

ANTICIPATION OF WORK-LIFE CONFLICT IN HIGHER EDUCATION

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ABSTRACT

Purpose. This paper aims to further understanding about the relationship between work-life conflict and possible barriers to career progression due to the perception of anticipated work-life conflict, considering the unbounded nature of academic work through features such as its intensity, flexibility and perception of organizational support.

Design/methodology/approach. The model was tested using survey data from academics in a public university in the south of Spain. Hierarchical regression analyses were used to test the hypotheses.

Findings. The results reveal that current work-life conflict, job intensity and perception of support have a direct effect on the anticipation of work-life conflict in the event of progression in academic careers. The flexibility that academics enjoy is not sufficient to prevent the expected conflict. Academics' age is relevant, but gender or having childcare responsibilities have no significant effect of the anticipation of conflict.

Research limitations/implications. This study begins to address the gap in the literature on anticipated work-life conflict, expanding the focus to non-family commitments in unbounded jobs such as academic posts. It is the first study which focus on the anticipation of work life conflict in case of career advancement in current employees with professional experience or accurate knowledge of what job they will be doing instead of students. Work-life balance should not be restricted to women with caring responsibilities, as conflict is no longer only related to family issues.

Originality/value. This paper not only explores existing work-life conflict but also empirically analyzes anticipated work-life conflict in unbounded careers such as academia. It represents a significant contribution in an under-researched field and may lead to future research in other settings.

Keywords. Work-life conflict, anticipated work-life conflict, organizational support, flexibility, intensity, gender

Paper type. Research paper.

1. INTRODUCTION

Current demographic, technological and environmental changes, together with shifting personal expectations and aspirations, have raised concerns about work-life balance (WLB) among academic and governmental institutions and business leaders (Pasamar & Valle, 2015; Boral & Bhargava, 2010). The demand for WLB solutions is expanding at an increasing rate and is one of the issues that executives and HR professionals will be expected to manage in the coming years (Pasamar, 2015; Bird, 2006).

Although non-academics may generally assume that higher education offers the perfect context to combine work and non-work commitments, the reality for academics juggling their university and family responsibilities is that the flexible academic schedule may be no more than an illusion (Comer & Sites-Doe, 2006). Academics may encounter a range of barriers to success in their careers, such as finding the right work-life balance, or the gender structure of academia (Santos, 2015). The very nature of academic work is unbounded and often involves long working hours and work-life conflict (WLC) (Hogan et al., 2015). Initial research in this area focused on a form of interrole conflict in which the pressures of family and work roles were mutually incompatible (Greenhaus & Beutell, 1985), but later studies point to the importance of incorporating situations other than family commitments (Kalliath & Brough, 2008). Nevertheless, little attention has been paid to WLC in higher education, and the few studies in this area have mainly analyzed the phenomenon from a qualitative perspective and call for more research (Santos, 2015; Vázquez-Cupeiro & Elnston, 2006).

The past few decades have seen a changing working environment with an increase in female participation in the labor market and the feminization of organizations. Despite these shifts, however, little research has explored these changing working environments and patterns from the perspective of their impact on employees' WLB and career aspirations (Murphy & Dorothy,

2011). Women remain under-represented in the professions, and in leadership and managerial positions. The standard academic career model is understood to be based on inbuilt patriarchal support systems that benefit men over women (Bagilhole & White, 2013), and workplace assumptions about diversity and life course explain the scarcity of women at senior levels in academia (Neale & White, 2014), a situation that is also evident in Spanish universities. Although the procedures for academic promotion included in the recent legal reforms in Spain are ostensibly gender-neutral, women are still more likely to be excluded from full recognition of their academic merit, they seem to experience more suffering and make more sacrifices in their professional and personal lives, and they are less likely to access senior levels than their male peers (Vázquez-Cupeiro & Elston, 2006).

WLC is often cited as a partial explanation for the paucity of female career progression, possibly not only because of women's current WLC but also because of the problems they expect to encounter in the event of promotion. In that sense, anticipated WLC (AWLC) may act as a barrier explaining women's reluctance to put themselves forward for career progression (Campbell et al., 2015). To date, however, little is known about AWLC; the scant research on anticipated conflict has only considered college students who have no professional experience or accurate knowledge of what job they will be doing, and has limited its focus to the domains of work and family (Campbell et al., 2015; Westring & Ryan, 2011; Cinamon, 2006). In one such study, anticipated work-family conflict was defined as students' "perceptions of the potential conflict or interference between their work and family roles after they embark on their careers" (Weer et al., 2006, p. 538).

In boundaryless careers, employees consider their personal situations in making work-related decisions such as whether to accept a job, how many hours to work or even whether to quit. The growing presence of women, dual-earner households and single parents in the workforce, as well as changing values regarding WLB, explain the increasing importance of considering personal situations as an antecedent of work-domain decisions (Greenhaus & Powell, 2012).

