressure to perform or not perform the behavior. The last determinant reflects the extent to which the person perceives the behavior to be under volitional control. He argued that perceived behavioral control has a direct effect on intentions and behavior (Ajzen, 1991).

In the area of motivational theory, Vroom's (1964) expectancy theory suggested that a cognitive process unique to the individual was at the root of motivation to engage in work roles of various sorts. According to Vroom (1964), a person will choose to engage in certain behaviors based on some expectation regarding outcomes of that behavior and the person's attitude toward the desirability of potential and probable outcomes.

Similarly, functionalist theory as described by Clary, Snyder, and Ridge (1992), suggested that people maintain their behaviors if the behaviors fulfill one or more individualistic needs. Recognizing the need to better understand the motivation of volunteers, they constructed the Volunteers Function Inventory (VFI) to provide a reliable and valid inventory that could be used to measure volunteer motives. They concluded there were six distinct measurable motives for volunteerism: values, understanding, social, career, protective, and enhancement. The first motive, values,

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suggested people volunteer to express or act on important values. The second motive, understanding, suggested people volunteer to learn more about the world and/or exercise skills that are often unused. In the social motive, people volunteer to strengthen social relationships. Through the career motive, people volunteer to gain career-related experience. In the protective motive, people volunteer to reduce negative feelings such as guilt or to address personal problems. The last motive, enhancement, suggested people volunteer to grow and develop psychologically. Clary, Snyder, and Stukas (1996) also researched whether volunteers in specific activity areas have similar motivations for volunteering. They considered whether "unique combinations of motivations are associated with involvement in specific areas of volunteer activities" (p. 12). They found that functions of motivation were associated with the type of volunteer activity.

Researchers have not found one factor that can be considered the most constraining factor to volunteering. Rossi (2001) found the number of hours employed to be a constraining factor of volunteering. High salary earners may be less likely to volunteer due to high demand on their job. However, when they do volunteer, they are more productive in some volunteer activities based on their education and skills (Freeman, 1997; Wuthnow, 1998).

Although men are sharing more responsibilities at home, women still carry the weight of domestic work and family care. Families with young children at home are less likely to volunteer because their care requires more time (Taniguchi, 2006). However, as children grow older, families are become more involved in school or team activities. Hoyert and Seltzer (1992) also found that the level of participation in community

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organizations and volunteering was negative correlated to long-term elder care responsibilities.

Summary

In summary, this study is exploratory in nature, examining the possibility of a triciprocal relationship between three domains: work, family, and community. It is expected that resources and demands that influence and possibly enrich the reciprocal relationship between work and family could carry over into the community, and membership and participation in the community may be related or influenced by work and family. This study will examine the support and resources from work, family, and community, job satisfaction, family satisfaction, community satisfaction, and the level of involvement in the community.

CHAPTER III
METHODOLOGY

Subjects

Data were gathered from employees at three organizations: an investment bank, a manufacturing plant, and a school corporation. An assortment of human resource professionals who were reached through a professional human resources organization asked to participate in the study after the researcher gave a presentation at a monthly meeting of the organization. The total population was three hundred and sixty-three people (N=363), and two hundred and two (n=202) responded to the survey, for a response rate of 55 percent.

The demographic characteristics of the sample were as follows: 72 percent were female, 70 percent were married, 71 percent were parents, 91 percent were Caucasian, and 82 percent had at least a 4-year college degree. The average age of respondents was 44 years. The average hours worked per week was 47.5 hours per week with 96 percent of the sample reporting they were employed full-time. Approximately 67 percent of the respondents have lived in their communities for more than five years, and they reported being involved in their community an average of 4.5 hours per week..

Instrumentation

An instrument designed to assess the respondents' level of community involvement, their level of enrichment within work, family, and community, their satisfaction on the job, with their family, and with their community, and the availability

and usefulness of resources and support in their community, at work, and from their families was developed.

National Survey of Families and Households
Survey questions on demographic variables, community resources, and community involvement came from the 2001-03 National Survey of Families and Households (NSFH).   The National Survey of Families and Households included a national sample of 13,007 individuals, including a main cross-section of 9,637 American households. The survey was conducted in three waves of data collection between the years 1987 and 2002. One adult per household was randomly selected as the primary respondent. Several portions of the main interview were self-administered to facilitate the collection of sensitive information as well as to ease the flow of the interview. The average interview lasted one hour and forty minutes (Sweet & Bumpass, 1988).

Eighteen months were spent in the development and validation of a basic design for the survey. The research team consisted of representatives from various perspectives including family sociology, social demography, social psychology, and family economics. Nine consultants representing an array of perspectives in family sociology, social demography, and family economics as well as staff from the Center for Population Research were included. The research team reviewed the literature and compiled past survey experience. They conducted weekly meetings for developing preliminary drafts of questions. Revisions were distributed and reviewed by the group until a consensus was reached. Small-scale pretests of various sections of the draft interview were conducted by the Wisconsin Survey Research Laboratory. Three additional rounds of pretests occurred with the interviewers; each resulted in refinement of the survey

instruments and procedures. After each pretest, the research team participated in a debriefing session with all of the interviewers to discuss revisions.

Data from all three waves have been used to analyze organizational membership (Miner & Tolnay, 1998), community resources (Bartholomae, Fox, & McKenry, 2004; Hanson, McLanahan, & Thomson, 1998; Voydanoff, 2004a; Voydanoff, 2004b), care giving transitions and changes in women's labor force (Wakabayashi & Donato, 2006), informal help (Amato, 1993), and wives' employment and marital stability (Schoen, Rogers, & Amato, 2006). No alpha scores were available for these scales.

Demographic Variables
Survey questions on demographic variables were gathered from each respondent. More specifically, respondents were asked to indicate the following: gender, number of children, household status, marital status, ethnicity, employment status, education level, and age.

Community Resources
Survey questions on community resources were gathered by asking the respondents to indicate whether each of the 20 community programs or services was available to them. All variables were coded such that 0 = not available, 1 = available but not used, and 2 = available and used. The researcher created a composite availability score by summing across the results in a range of 0 to 40. They were then asked to rate the usefulness of each program or service. All variables were coded such that 0 = not useful, 1 = somewhat useful, and 2 = extremely useful. The researcher created a composite usefulness score by summing across the results in a range of 0 to 40. It is not possible to calculate an alpha for this type of scale.

Involvement in the Community

Survey questions on involvement in the community were assessed by asking the respondents if they had participated in 10 community-related groups, such as service clubs, political groups, fraternal groups, or professional societies, and if they had volunteered to work with 9 community-based programs, such as schools and youth programs, hospitals, and church affiliated groups. All variables were coded such that 0 = no, 1 = yes. The researcher created two composite scores of participation by summing across the results in ranges of 0 to 10 and 0 to 9. It is not possible to calculate an alpha for this type of scale.

Family–Friendly Benefits

Survey questions on family–friendly benefits came from *The National Study of the Changing Workforce* (Galinsky, Bond, & Friedman, 1993). Organizational availability of family–friendly benefits was assessed by asking the respondents to indicate whether each of 11 family–friendly programs or policies such as flexible work arrangements, was available in their organization. All variables were coded such that 0 = not available, 1 = available but not used, and 2 = available and used. Consistent with other research (Osterman, 1995), the researcher created a composite family–friendly benefit availability score by summing across the results in a range of 0 to 22. The respondents were then asked to rate the usefulness of family–friendly benefits. All variables were coded such that 0 = not useful, 1 = somewhat useful, and 2 = extremely useful. The scoring method was the same as the method for benefit availability, with a range of 0-22. It is not possible to calculate an alpha for this type of scale.

Enrichment

Survey questions on enrichment came from the *Work-Family Enrichment Scale* designed and validated by Carlson, et al. (2006). It included the original 18-item scale measuring six dimensions of enrichment; three measuring *work-to-family enrichment* (development, affect, and capital), and three measuring *family-to-work enrichment* (development, affect, and efficiency). Each dimension included 3 questions. A scale of 1 to 5 was used for each item, where 1 = strongly disagree and 5 = strongly agree.

For this research study, thirty-six items were added to the scale by changing the stem of each item to measure the triciprocal relationship between work, family, and community. The total enrichment scale was 54 items. The researcher created composite scores for each of the six dimensions by summing across the results in a range of 1 to 15. Sample items were: "My involvement in my community helps me to understand different viewpoints and this helps me be a better family member" and "My involvement in my community makes me feel happy and helps me be a better worker."

In the Carlson, et al. (2006) study, each of the six dimensions was estimated using coefficient alpha, with all six exceeding the conventional level of acceptance of .70. For this study, the alphas for those six scales were: Family-Work Development = .852, Family-Work Affect = .940, Family-Work Efficiency = .926, Work-Family Development = .842, Work-Family Affect = .908, and Work-Family Capital = .894. The additional scales created for this study measured: Community-Work Development = .898, Community-Work Affect = .923, Community-Work Efficiency = .936, Community-Family Development = .859, Community-Family Affect = .901, Community-Family Capital = .910, Family-Community Development = .919, Family-Community Affect =

.910, Family-Community Efficiency = .919, Work-Community Development = .883, Work-Community Affect = .924, and Work-Community Capital = .896.

Job Satisfaction

Survey questions on job satisfaction came from the five-item *Brayfield-Rothe Job Satisfaction Scale* (Brayfield & Rothe, 1951) (Cronbach's alpha = 0.82). Respondents were asked to indicate their agreement with statements such as "I feel very satisfied with my job." A scale of 1 to 5 was used for each item. One item preceded by an asterisk was scored with strongly disagree = 5 and strongly agree = 1. All other (non-asterisk) items were scored with strongly disagree = 1 and strongly agree = 5. Higher scores indicate higher levels of satisfaction. The alpha for this study was .862.

Family Satisfaction

Survey questions on family satisfaction came from a three-item instrument developed by Kopelman, Greenhaus, and Connolly (1983). It is an overall measure of the degree to which the individual is satisfied with his/her family. A sample item was: "Overall, I am happy with my family life." A scale of 1 to 5 was used for each item. One item preceded by an asterisk was scored with strongly disagree = 5 and strongly agree = 1. All other (non-asterisk) items were scored with strongly disagree = 1 and strongly agree = 5. In the McElwain, et al., (2005) study, the alpha was 0.77. The alpha for this study was .806.

Community Satisfaction

Survey questions on community satisfaction was measured using the three-item *Goudy Community Satisfaction Scale* (Goudy, 1977) (Cronbach's alpha = 0.74). Respondents were asked to indicate their agreement with statements such as "This

community is an ideal place to live." A scale of 1 to 5 was used for each item, where 1 = strongly disagree or dissatisfied and 5 = strongly agree or satisfied, and higher scores indicate higher levels of satisfaction. The alpha for this study was .817.

Family Social Support

Survey questions on family social support were from a subset of the *Family Support Inventory for Workers* (King, Mattimore, King, & Adams, 1995) (Cronbach's alpha = 0.97 for emotional sustenance, 0.93 for instrumental assistance). The researcher shortened the scales, emotional sustenance and instrumental assistance, to 8 items based on the predicted internal consistency reliability from King, et al. (1995) of 0.90 for emotional sustenance and 0.88 for instrumental assistance. A sample item was: "Members of my family want me to enjoy my job." A scale of 1 to 5 was used for each item. Items preceded by an asterisk were scored with strongly disagree = 5 and strongly agree = 1. All other (non-asterisk) items were scored with strongly disagree = 1 and strongly agree = 5. The alphas for this study were .837 for emotional sustenance and .834 for instrumental assistance.

Employer Support

Survey questions on employer support came from the eight-item *Employer Support for Family* scale (Friedman & Greenhaus, 2000) (Cronbach's alpha = 0.78). Respondents were asked to indicate their agreement with statements such as "My organization has a satisfactory family leave policy." A scale of 1 to 5 was used for each item. Items preceded by an asterisk were scored with strongly disagree = 5 and strongly agree = 1. All other (non-asterisk) items were scored with strongly disagree = 1 and strongly agree = 5. The alpha for this study was .618.

Survey Design

The survey instrument was designed online by the researcher using the

nTreePoint® Web Forms software package.   The use of the *nTreePoint® Web Forms*

software package allowed the creation of multi-page web forms for collecting data into

the relational database, *SPSS* statistical software, for statistical analysis. The researcher

believes the use of *nTreePoint® Web Forms* aided in the fairly high response rate of the

sample population because of its convenience and accessibility. The survey was

available from any computer twenty-four hours a day for over three weeks.

nTreePoint® Web Forms allows the researcher to determine if each item in the

survey is required item. With this option selected by the researcher, the respondent

would receive an error message if a question is left blank. The respondent could not

proceed to the next section of the survey until the required answer was added. Fourteen

attempts to complete the survey were abandoned before the user was finished. The

respondent may not have been familiar or comfortable enough with computers to

complete the survey, they could have become frustrated with the instrument, or the

survey took longer to complete than they anticipated. Those fourteen responses were

eliminated from the results. The questionnaire appears in Appendix A.

Data Collection

The researcher visited three organizations and a monthly meeting of a

professional human resources association to provide an overview of the study and to ask

employees and professional human resource members to participate voluntarily in the

study.   Those who agreed to participate were given the location of the web-based

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questionnaire. After a two-week time period, the researcher sent a follow-up email, asking employees and professional human resource members to complete the survey, if they had not done so. The web survey remained open for one additional week.

Data Analysis

The researcher used the *SPSS* statistical software package to compute means, standard deviations, and Cronbach's alpha for the scales used in the survey instrument. Cronbach's alpha measures the internal consistency of a scale. It represents the degree to which instrument items are homogeneous and reflect the same underlying construct(s) (Stevens, 2001). Table 1 highlights the reliabilities of the scales used in this study. Most of the scales appear to be reliable and coherent based on Knoke, Bohrnstedt, and Mee's (2002) suggestion of 0.70 or higher. The only exception to that principle was the employer support scale (alpha = .62). Descriptive statistics (including mean and standard deviation) are shown in Table 2 for the antecedent scales, in Table 3 for the enrichment variables, and in Table 4 for the satisfaction variables.

From the theoretical foundations, a measurement model for structural equation modeling (SEM) was created (Figure 1). This model was used to assess how well the scale items loaded on the theoretical constructs and to test how well the model fit the data. Correlations among the constructs have been omitted for clarity. The model is designed both horizontally and vertically. At the top of the model, reading from left to right, are the constructs from the community domain. In the center of the model are the constructs from the family domain, and at the bottom of the model are the constructs from the work domain. At the far left of the model, reading from top to

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Table 1. Cronbach's Alpha Calculations for Scales.

Scale	Cronbach's Alpha
Instrumental Assistance	.834
Emotional Sustenance	.837
Employer Support	.618
Family Satisfaction	.806
Community Satisfaction	.817
Job Satisfaction	.862
Community-Family Enrichment	.846
Community-Work Enrichment	.847
Family-Community Enrichment	.837
Family-Work Enrichment	.846
Work-Community Enrichment	.852
Work-Family Enrichment	.846

Table 2. Means and Standard Deviations of Antecedent Scales

Scale	Number of Items	Possible Range	Mean	Standard Deviation
Community Involvement 1	10	0-20	5.18	1.206
Community Involvement 2	9	0-18	5.15	.973
Community Resource Availability	20	0-40	29.14	4.027
Community Resource Usefulness	20	0-40	24.60	4.208
Instrumental Assistance	8	8-40	31.62	4.950
Emotional Sustenance	8	8-40	32.13	4.367
Employer Support	5	5-25	18.70	2.883
Family-Friendly Availability	11	0-22	12	3.283
Family-Friendly Usefulness	11	0-22	10.11	3.492

Table 3. Means and Standard Deviations of Enrichment Scales

Scale	Number of Items	Possible Range	Mean	Standard Deviation
Community-Family Enrichment	9	9-45	35.21	4.765
Community-Work Enrichment	9	9-45	34.51	5.095
Family-Community Enrichment	9	9-45	34.56	5.159
Family-Work Enrichment	9	9-45	36.30	5.282
Work-Community Enrichment	9	9-45	35.14	4.944
Work-Family Enrichment	9	9-45	36.35	5.278

Table 4. Means and Standard Deviations of Satisfaction Scales

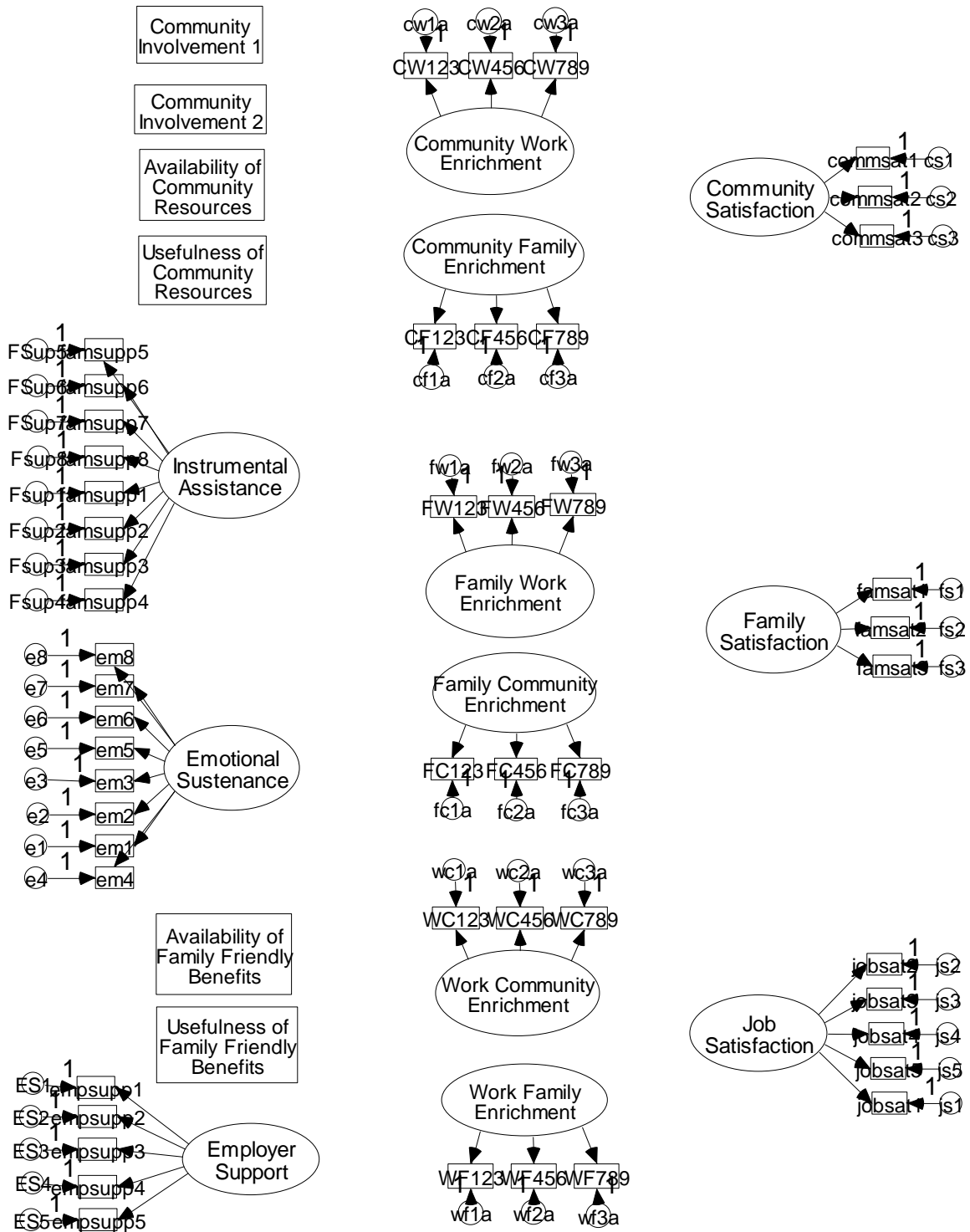| Scale	Number of Items	Possible Range	Mean	Standard Deviation
Community Satisfaction	3	3-15	11.62	1.951
Family Satisfaction	3	3-15	12.71	1.844
Job Satisfaction	5	5-25	21.65	2.837

Figure 1. Measurement Model
Correlations among the constructs have been omitted for clarity.

bottom, the left column of the model represents the antecedents. In the center of the model are the mediators, and the right column of the model represents the consequences.

The scales for the four community antecedent constructs, Community Involvement 1, Community Involvement 2, Usefulness of Community Resources, and Availability of Community Resources, included a number of yes/no responses. These were considered formative scales and of good quality. The construct was formed by summing the responses which were coded such that 0 = no, 1 = yes. The scales for the family antecedent constructs, Instrumental Assistance and Emotional Sustenance, were considered reflective scales, and those scale items were represented with 8 indicators loading on each construct. Two of the work antecedent constructs, Availability of Family Friendly Benefits and Usefulness of Family Friendly Benefits, included a number of yes/no responses. These were considered formative scales and of good quality. The construct was formed by summing the responses which were coded such that 0 = no, 1 = yes. The remaining work antecedent construct was considered a reflective scale, and the scale items were represented with 5 indicators loading on the construct.

The scales for the six enrichment constructs were considered reflective scales, and those scale items were represented with 3 indicators loading on each construct. The indicators were created by summing 3 questions from each of the appropriate dimensions (Efficiency, Development, Affect, and Capital). The scales for the three satisfaction constructs were considered reflective scales, and those scale items were represented with 3 indicators loading on the community construct, 3 indicators loading on the family construct, and 5 indicators loading on the work construct.

The model was tested using the *AMOS* statistical software package. Confidence

in the model was assessed through evaluation of a chi-square significance test, which

provided a formal significance test of fit, and two additional fit indices. First, the

comparative fit index (CFI) compared absolute fit of the specified model to the fit of the

null model imposed arbitrarily on the data assuming no relationship between observed

variables. The second fit index was root mean squared error of approximation (RMSEA).

The RMSEA fit index ensured that the model was parsimonious by penalizing fit when

too many parameters were specified. The critical ratio of each parameter estimate to its

standard error is significant at the 0.05 level if its value exceeds 1.96 (Hoyle, 1995). The

examination of the model will be discussed in Chapter 4.

CHAPTER IV
DATA ANALYSIS

This chapter presents the main findings of this research study. Its purpose is to describe the survey sample and to present the results of the statistical analysis.

Using the statistical package *AMOS*, the researcher tested the measurement model presented in Figure 1 (on page 47). The measurement model was based on theory provided in the literature. Each variable in the model was conceptualized as a latent one, measured by multiple indicators. The researcher assumed freely estimated covariance between each possible pair of latent variables. Then, confirmatory factor analysis (CFA) was used to verify that indicators measured the corresponding latent variables and to test the fit of the model.

In evaluating the fit of the model, it is recommended that one focus on overall model fit. Although there are several indices of overall model fit, the research reported results from three indices. The chi-square statistics provides a test of the null hypothesis that the theoretical model fits the data. The comparative fit index (CFI) compares absolute fit of the specified model to the fit of the null model imposed arbitrarily on the data assuming no relationship between observed variables. CFI values range from 0 to 1, with larger values indicating better fit (Kline, 1998). The third fit index used was root mean squared error of approximation (RMSEA). It ensures that the model is parsimonious by penalizing fit when too many parameters are specified. Adequate fit is indicated if RMSEA is less than .08 (Browne & Cudek, 93).

The chi-square of 2329.55, with 1337 degrees of freedom, indicated an imperfect fit between the measurement model and the data. The CFI value of .83 did not meet the .90 guidelines of Hu and Bentler (1999), and the RMSEA value of .06 reflected good fit.

Modifications to the measurement model were made in an effort to improve the fit of the data. Due to high kurtosis (5.398), one indicator from the Job Satisfaction scale was removed. Other modifications were made based upon the indicator loadings on latent variables. One indicator from the Employer Support scale was dropped because the standardized estimated path weight was below the acceptable level of .40 and was insignificant at the .05 level. When the estimated path weight loadings of four indicators on the latent variable, Instrumental Assistance scale, were below the accepted level of .40, the researcher examined the text of each item on the survey instrument. A judgment to delete these items was made after the researcher determined these items were less consistent at measuring instrumentality than the other four items. When the model was tested again, a second indicator from the Employer Support scale and one indicator from the Emotional Sustenance scale were dropped because the standardized estimated path weights were below the acceptable level of .40 and were insignificant at the .05 level. The model was tested again, and the significance of the correlations was examined. Several of the latent variables were so strongly correlated to others, a judgment to combine these variables was made. These factors were Availability of Community Resources and Usefulness of Community Resources (.93) and Availability of Family Friendly Benefits and Usefulness of Family Friendly Benefits (.84). Those latent variables were changed to indicators loading on two new reflective variables, Community Resources and Family Friendly Benefits. Since the identification of a latent variable

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with only two manifest indicators is questionable, the factor loadings of these two indicators were set to equal. A judgment to remove the other community antecedents, Community Involvement 1 and Community Involvement 2, was made after they showed no correlation to the other community antecedent variables.

The chi-square for the revised measurement model (Figure 2) was 1370.27, with 900 degrees of freedom. The CFI was .91, RMSEA was .05, and the PCLOSE was .38. These three indices were within acceptable levels, and the revised measurement model was retained for the structural model.

Based on the literature from Chapter 2, the researcher hypothesized the following: a) the antecedent variables from the community domain would be positively related to the community-related mediating enrichment variables (Mattessich & Monsey, 1997; Parks & Straker, 1996; Voydanoff, 2004a), b) the antecedent variables from the family domain would be positively related to the family-related mediating enrichment variables (Carlson, et al., 2006; Kirrane & Buckley, 2004; King, et al., 1995), c) the antecedent variables from the work domain would be positively related to the work-related mediating enrichment variables (Carlson, et al., 2006; Kossek & Ozeki, 1998; Thompson, et al., 1999), d) the mediating enrichment variables from the community-related domains would be positively related to the consequent community satisfaction variable (Steffy & Jones, 1988; Sullivan, 2007), e) the mediating enrichment variables from the family-related domains would be positively related to the consequent family satisfaction variable (Edwards, 2006; Kofodimos, 1995), f) the mediating enrichment variables from the work-related domains would be positively related to the consequent
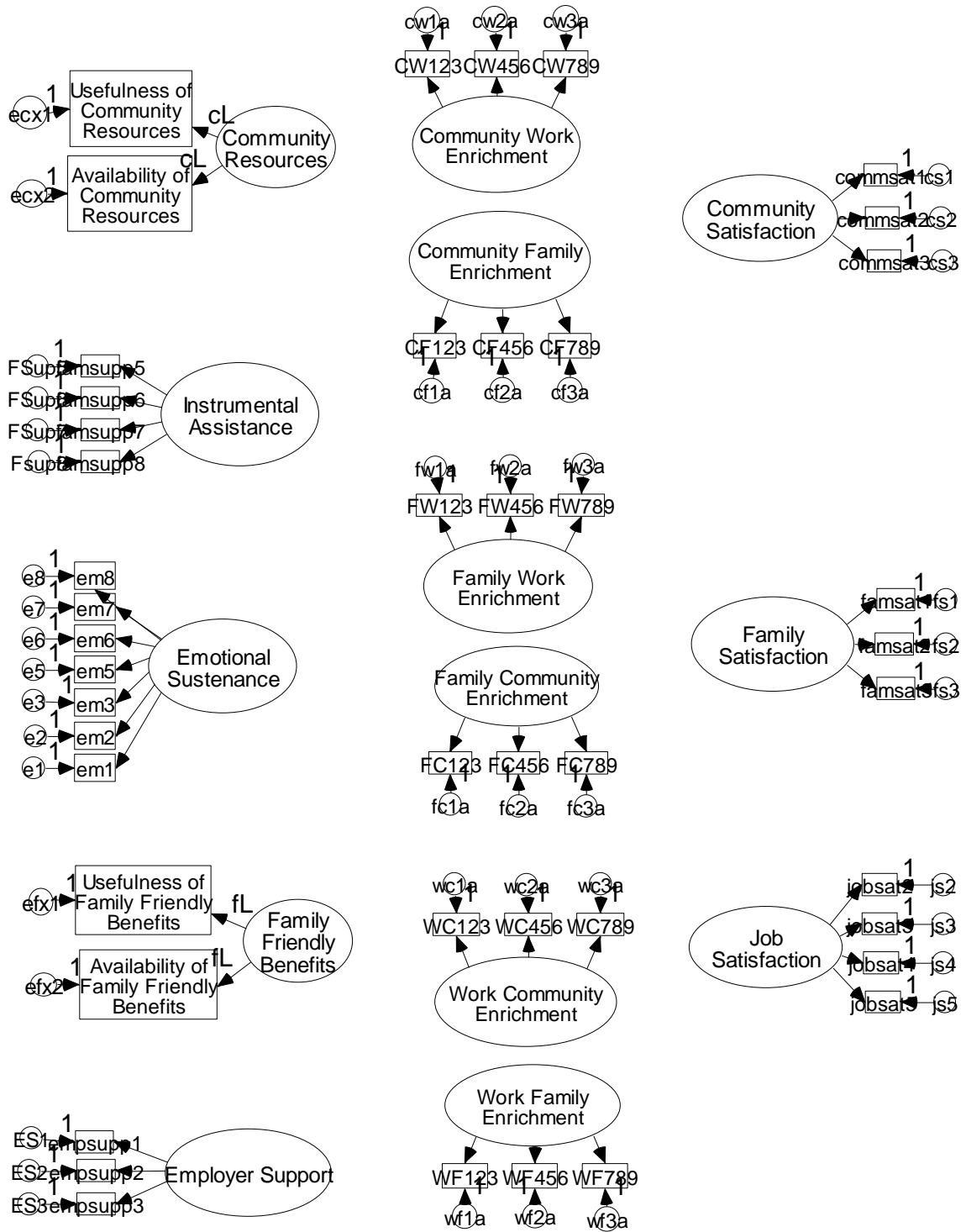
Figure 2. Modified Measurement Model
Correlations among the constructs have been omitted for clarity.

job satisfaction variable (Cangemi & Guttschalk, 1986; Shore & Tetrick, 1991), and g) there would be positive and reciprocal relationships between the work, community, and family domains (Bowen, et al., 2000; Sweet, et al., 2005; Voydanoff, 2005a).

Paths in the structural model (Figure 3) represent these relationships. Correlations among the constructs have been omitted for clarity. Using the statistical package *AMOS*, the researcher tested the overall fit of the model. Results were evaluated using the same three fit indices as the measurement model. The chi-square of 1864.17, with 949 degrees of freedom, indicated an imperfect fit. The CFI value of .82 did not meet the .90 guidelines of Hu and Bentler (1999), and the RMSEA value was moderate at .07. Thus, the results from all three indices indicate the model is not a good fit. Moreover, only 13 of the 32 paths were significant at the .05 level. This represents an unacceptable model.

The standardized values are presented in Figure 3. The parameter values and corresponding significant levels for the relationships between the antecedent variables and the enrichment variables hypothesized in this study are presented in Table 5. Table 6 presents parameter values and corresponding significant levels for the relationships between the enrichment variables and the satisfaction variables.
Based on these results, the researcher concluded that the structural model failed to achieve sufficient fit to allow the proposed hypotheses to be tested. Further discussion of the results will be included in Chapter 5.
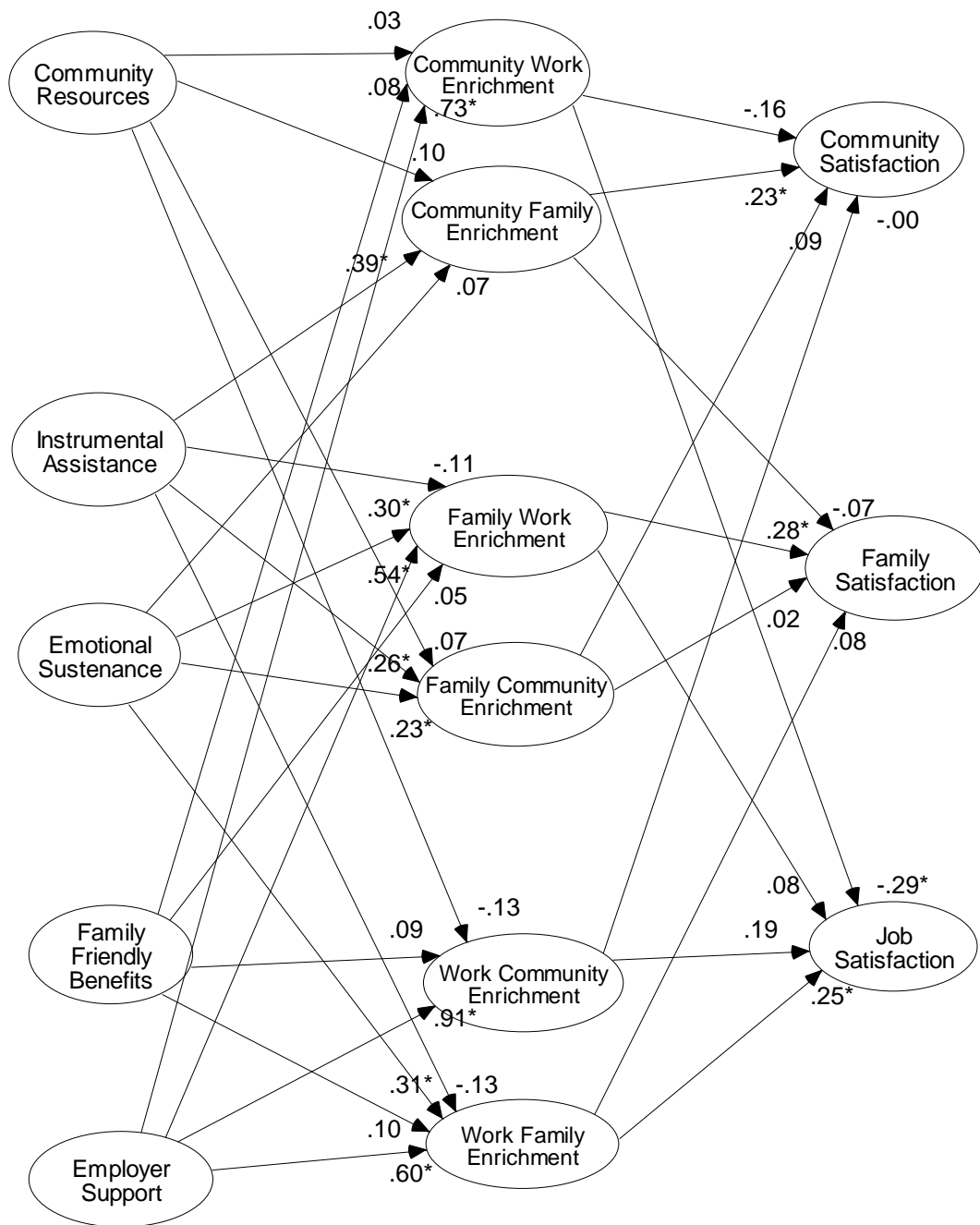
Figure 3. Initial Structural Model.
Correlations among the antecedents have been omitted for clarity.
* indicates paths that are significant at .05 level.

Table 5. Path Weights from Antecedent Variables to Enrichment Variables.

Enrichment Variables	Antecedent Variables	Estimate	Standardized Estimate	P
Community Work_Enrichment	<--- CommRes	.038	.026	.758
Community Family_Enrichment	<--- CommRes	.134	.103	.155
Family Community_Enrichment	<--- CommRes	.113	.069	.359
Work Community_Enrichment	<--- CommRes	-.161	-.131	.132
Family Work_Enrichment	<--- Instrumental_Assistance	-.177	-.109	.258
Family Community_Enrichment	<--- Instrumental_Assistance	.430	.263	.003
Community Family_Enrichment	<--- Instrumental_Assistance	.508	.391	***
Work Family_Enrichment	<--- Instrumental_Assistance	-.163	-.134	.174
Family Work_Enrichment	<--- Emotional_Sustenance	.480	.296	.001
Family Community_Enrichment	<--- Emotional_Sustenance	.377	.230	.012
Community Family_Enrichment	<--- Emotional_Sustenance	.093	.072	.409
Work Family_Enrichment	<--- Emotional_Sustenance	.375	.309	.001
Work Community_Enrichment	<--- FamilyFrnd	.111	.090	.449
Work Family_Enrichment	<--- FamilyFrnd	.117	.096	.327
Family Work_Enrichment	<--- FamilyFrnd	.075	.046	.616
Community Work_Enrichment	<--- FamilyFrnd	.126	.084	.423
Work Community_Enrichment	<--- Empsupp	1.122	.912	***
Work Family_Enrichment	<--- Empsupp	.728	.600	***
Family Work_Enrichment	<--- Empsupp	.870	.538	***
Community Work_Enrichment	<--- Empsupp	1.081	.725	***

Table 6. Path Weights from Enrichment Variables to Satisfaction Variables.

Satisfaction Variables	Enrichment Variables	Estimate	Standardized Estimate	P
comm sat	<--- Community Work_Enrichment	-.063	-.159	.182
comm sat	<--- Community Family_Enrichment	.104	.229	.007
comm sat	<--- Family Community_Enrichment	.032	.088	.303
comm sat	<--- Work Community_Enrichment	-.002	-.004	.974
fam sat	<--- Family Community_Enrichment	.005	.015	.854
fam sat	<--- Community Family_Enrichment	-.028	-.067	.387
fam sat	<--- Family Work_Enrichment	.093	.281	.004
fam sat	<--- Work Family_Enrichment	.036	.081	.397
job sat	<--- Work Community_Enrichment	.090	.193	.137
job sat	<--- Community Work_Enrichment	-.112	-.290	.012
job sat	<--- Family Work_Enrichment	.027	.075	.447
job sat	<--- Work Family_Enrichment	.118	.248	.026

Post-Hoc Analysis

When the model failed to achieve sufficient fit, the researcher reviewed the results

and returned to the literature related to the model. With those variables that merited

further investigation, the researcher tested several additional models in an effort to find a

defensible structural model to be used by future researchers.

One of the contributions of this study was to look at all three domains

simultaneously. The researcher then looked at the domains as pairs to see if any pair

could fit the proposed mediated model. No pair of variables fit. For the community-

work/work-community model, only 4 of the 10 paths were significant at the .05 level.

The chi-square was 304.33, with 159 degrees of freedom, the CFI value was .93, and the

RMSEA value was moderate at .07. This represents an unacceptable model. For the

community-family/family-community model, only 4 of the 10 paths were significant at

the .05 level. The chi-square was 489.63, with 263 degrees of freedom, the CFI value

was .91, and the RMSEA value was moderate at .07. This represents an unacceptable model.   For the work-family/family-work model, only 6 of the 12 paths were significant at the .05 level. The chi-square was 613.34, with 360 degrees of freedom, the CFI value was .91, and the RMSEA value was moderate at .06. This represents an unacceptable model.   While the overall fit was acceptable, the very limited number of significant paths required that the model be rejected.

Additional modifications to the model included a partial mediated model (1834.98 @ 944 DF, .83 CFI, RMSEA .07, and 14 of the 37 paths significant at the .05 level), a partial mediated model including reciprocal paths between the mediating enrichment variables (1572.19 @ 873 DF, .85 CFI, RMSEA .06, and 12 of the 15 paths significant at the .05 level), reciprocal paths between the mediating enrichment variables (1746.92 @ 953 DF, .85 CFI, and RMSEA .06, and 8 of the 22 paths significant at the .05 level), and excluding the family-friendly benefits variable but retaining the reciprocal paths between the mediating enrichment variables (1619.37 @ 883 DF, .84 CFI, and RMSEA .06, and 11 of the 12 paths significant at the .05 level). While some of these models corrected some of the deficiencies in the previous models, none addressed all of these deficiencies. None were judged fully acceptable.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter elaborates on the results presented in Chapter 4. In addition to a discussion of the results, study limitations are also considered, and an agenda for future research is provided.

The contribution of this study lies in the expansion of the work-life research in two ways. First, by augmenting past research which had focused almost exclusively on the negative exchanges between the work and family domains (Duxbury & Higgins, 1991; Greenhaus & Beutell, 1985; Grover & Crooker, 1995), this study created a model to assess the more inclusive concept of enrichment. Although the model failed to achieve sufficient fit, the results may demonstrate the need to create constructs that specifically measure support antecedents for enrichment studies. Second, the model incorporated issues related to community enrichment to introduce community as an equal domain in the work-life research (Voydanoff, 2004a; Voydanoff, 2005a).

The work, family, and community enrichment constructs developed for this study included the following six factors: work enriching both family and community, family enriching both work and community, and community enriching both family and work. While two of these enrichment factors, work on family and family on work, have recently emerged in the work-life literature (Carlson, et al., 2006), the factors representing community are a new addition to the study of the work-life relationship. These factors serve to enlarge the scope of the present research by considering the myriad of ways that work, family, and community enrich and strengthen one another. In addition, this study

introduced a triprocal relationship between work, family, and community that has been

discussed briefly in the literature but never incorporated into a comprehensive model.

Discussion/Recommendations/Implications

The structural equation modeling process centers around two steps: validating the

measurement model and fitting the structural model. The former is achieved primarily

through confirmatory factor analysis, while the latter is accomplished through path

analysis with latent variables. For this study, a triprocal measurement model was

created after empirical support provided a link between the accessibility to and usefulness

of resources and support to enrichment in all three domains. The measurement model

was conceptualized as a latent one, measured by multiple indicators. Each possible pair

of latent variables was allowed to freely associate. Then, confirmatory factor analysis

(CFA) was used to verify that indicators measured the corresponding latent variables and

to test the fit of the model. Overall model fit from three indices: chi-square, comparative

fit index (CFI), and root mean squared error of approximation (RMSEA) indicated

acceptable fit. The structural model, which includes the hypothesized relationships

among the latent constructs, measures the extent to which the covariances predicted by

the model correspond to the observed covariances in the data. The structural model was

then tested using the same three fit indices. When the results indicated an imperfect fit

between the structural model and the data, the researcher concluded that the structural

model failed.

James, Mulaik, and Brett (1982) developed 10 conditions that "justify the use of

confirmatory analysis to evaluate whether the causal hypotheses indicated by functional

relations have scientific unity" (p. 26). The first 7 concern the appropriateness of the theoretical model. Satisfaction of these conditions suggests a well-developed theoretical model. The final 3 conditions relate to the operational facets of confirmatory analysis in a population or sample. They focus on latent variables associated with manifest variables.

When conditions 1-7 are satisfied, and the manifest variables accurately represent the constructs they are designed to measure (condition 8), it is then possible to proceed with the analysis. The primary objective of this analysis is to confirm or disconfirm the structural model. The confirmation of a model indicates that the structural model and the functional relations and equations proposed in the model are useful for making causal inferences to explain how variables occur and why they co-vary. When the predictions and observed correlations in the structural model are inconsistent, the model is disconfirmed.

Fulfillment of all 10 conditions is required for causal inference. The structural model for this study failed to meet the two conditions for confirmation. Specifically, condition 9 says the model must provide empirical support for the functional equations. It focuses on paths that are predicted to be non-zero or statistically significant. Condition 10 says the structural model must reasonably fit the data. It focuses on paths that are predicted to be zero or non-significant (James, et al., 1982). This latter test can be conducted using model comparisons or by assessing the fit of the model to the data, since the overall goodness of fit is determined by the parameters constrained rather than the freely estimated parameters predicted to be different from zero.

In an attempt to meet the final two conditions, the researcher conducted several post hoc tests by revising the structural model. While some of these revisions improved the overall fit to some degree, none brought the fit up to an acceptable level.

To explain why the structural model was not empirically supported, the researcher reassessed the literature related to the creation of the model, specifically the antecedent constructs and the enrichment constructs to determine if these studies could provide some explanation to the unacceptable fit of the model. Of the constructs selected for this study, few had been exposed to the rigorous statistical standards of structural equation modeling. While this is speculation, it warrants further investigation. The researcher believed that much could be learned from the examination of: a) how those constructs in this study were created, validated, and tested, b) the population or sample size of each study, and c) how those constructs were extended in this research study.

Enrichment Scale

Carlson, et al., (2006) created and validated the enrichment scale through two steps. They ran an exploratory factor analysis to confirm the factor structure of the measure and to examine its internal reliability. This is done by allowing all items to load on all factors and discovering the variance accounted for by each underlying factor. This process confirmed the existence of 3 constructs for both work-family enrichment and family-work enrichment. They conducted a confirmatory factor analysis to verify the manifest variables were adequate indicators of the six constructs. However, further validation of the scale and the testing of relationships with antecedents and consequences were conducted through two-tailed correlations. Respondents for the first part of their study were recruited from students enrolled at a southern university and from a variety of

organizations that included, among others, a software development firm, a University

Foundation, and a privately held spirits distributor for the second part of their study.

From the first part of the study, 271 students completed the survey. In the second part of

the study, 84 respondents completed half of the survey and 105 respondents completed

the other half.

Emotional Sustenance and Instrument Assistance Scales
During the development phase, the family support scales for emotional sustenance

and instrument assistance were validated through confirmatory factor analysis (CFA),

verifying the items were adequate indicators of the proposed constructs (King, et al.,

1995). However, further validation of the scale and testing of relationships with

demographic variables and work-related stressors and strains were conducted through

hierarchical regression and bi-variate correlations. Respondents for their study were

recruited three groups: employees at a midwestern university, high school teachers, and

undergraduate students. When the scales were used in Lee and Liu's (2006) study of 53

Taiwanese banking expatriates in the United States and Kim and Ling's (2001) study of

102 married Singapore women entrepreneurs, the results in both studies were analyzed

with multiple regression and correlation coefficients using SPSS. In a study involving

work-family conflict, Adams, King, and King (1996) used path analysis to test the

relationships between both types of family support and work-family conflict. While they

found several positive relationships in their model, only 11 of the 14 hypothesized

relationships were supported.

Community Resources

In her study on the effects of work demands and resources on work-to-family conflict and facilitation, Voydanoff (2004c) used least squares regression analysis to test the relationships. The data for this study came from the 1997 National Study of the Changing Workforce in which 3,551 adults employed in the civilian U. S. labor force were interviewed. The sub-sample used in the analysis consisted of 1,938 workers ages 18 to 64 who were living with a spouse, partner, child, or other relative. A second Voydanoff (2005a) study included community as an equal domain. However, she used least squares regression analysis to test the relationship between demands from family and community, resources from family and community, and conflict or facilitation between work and family. The data for this study came from the 1992-1994 wave of the National Survey of Families and Households in which 10,008 adults aged 19 years and older were interviewed. In addition, 5643 current spouses or cohabiting partners were interviewed. The sub-sample used in the analysis consisted of 1,156 married dual-earner parents who had a child aged 10-17 years when interviewed.

Family-Friendly Benefits

Using a similar instrument to the one in this study for family-friendly benefits, Breaugh and Frye (2007) attempted to analyze the relationships between the use of those benefits and both job and family satisfaction. Respondents for the study were recruited from two sources – alumni and current MBA students of a midwestern university. However, their sample size of 64 individuals was too small to legitimately use structural equation modeling.

Employer Support Scale

In the development of the employer support scale, Friedman and Greenhaus (2000) used partial correlations and multiple regression to validate their scale. The researcher used multiple databases (e.g. Academic Search Premier, ProQuest, and EBSCOhost) to search for other studies that utilized this scale (Torraco, 2005). Key words such as the authors' names and the name of the scale were used, searching for occurrences in citations, the text, and abstracts. None were found.

Summary

Finally, this study included each of the constructs described above in a triciprocal measurement model and a structural model. Those models were then tested using structural equation modeling. The enrichment scale created by Carlson, et al. (2006) was extended by adding a community component to introduce community as an equal domain to work and family. The researcher selected scales to measure the antecedent constructs and consequences that were different from the ones Carlson, et al. (2006) used in their study.

Although the researcher speculated that the following factors could explain why the structural model was not empirically supported: a) how those constructs were created, validated, and tested, b) the population or sample size of each study, and c) how those constructs were extended in this research study, the evidence from the above described studies revealed different evidence. While there were differences in the sample populations from those studies and this study, those differences are not significant enough to warrant the model's failure. The variation in the statistical methods revealed the strongest possibility for the model's failure. Few of the constructs introduced in the

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triciprocal model had been tested with structural equation modeling. The other evident factor for the model's failure was the differences of opinion on the relationship, or lack thereof, between enrichment and conflict. Many of the constructs used in this study originated in the work-life conflict literature. Very few constructs, if any, have been created and tested to measure enrichment.

While extensive research has been conducted to determine the factors that produce or reduce conflict, little has been done to identify specific factors that produce enrichment. In their enrichment model, Greenhaus and Powell (2006) identified five types of resources or antecedents that could be generated in a role. Those five are: skills and perspectives, psychological and physical resources, social capital resources, flexibility, and material resources. While they did not identify specific scales for each type, they provided a description of each type. Their focus was to draw broad constructs for enrichment, but not scale development for measuring those constructs, thus, providing only theoretical propositions and an agenda for future research. Since the introduction of enrichment as a construct, few scales have been developed to measure what the impact of resource generation is on enrichment. Therefore, the researcher selected scales from the work-life literature that could measure the impact of resources generated in each of the three domains: community, family, and work.

The antecedent constructs and consequences used in this study were introduced with the assumption that conflict and enrichment are at opposite ends of the same spectrum, and the expectation was that removing or reversing the effects of variables that create conflict would enhance or enrichment the domain. It is possible, since most of the scales in the survey instrument evolved from work-life conflict literature; the antecedent

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constructs used to measure support in the three domains may be inadequate measures for an enrichment study. Specifically, variance in the enrichment variables may be influenced by antecedents constructs not included in this study.

Several studies (Frone, 2003; Grzywacz & Bass, 2003; Grzywacz & Marks, 2000) have concluded that a weak or inconsistent relationship exists between enrichment and conflict. In these studies, weak or inconsistent relationships between the positive and negative effects existed. However, Greenhaus and Parasuraman (1994) believed that support could serve as a buffer against negative consequences. They recommended that future research examine the conditions under which generation or accumulation promotes enrichment. Similarly, Powell and Greenhaus's (2006) model on enrichment analyzed the theories that bridge the gap between enrichment and conflict. They suggested that researchers must first start by examining why enrichment has not occurred. In their enrichment model, two things must occur: a resource must be generated in Role A and then applied successfully to Role B. When one of the 2 conditions does not occur (the resource is not generated in Role A or it is generated in Role A, but not applied to Role B), conflict does not necessarily occur. This would be more of an example of lack of enrichment, not conflict. However, when a resource generated in Role A is applied unsuccessfully to Role B, conflict is likely to occur. In this example, conflict would be the opposite of enrichment.

A recent article from Wayne, Grzywacz, Carlson, and Kacmar (2007) proposed a new concept to describe the benefits shared between work and family: facilitation. In this article, they identify broad categories of personal characteristics and resources that enable facilitation between the two domains. However, like Greenhaus and Powell

(2006), they did not identify specific scales to be used for measurement. Their focus was to draw broad constructs for facilitation, but not scale development for measuring those constructs, thus, providing only theoretical propositions and an agenda for future research.

Powell and Greenhaus (2006) suggested this debate between enrichment and conflict could also be linked to the examination of segmentation versus integration (Ashforth, et al., 2000; Edwards & Rothbard, 2000; Olson-Buchanon & Boswell, 2006). While segmentation refers to keeping each domain separate, integration refers to the merging or blending of the domains. These are conceptualized as opposite ends of a continuum (Ashforth, et al., 2000). For those who engage in role segmentation, the separation of the domains may diminish the existence of both enrichment and conflict. However, those who integrate their domains may be more likely to experience both enrichment and conflict.

In regards to this study, the researcher would recommend considering how the sample population in this study approached the three domains of work, family, and community. It is possible they come to the study with the understanding of integration, fully integrating the domains instead of building barriers between them like individuals do with segmentation. Another possibility is that they cannot distinguish between positive and negative feelings in these enrichment areas, so their answers to the general affect questions have influenced this integration. Additional demographic data could be collected to identify exempt employees to compare their responses to non-exempt employees. It is possible exempt employees are better able to integrate work, family, and community than non-exempt employees.

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Study Limitations

A significant limitation of this study was that a convenience sample, rather than a random sample, was used. The sample used included a high number of individuals with a post-secondary education and was skewed towards female respondents than one might otherwise find in the general population. However, this is consistent with much of the research that has been conducted regarding work-life issues, which typically includes professional women as its sample (Thomas & Ganster, 1995).

The results were derived from self-reports of the respondents. This is not an uncommon criticism of research in the area of work-life. However, since many of the questions concerned sensitive issues such as conflict, work place support, and satisfaction, it was important to preserve anonymity to encourage participation and to minimize missing data.

The use of self-reported data limited the study in additional ways. First, it prevented the researcher from verifying the accuracy of the availability and usefulness of both community resources and family-friendly benefits. Second, it did not include data from the participant's spouse/partner.

A methodological limitation of this study was that the hypotheses were tested using a sample of people in the United States, specifically east-central Illinois and west-central Indiana. Since the sample included only respondents from the United States, it was not possible to investigate the impact of enrichment in other cultures. The cross-cultural issues regarding work, family, and community are critical to many global organizations that have expatriate programs and facilities around the world.

Fifteen percent of the respondents in this study were members of a professional organization of human resource personnel. These professionals tend to hold higher job levels within their organizations and could have more access to and knowledge of organizational benefits and programs than other employees. Also, Friedman (1990) and Frone et al. (1992) discovered that spillover between work and family could be different for high verses low job levels. Future research should strive to include a broader cross-section of occupational roles.

Future Research and Conclusions

The results of this study provide a plethora of opportunities for future research. First, the triciprocal model created for this study should be further validated and tested on a wide variety of subjects (Spector, 1992). This study was simply an exploration in the research process to include community as an equal domain in the work-life field. Now that a model with wide applicability across research settings has been proposed, proceeding with construct validation techniques specifically for enrichment would enhance its use in empirical investigations of work, family, and community issues.

A second avenue of research would be the inclusion of other stakeholders in the study to provide an overall assessment of the triciprocal relationship, rather than one that is unique to the individual being surveyed. The dynamic nature of work, family, and community make is probable that one individual's assessment is likely to be influenced by similar assessments from and interactions with other stakeholders (family members, co-workers, etc.). Work-life research would be greatly enriched by the study of

stakeholders, as most of the current research has been based on the study of individuals (Frone, et al., 1992; Stephens & Sommer, 1996).

Longitudinal research that examines the changing nature of work, family, and community over time would tremendously enhance the understanding of the dynamic interplay between the three domains. Most of the research to date provides a snapshot of an individual's current situation. Longitudinal research would provide an enhanced understanding of this complex nature by considering that individuals play a role in all three domains throughout their lives (Burud & Tumolo, 2004). Therefore, the conditions that affect work, family, and community over time and the consequences that varying degrees of support and resources might have for individuals need to be considered.

Finally, this study considered six antecedents to enrichment: emotional sustenance, instrumental assistance, involvement in the community, community resources, family-friendly benefits, and employer support. Future research would benefit from considering a variety of other contributing variables. Not only would such research aid in the identification of true antecedents to enrichment, but would also provide an empirical investigation of these variables which, to date, may not have evidence to support their value. A study that simultaneously measures the relationships between these same antecedents and both conflict and enrichment could provide new evidence in the debate on the relationship between conflict and enrichment. Are they at opposite ends of the same spectrum or distinct dimensions of the work-life interface?

To summarize, this study has modified a broadly-applicable scale to measure the triciprocal relationship between work, family, and community and has tested these constructs as part of an overall model incorporating work-, family-, and community-

related antecedents and consequences. Although the proposed model failed to fit the data in this study, incorporating the concept of enrichment and the domain of community into the work-life research could provide a more accurate portrayal of the myriad of ways that all three domains interact and affect one another.

The antecedent constructs have been shown to reduce conflict (Galinsky, et al., 1993; Greenhaus & Parasuraman, 1994; Voydanoff, 2004c). Could they also function more broadly to enrich work, family, and community roles? If nothing else, they provide a useful framework for developing more effective work structures, family support, and community resources. The evidence of enrichment from Greenhaus and Powell (2006) enables organizations to focus on programs and processes that foster reciprocity. It is hoped, that this study will spur employers, employees, community leaders, and family members to think of the three domains as allies rather than enemies and to consider the means by which they might ensure enriching experiences in the work, family, and community domains.

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APPENDIX A

This questionnaire will take approximately 30 minutes to complete. When you

are finished, click the submit button.

Your response is vital to the success of this study. Participation is; however,

voluntary. In order to ensure confidentiality, you are not asked to identify

yourself on this questionnaire, and it is not coded in any way. You may direct any

questions you have regarding this questionnaire to Cindy Crowder at (812) 237-

2650.

PLEASE COMPLETE BY MARCH 6, 2007. THANK YOU FOR YOUR

HELP!

Employee Characteristics
The following demographic information is needed to help with the statistical analysis of
the results.

1. What is your gender?
    a. Male
    b. Female

2. What is your age?

3. What is your marital status?
    a. Live-in partner
    b. Single, never married
    c. Single, divorced
    d. Single, widow
    e. Married but separated
    f. Married
    g. Remarried

4. How many children do you currently have?

5. How many sons?

6. What are the ages of the sons?

7. How many daughters?

8. What are the ages of the daughters?

9. How many of your children live at home?

10. What is your ethnicity?
    a. Caucasian
    b. African-American
    c. Asian-American
    d. Native American
    e. Hispanic/Latin American
    f. Other_____Describe

11. In what type of dwelling are you now living? Is it a(n):
    a. single detached home
    b. condominium
    c. apartment
    d. mobile home or trailer

12. Is this dwelling owned by a member of this household?
    a. Yes
    b. No

13. How many people live in this dwelling (including yourself)?

14. How long have you lived in this dwelling?
    a. less that 6 months
    b. 6 months to less than 1 year
    c. 1 year to less than 3 years
    d. 3 years to less that 5 years
    e. 5 years to less than 10 years
    f. 10 years and over

15. How long have you lived in this city or local community? Is it…
    a. Less than 1 year
    b. 1 year to less than 3 years
    c. 3 years to less than 5 years
    d. 5 years to less than 10 years
    e. 10 years or more

16. What is your postal code (for your current address)? _____

Employment Information

1. What is your current employment status?
   a. Full-time
   b. Part-time
   c. Not employed

2. Thinking about the location where you work, about how many people are employed there?
   a. less than 10
   b. 10-24
   c. 25-49
   d. 50-99
   e. 100-249
   f. 250-499
   g. 500-999
   h. 1000 or more

3. Does your employer operate in more than one location?
   a. Yes
   b. No

4. Which of the following best describes your work schedule?
   a. Regular morning time schedule or shift
   b. Regular afternoon schedule or shift
   c. Regular graveyard schedule or shift

5. What kind of shift is this?
   a. No rotation
   b. Rotating forward (morning to afternoon, afternoon to graveyard, etc.)
   c. Rotating backward (graveyard to morning, afternoon to graveyard, etc.)
   d. Split shift
   e. Variable, according to my employer's needs
   f. Flexible, according to my own choice
   g. Other

6. In a given month, how often does this rotation occur?

7. In an average week, including weekends, how many hours do you devote to your work responsibilities?

8. In an average week, including weekends, how many hours do you devote to your family responsibilities?

9. In an average week, including weekends, how many hours do you devote to your community involvement responsibilities?

Spouse/Partner Information

1. What is your spouse/partner's current employment status?
    a. Full-time
    b. Part-time
    c. Not employed

2. Which of the following best describes your spouse/partner's work schedule?
    a. Regular morning time schedule or shift
    b. Regular afternoon schedule or shift
    c. Regular graveyard schedule or shift

3. What kind of shift is this?
    a. No rotation
    b. Rotating forward (morning to afternoon, afternoon to graveyard, etc.)
    c. Rotating backward (graveyard to morning, afternoon to graveyard, etc.)
    d. Split shift
    e. Variable, according to my employer's needs
    f. Flexible, according to my own choice
    g. Other

4. In a given month, how often does this rotation occur?

5. In an average week, including weekends, how many hours does your spouse/partner devote to work responsibilities?

6. In an average week, including weekends, how many hours does your spouse/partner devote to family responsibilities?

7. In an average week, including weekends, how many hours does your spouse/partner devote to community involvement responsibilities?

Community Involvement

1. On a scale of 1 to 5, where 1 is no interest and 5 is extremely interested, how interested are you in doing community or volunteer work?

No interest		Moderately interested		Extremely interested
▫	▫	▫	▫	▫

2. In the past year, have you done community or volunteer work?
   a. Yes
   b. No

3. In the past year, how often did you participate in volunteer or community service activities?
   a. One-time thing
   b. Several times per year
   c. Once a month
   d. Several times per month
   e. Once a week or more

4. Over the past 5 years, would you say that your involvement in organizations has:
   a. increased
   b. decreased
   c. stayed the same

5. How many volunteer or community organizations do you belong to?

6. In the past 12 months, were you a member or participant in:

	Yes	No
a. A union or professional association?	▣	▣
b. A political party or group?	▣	▣
c. A sports or recreation organization (such as a hockey league, health club, golf club)?	▣	▣
d. A cultural, ethnic, or hobby organization (such as a theater group, nationality group, book club, or bridge club)?	▣	▣
e. A religious-affiliated group (such as a church youth group, choir)?	▣	▣
f. A school group, neighborhood, civic or community association (such as a PTA, block parents, neighborhood watch)?	▣	▣
g. A service club or fraternal organization (such as Kiwanis, Knights of Columbus, or Legion)?	▣	▣
h. A veteran's group?	▣	▣
i. An academic/educational group (such as alumni association, fraternity or sorority, etc)?	▣	▣
j. Any other type of organization that is not mentioned?	▣	▣

7. How often do you attend religious services?
   a. Never
   b. Hardly ever, except holidays
   c. Less than once a month
   d. About once a month

e. 2-3 times a month
f. Once a week
g. More than once a week

8. Do your children participate in any groups or activities to which you also give your time, such as sports clubs, service organizations or performance activities?
   a. Yes
   b. No
   c. No children

9. How many hours per week do you spend on these activities with your children?

10. Do you or have you done any volunteer work with your spouse/partner?
    a. Yes
    b. No

11. On a scale of 1 to 5, where 1 is "not desirable at all" and 5 means "extremely desirable," how desirable is it for you to volunteer with your spouse/partner?

Not desirable		Moderately desirable		Extremely desirable
◘	◘	◘	◘	◘

12. In the past 12 months, have you done any of the following activities:

	Yes	No
a. Participated in raising money for charities, including churches, schools, and universities?	◘	◘
b. Worked with children and youth?	◘	◘
c. Worked with the elderly?	◘	◘
d. Volunteered at a hospital or medical facility?	◘	◘
e. Worked with homeless or poor people?	◘	◘
f. Worked for a political campaign or cause?	◘	◘
g. Worked with a group involved in local issues in the community?	◘	◘
h. Attended a public meeting (such as school board, city council, etc)?	◘	◘
i. Participated in a demonstration or march?	◘	◘

Availability and Utilization of Family-Friendly Work Programs and Benefits

The next questions are about benefits you have from your employer.

1. Using the following sets of possible responses, please indicate whether or not the following programs/benefits are AVAILABLE and how USEFUL each has been to you within the last year. If the program/benefit is not available, you will be directed to the next section (not supplying an answer to the usefulness of the item).

AVAILABILITY   USEFULNESS
0 = Not Available   0 = Not Useful at all
1 = Available, but not used it 1 = Somewhat useful
2 = Available and used it.   2 = Extremely useful

	Availability			Usefulness		
a. Parental/family leave with pay	0	1	2	0	1	2
b. Personal leave	0	1	2	0	1	2
c. Flex time (i.e. the ability to choose or arrange a regular work week)	0	1	2	0	1	2
d. Telecommuting or the ability to work at home for some portion of your work time	0	1	2	0	1	2
e. Referral services for child care	0	1	2	0	1	2
f. Information, seminars, or other assistance on parenting	0	1	2	0	1	2
	0	1	2	0	1	2
g. A child care center at your location						
h. Information, seminars, or other assistance for the disabled or elder caregiving	0	1	2	0	1	2
i. Wellness program/workout facilities	0	1	2	0	1	2
j. Employee assistance program (EAP)	0	1	2	0	1	2
k. Pretax spending account	0	1	2	0	1	2

Community Resources

1. Below are seven programs or services that may be available in your community. Using the following sets of possible responses, please indicate whether or not the following programs/benefits are AVAILABLE and how USEFUL each has been to you within the last year. If the program/benefit is not available, you will be directed to the next section (not supplying an answer to the usefulness of the item).

AVAILABILITY   USEFULNESS
0 = Not Available   0 = Not Useful at all
1 = Available, but not used it 1 = Some what useful
2 = Available and used it   2 = Extremely useful

Available	Usefulness
0 1 2	0 1 2

0	1	2	0	1	2
0	1	2	0	1	2
0	1	2	0	1	2
0	1	2	0	1	2
0	1	2	0	1	2

   a. Day care
   b. Support groups (AA, MADD)
   c. After-school programs
   d. Religious education for children
   e. Counseling for drug or alcohol abuse
   f. Programs for divorced people or single parents
   g. Family or marital counseling

2. On a scale of 1 to 5, with 1 being extremely "family-unfriendly" and 5 being extremely "family-friendly," how "family-friendly" how would you rate your community?

Extremely unfriendly		Moderately friendly		Extremely friendly
1	2	3	4	5
▫	▫	▫	▫	▫

3. The religious congregations in my community are not welcoming and friendly.

Strongly disagree		Mixed		Strongly agree
1	2	3	4	5
▫	▫	▫	▫	▫

4. How would you describe your sense of belonging to your local community? Would you say it is:

Very weak		Mixed		Very strong
1	2	3	4	5
▫	▫	▫	▫	▫

5. Referring to your immediate neighborhood, would you say that you know:

   a. Most of the people in your neighborhood
   b. Many of the people in your neighborhood
   c. A few people in your neighborhood
   d. No one else in your neighborhood

6. Would you say this neighborhood is place where neighbors help each other?
   a. Yes
   b. No

7. In the past year, have any of your neighbors done a favor for you?
   a. Yes
   b. No

8. Below are thirteen resources that may be available in your community. Using the following sets of possible responses, please indicate whether or not the following resources are AVAILABLE and how USEFUL each has been to you within the last year. If the resource is not available, you will be directed to the next section (not supplying an answer to the usefulness of the item).

AVAILABILITY   USEFULNESS
0 = Not Available   0 = Not Useful at all
1 = Available, but not used it   1 = Somewhat useful
2 = Available and used it.   2 = Extremely useful

a. Recreational Opportunities					

Availability			Usefulness		
0	1	2	0	1	2
0	1	2	0	1	2
0	1	2	0	1	2
0	1	2	0	1	2
0	1	2	0	1	2
0	1	2	0	1	2
0	1	2	0	1	2
0	1	2	0	1	2
0	1	2	0	1	2
0	1	2	0	1	2
0	1	2	0	1	2
0	1	2	0	1	2
0	1	2	0	1	2

a. Recreational Opportunities
b. Educational Opportunities
c. Cultural Opportunities
d. Youth-oriented organizations
e. Family-oriented activities
f. Places of Worship
g. Public Safety
h. Shopping and Dining
i. Community Organizations
j. Human Services
k. Transportation and Infrastructure
l. Elder Services
m. Health Care System

Enrichment

To respond to the items that follow, insert each item into the sentence where indicated. Then indicate your agreement with the entire statement using the scale provided below.

Please note that in order for you to strongly agree (4 or 5) with an item, you must agree with the full statement. Take for example the first statement:

> My involvement in my work helps me understand different viewpoints and this helps me be a better family member.

To strongly agree, you would need to agree that (1) your work involvement helps you to understand different viewpoints AND (2) that these different viewpoints transfer to home making you a better family member.

Strongly disagree   Strongly Agree

My involvement in my work _____.

1. Helps me to understand different viewpoints and this helps me be a better family member. ◘ ◘ ◘ ◘ ◘
2. Helps me to gain knowledge and this helps me be a better family member. ◘ ◘ ◘ ◘ ◘
3. Helps me acquire skills and this helps me be a better family member. ◘ ◘ ◘ ◘ ◘
4. Puts me in a good mood and this helps me be a better family member. ◘ ◘ ◘ ◘ ◘
5. Makes me feel happy and helps me be a better family member. ◘ ◘ ◘ ◘ ◘
6. Makes me cheerful and this helps me be a better family member. ◘ ◘ ◘ ◘ ◘
7. Helps me feel personally fulfilled and this helps me be a better family member. ◘ ◘ ◘ ◘ ◘
8. Provides me with a sense of accomplishment and this helps me be a better family member. ◘ ◘ ◘ ◘ ◘
9. Provides me with a sense of success and this helps me be a better family member. ◘ ◘ ◘ ◘ ◘

Strongly disagree   Strongly Agree

My involvement in my community _____.

1. Helps me to understand different viewpoints and this helps me be a better family member. ◘ ◘ ◘ ◘ ◘
2. Helps me to gain knowledge and this helps me be a better family member. ◘ ◘ ◘ ◘ ◘
3. Helps me acquire skills and this helps me be a better family member. ◘ ◘ ◘ ◘ ◘
4. Puts me in a good mood and this helps me be a better family member. ◘ ◘ ◘ ◘ ◘
5. Makes me feel happy and helps me be a better family member. ◘ ◘ ◘ ◘ ◘
6. Makes me cheerful and this helps me be a better family member. ◘ ◘ ◘ ◘ ◘
7. Helps me feel personally fulfilled and this helps me be a better family member. ◘ ◘ ◘ ◘ ◘
8. Provides me with a sense of accomplishment and this helps me be a better family member. ◘ ◘ ◘ ◘ ◘
9. Provides me with a sense of success and this helps me be a better family member. ◘ ◘ ◘ ◘ ◘

Strongly disagree   Strongly Agree

My involvement with my family _____.

1. Helps me to gain knowledge and this helps me be a better worker. ▣ ▣ ▣ ▣ ▣
2. Helps me acquire skills and this helps me be a better worker. ▣ ▣ ▣ ▣ ▣
3. Helps me expand my knowledge of new things and this helps me be a better worker. ▣ ▣ ▣ ▣ ▣
4. Puts me in a good mood and this helps me be a better worker. ▣ ▣ ▣ ▣ ▣
5. Makes me feel happy and helps me be a better worker. ▣ ▣ ▣ ▣ ▣
6. Makes me cheerful and this helps me be a better worker. ▣ ▣ ▣ ▣ ▣
7. Requires me to avoid wasting time at work and this helps me be a better worker. ▣ ▣ ▣ ▣ ▣
8. Encourages me to use my work time in a focused manner and this helps me be a better worker. ▣ ▣ ▣ ▣ ▣
9. Causes me to be more focused at work and this helps me be a better worker. ▣ ▣ ▣ ▣ ▣

Strongly disagree   Strongly Agree

My involvement with my community_____.

1. Helps me to gain knowledge and this helps me be a better worker. ▣ ▣ ▣ ▣ ▣
2. Helps me acquire skills and this helps me be a better worker. ▣ ▣ ▣ ▣ ▣
3. Helps me expand my knowledge of new things and this helps me be a better worker. ▣ ▣ ▣ ▣ ▣
4. Puts me in a good mood and this helps me be a better worker. ▣ ▣ ▣ ▣ ▣
5. Makes me feel happy and helps me be a better worker. ▣ ▣ ▣ ▣ ▣
6. Makes me cheerful and this helps me be a better worker. ▣ ▣ ▣ ▣ ▣
7. Requires me to avoid wasting time at work and this helps me be a better worker. ▣ ▣ ▣ ▣ ▣
8. Encourages me to use my work time in a focused manner and this helps me be a better worker. ▣ ▣ ▣ ▣ ▣
9. Causes me to be more focused at work and this helps me be a better worker. ▣ ▣ ▣ ▣ ▣

My involvement in my work _____.

1. Helps me to understand different viewpoints and this helps me be more involved in my community.   ◘   ◘   ◘   ◘   ◘
2. Helps me to gain knowledge and this helps me be more involved in my community.   ◘   ◘   ◘   ◘   ◘
3. Helps me acquire skills and this helps me be more involved in my community.   ◘   ◘   ◘   ◘   ◘
4. Puts me in a good mood and this helps me be a more involved in my community.   ◘   ◘   ◘   ◘   ◘
5. Makes me feel happy and helps me be more involved in my community.   ◘   ◘   ◘   ◘   ◘
6. Makes me cheerful and this helps me be more involved in my community.   ◘   ◘   ◘   ◘   ◘
7. Helps me feel personally fulfilled and this helps me be more involved in my community. ◘   ◘   ◘   ◘   ◘
8. Provides me with a sense of accomplishment and this helps me be more involved in my community.   ◘   ◘   ◘   ◘   ◘
9. Provides me with a sense of success and this helps me be more involved in my community. ◘   ◘   ◘   ◘   ◘

My involvement with my family _____.

1. Helps me to gain knowledge and this helps me be more involved in my community.   ◘   ◘   ◘   ◘   ◘
2. Helps me acquire skills and this helps me be more involved in my community.   ◘   ◘   ◘   ◘   ◘
3. Helps me expand my knowledge of new things and this helps me be more involved in my community.   ◘   ◘   ◘   ◘   ◘
4. Puts me in a good mood and this helps me be more involved in my community.   ◘   ◘   ◘   ◘   ◘
5. Makes me feel happy and helps me be more involved in my community.   ◘   ◘   ◘   ◘   ◘
6. Makes me cheerful and this helps me be more involved in my community.   ◘   ◘   ◘   ◘   ◘
7. Requires me to avoid wasting time and this helps me be more involved in my community. ◘   ◘   ◘   ◘   ◘
8. Encourages me to use my time in a focused manner and this helps me be more involved in my community.   ◘   ◘   ◘   ◘   ◘
9. Causes me to be more focused and this helps

me be more involved in my community. ◘   ◘   ◘   ◘   ◘

<u>Family Support</u>

Below are three statements with which you may agree or disagree. Using the 1 – 5 scale below, indicate your agreement/disagreement with each item.

                                  Strongly disagree   Strongly Agree

Instrumental

1. My family members burden me with things that they should be able to handle on their own.◘   ◘   ◘   ◘   ◘

2. My family members give me too much responsibility for household repairs and maintenance. ◘   ◘   ◘   ◘   ◘

3. If I had to go out of town for my job, my family would have a hard time managing household responsibilities.   ◘   ◘   ◘   ◘   ◘

4. It seems as if my family members are always demanding me to do something for them.◘   ◘   ◘   ◘   ◘

5. *Someone in my family helps me out by running errands when necessary.   ◘   ◘   ◘   ◘   ◘

6. *Members of my family help me with routine household tasks.   ◘   ◘   ◘   ◘   ◘

7. *If my job gets very demanding, someone in my family will take on extra household responsibilities.   ◘   ◘   ◘   ◘   ◘

8. *When I'm having a difficult week at my job, my family members try to do more of the work around the house.   ◘   ◘   ◘   ◘   ◘

                                  Strongly disagree   Strongly Agree

Emotional

1. *Members of my family always seem to make time for me if I need to discuss my work.   ◘   ◘   ◘   ◘   ◘

2. *When I succeed at work, members of my family show that they are proud of me.   ◘   ◘   ◘   ◘   ◘

3. *Someone in my family asks me regularly about my work day.   ◘   ◘   ◘   ◘   ◘

4. I have difficulty discussing work-related activities with members of my family.   ◘   ◘   ◘   ◘   ◘

5. *When something at work is bothering me, members of my family show that they understand how I am feeling.   ◘   ◘   ◘   ◘   ◘

6. *If I have a problem at work, I usually share it with my family members.   ◘   ◘   ◘   ◘   ◘

7. *Members of my family want me to enjoy my job.   ◘   ◘   ◘   ◘   ◘

8. *I feel comfortable asking members of my family advice about a problem situation at work.   ▫   ▫   ▫   ▫   ▫

Employer Support for Family
Below are three statements with which you may agree or disagree. Using the $1-5$ scale below, indicate your agreement/disagreement with each item.

	Strongly disagree				Strongly Agree
1. The level of commitment expected by my organization requires that employees choose between advancing their careers and devoting time to their families.	▫	▫	▫	▫	▫
2. My organization is understanding when employees have a hard time juggling work and family responsibilities.	▫	▫	▫	▫	▫
3. Career advancement is jeopardized if employees do not accept assignments because of their family responsibilities.	▫	▫	▫	▫	▫
4. My organization has a satisfactory leave policy.	▫	▫	▫	▫	▫
5. My organization allows for flexibility in work scheduling.	▫	▫	▫	▫	▫

Job Satisfaction
Below are five statements with which you may agree or disagree. Using the $1-5$ scale below, indicate your agreement/disagreement with each item.

	Strongly disagree				Strongly Agree
a. I definitely dislike my job.	▫	▫	▫	▫	▫
b. I like my job better than the average worker does.	▫	▫	▫	▫	▫
c. Most days I am enthusiastic about my job.	▫	▫	▫	▫	▫
d. I find real enjoyment in my job.	▫	▫	▫	▫	▫
e. I am very satisfied with my job.	▫	▫	▫	▫	▫

<u>Family Satisfaction</u>
Below are three statements with which you may agree or disagree. Using the 1 – 5 scale
below, indicate your agreement/disagreement with each item. The word "family" refers
to the following family roles that pertain to you including being a parent, being a
spouse/partner, and/or your overall home life.

<table>
<tr><td></td><td>Strongly disagree</td><td></td><td></td><td></td><td>Strongly Agree</td></tr>
<tr><td>a. Overall, I am happy with my family life</td><td>◘</td><td>◘</td><td>◘</td><td>◘</td><td>◘</td></tr>
<tr><td>b. I frequently think I would like to change my family situation</td><td>◘</td><td>◘</td><td>◘</td><td>◘</td><td>◘</td></tr>
<tr><td>c. Generally speaking, I am very satisfied with my family life</td><td>◘</td><td>◘</td><td>◘</td><td>◘</td><td>◘</td></tr>
</table>

<u>Community Satisfaction</u>
Below are three items that pertain to your community. Using the 1 – 5 scale below,
indicate your satisfaction /dissatisfaction or agreement/disagreement with each item.

<table>
<tr><td></td><td>Very unsatisfied</td><td></td><td></td><td></td><td>Very satisfied</td></tr>
<tr><td>a. How satisfied are you with your community as a place to live</td><td>◘</td><td>◘</td><td>◘</td><td>◘</td><td>◘</td></tr>
<tr><td>b. How satisfied are you with the quality of life in your community</td><td>◘</td><td>◘</td><td>◘</td><td>◘</td><td>◘</td></tr>
<tr><td></td><td>Strongly disagree</td><td></td><td></td><td></td><td>Strongly Agree</td></tr>
<tr><td>c. This community is an ideal place to live</td><td>◘</td><td>◘</td><td>◘</td><td>◘</td><td>◘</td></tr>
</table>

APPENDIX B

Correlations

		cruse	cravail	ffavail	ffuse	ciact1	ciact2	famsuptotal	emtotal	empsupptotal	WFtotal	WCtotal	FCtotal	CFtotal	FWtotal	CWtotal
cruse	Pearson Correlation	1	.836**	.205**	.252**	.014	.048	-.006	.048	.158*	.160*	.047	.083	.077	.154*	.125
	Sig. (2-tailed)		.000	.003	.000	.839	.500	.933	.501	.024	.023	.503	.239	.279	.029	.077
	N	202	202	202	202	202	202	202	202	202	202	202	202	202	202	202
cravail	Pearson Correlation	.836**	1	.244**	.239**	.115	.142*	.000	.021	.165*	.145*	.038	.042	.097	.135	.121
	Sig. (2-tailed)	.000		.000	.001	.104	.044	.999	.767	.019	.040	.589	.551	.171	.055	.086
	N	202	202	202	202	202	202	202	202	202	202	202	202	202	202	202
ffavail	Pearson Correlation	.205**	.244**	1	.933**	.200**	.134	-.019	.131	.066	.067	.005	-.046	.080	.062	.059
	Sig. (2-tailed)	.003	.000		.000	.004	.057	.789	.063	.353	.340	.945	.515	.259	.379	.400
	N	202	202	202	202	202	202	202	202	202	202	202	202	202	202	202
ffuse	Pearson Correlation	.252**	.239**	.933**	1	.164*	.095	.035	.143*	.109	.101	.033	.003	.076	.096	.105
	Sig. (2-tailed)	.000	.001	.000		.020	.180	.622	.042	.123	.151	.637	.964	.284	.174	.136
	N	202	202	202	202	202	202	202	202	202	202	202	202	202	202	202
ciact1	Pearson Correlation	.014	.115	.200**	.164*	1	.239**	.058	.011	.185**	.312**	.258**	.306**	.188**	.304**	.171*
	Sig. (2-tailed)	.839	.104	.004	.020		.001	.410	.872	.009	.000	.000	.000	.007	.000	.015
	N	202	202	202	202	202	202	202	202	202	202	202	202	202	202	202
ciact2	Pearson Correlation	.048	.142*	.134	.095	.239**	1	.175*	.181**	.004	-.066	.152*	.136	.085	-.083	.138
	Sig. (2-tailed)	.500	.044	.057	.180	.001		.013	.010	.956	.353	.031	.053	.227	.242	.051
	N	202	202	202	202	202	202	202	202	202	202	202	202	202	202	202
famsuptotal	Pearson Correlation	-.006	.000	-.019	.035	.058	.175*	1	.469**	.276**	.238**	.393**	.387**	.321**	.228**	.286**
	Sig. (2-tailed)	.933	.999	.789	.622	.410	.013		.000	.000	.001	.000	.000	.000	.001	.000
	N	202	202	202	202	202	202	202	202	202	202	202	202	202	202	202
emtotal	Pearson Correlation	.048	.021	.131	.143*	.011	.181**	.469**	1	.185**	.312**	.258**	.306**	.188**	.304**	.171*
	Sig. (2-tailed)	.501	.767	.063	.042	.872	.010	.000		.009	.000	.000	.000	.007	.000	.015
	N	202	202	202	202	202	202	202	202	202	202	202	202	202	202	202
empsupptotal	Pearson Correlation	.158*	.165*	.066	.109	.185**	.004	.276**	.185**	1	.246**	.321**	.283**	.183**	.249**	.198**
	Sig. (2-tailed)	.024	.019	.353	.123	.009	.956	.000	.009		.000	.000	.000	.009	.000	.005
	N	202	202	202	202	202	202	202	202	202	202	202	202	202	202	202
WFtotal	Pearson Correlation	.160*	.145*	.067	.101	.312**	-.066	.238**	.312**	.246**	1	.362**	.523**	.371**	.993**	.329**
	Sig. (2-tailed)	.023	.040	.340	.151	.000	.353	.001	.000	.000		.000	.000	.000	.000	.000
	N	202	202	202	202	202	202	202	202	202	202	202	202	202	202	202
WCtotal	Pearson Correlation	.047	.038	.005	.033	.258**	.152*	.393**	.258**	.321**	.362**	1	.565**	.601**	.359**	.619**
	Sig. (2-tailed)	.503	.589	.945	.637	.000	.031	.000	.000	.000	.000		.000	.000	.000	.000
	N	202	202	202	202	202	202	202	202	202	202	202	202	202	202	202
FCtotal	Pearson Correlation	.083	.042	-.046	.003	.306**	.136	.387**	.306**	.283**	.523**	.565**	1	.554**	.531**	.607**
	Sig. (2-tailed)	.239	.551	.515	.964	.000	.053	.000	.000	.000	.000	.000		.000	.000	.000
	N	202	202	202	202	202	202	202	202	202	202	202	202	202	202	202
CFtotal	Pearson Correlation	.077	.097	.080	.076	.188**	.085	.321**	.188**	.183**	.371**	.601**	.554**	1	.371**	.741**
	Sig. (2-tailed)	.279	.171	.259	.284	.007	.227	.000	.007	.009	.000	.000	.000		.000	.000
	N	202	202	202	202	202	202	202	202	202	202	202	202	202	202	202
FWtotal	Pearson Correlation	.154*	.135	.062	.096	.304**	-.083	.228**	.304**	.249**	.993**	.359**	.531**	.371**	1	.331**
	Sig. (2-tailed)	.029	.055	.379	.174	.000	.242	.001	.000	.000	.000	.000	.000	.000		.000
	N	202	202	202	202	202	202	202	202	202	202	202	202	202	202	202
CWtotal	Pearson Correlation	.125	.121	.059	.105	.171*	.138	.286**	.171*	.198**	.329**	.619**	.607**	.741**	.331**	1
	Sig. (2-tailed)	.077	.086	.400	.136	.015	.051	.000	.015	.005	.000	.000	.000	.000	.000	
	N	202	202	202	202	202	202	202	202	202	202	202	202	202	202	202

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

VITA

Cindy Crowder holds a Bachelor of Science in English Teaching and a Master of Science in Human Resource Development from Indiana State University. While attending college, she worked as a Trainer for Shoney's Restaurants. After graduation, she worked in the Financial Aid Office and Admissions Office at Indiana State University.

Cindy's research and teaching interests include are career development, evaluation, generations in the workplace, work-life integration, and hope. She has been actively involved in the Academy of Human Resource Development, the Society for Human Resource Management, and the American Society for Training and Development. She has presented papers at the International Conference for the Academy of Human Resource Development, the National Conference for the Society for Human Resource Management, and the National Conference for the Association of American Colleges and Universities.

Cindy graduated in December, 2007 from The University of Tennessee, Knoxville with a Ph.D. in Business Administration, with a specialization in Human Resource Development. She is presently employed as an assistant professor at Indiana State University in Terre Haute, Indiana.