The equilibrium between work and non-work roles is a pertinent issue in relation to female employment, given women's reproductive role and the relatively disproportionate caring, domestic and family roles undertaken by women in most societies (Afiouni & Karam, 2014; Lirio et al., 2007, Chodorow, 1999). This situation has disadvantaged those who are not perceived as the 'ideal' employee, that is, fully work focused and committed (Gamble et al., 2006). Although supportive organizational cultures may help to reduce levels of WLC (Eby et al., 2005, Burke et al., 2008), previous research also shows how in practice levels of perceived organizational support (POS) may not translate into lower WLC for academics, as it may be insufficient to offset the negative effects of the potential long hours or intensity of the work (Hogan et al., 2014).

Therefore, our primary objective is to further understanding about the relationship between WLC and the possible barriers to career progression due to the perception of anticipated WLC, while considering the intensity and flexibility inherent to academic work and POS. This study seeks to contribute to the WLC literature by empirically examining a contemporary working environment—higher education—and the various perceptions of anticipated WLC among female and male faculty in a Spanish university.

The article continues with a review of the literature on WLC and higher education, paying special attention to gender issues. It then describes the research methods used and the context in which the study was carried out. The results are then presented, the implications of the findings are discussed, and some conclusions are drawn.

2. LITERATURE REVIEW AND HYPOTHESES

Previous research has described faculty's employees' work as unbounded, with multiple stressors such as long working hours, paperwork, lack of support, the need to secure research funding and time for research, frequent interruptions, rapid changes, poor leadership and management, low salary, and lack of promotion prospects (Santos, 2016; Hogan et al., 2015; Neale & White, 2014). These stressors are exacerbated by current economic and political conditions (Kleinhas et al., 2015), which have engendered a poor working environment, tight deadlines and the proliferation of mechanisms to control the quality of academic performance. Competition for research grants or the scarcity of promotion opportunities may also have the negative side effect of preventing collaboration between colleagues (Santos, 2016). The increased pressure to meet accountability standards, the promotion of international collaborations, the implementation of accreditation processes, and the drive to maximize academics' economic and social performance have all combined to reshape the academic landscape in recent years (Fernández-Santos & Martínez-Campillo, 2015).

Despite the flexibility or the freedom they enjoy in their jobs, academics have even more negative perceptions of WLB policies than employees in other sectors because of rigid tenure timelines, pressure to succeed and intense efforts to meet tenure expectations (Anderson et al. 2002). Some authors have also analyzed the dark side of this flexibility, manifested in the demands from employers that oblige academics to work beyond their established hours and take work home (Nikunen, 2012). For instance, although the Internet has facilitated certain aspects of the academic's job, it clearly also increases the workload, extends the working day and drives demand for round-the-clock availability (Heijstra & Rafnsdottir, 2010).

The increase of the working hours and the intensification of the pace of work has been noticeable in unbounded jobs as teaching (Reid & Ramarajan, 2016). Additionally, universities have been slow to realize the importance of WLB (Anderson et al. 2002). Any means of achieving these unprecedented multifaceted outcomes will jeopardize WLB because they require a significant amount of time, energy and effort from academics (Kleinhas et al. 2015), who are expected to struggle to succeed in extremely competitive work roles. Teaching and research were traditionally considered to be complementary activities, but the growing pressure to perform and increasing administrative duties or management tasks have been added to the equation, which some academics may view as a waste of time (Santos, 2015).

As in other contexts, long working hours predict higher WLC in academia (O’Laughlin & Bischhoff, 2005); WLC is also related to unmanageable workloads (Kinman & Jones, 2003) and increasingly intensive work (Ylijoki, 2013). Longer hours and presenteeism are also considered intrinsic to accepting a position higher up the career ladder (Murphy & Doherty, 2011).

Despite these issues, little research attention has been paid to the impact of such unfavorable working conditions on academic careers. The negative effects of the anticipated conflict that can arise from these expectations may cause individuals to lower their professional aspirations and focus instead on their personal situations in an attempt to avoid the negative consequences of the conflict (Cinamon, 2006).

An emerging literature is now documenting relationships between personal factors and a variety of work decisions but is still mainly restricted to family situations (Powell & Greenhaus, 2010) and it has yet to establish the main consequences and associations (Greenhaus & Powell, 2012; Powell & Greenhaus, 2010). Moreover, it is limiting to consider only family situations, as understanding work-life balance restricted to women with caring responsibilities would not guarantee any positive outcomes (Pasamar, 2015). The WLB approach should therefore include not only employees with family responsibilities but any employee who aspires to a satisfactory balance between his or her work and non-work activities, which might include a wide range of interests such as sports, study and travel (Kalliath & Brough, 2008).

The anticipated conflict between these non-work factors and professional decisions may affect situations such as pursuing a job opportunity (Casper & Buffardi, 2004), accepting new goals and starting new projects (Brown, Farrel, & Sessions, 2006), turning to part-time employment (Drobnic, Blossfeld, & Rohwer, 1999), moving abroad (Tharenou & Caulfield, 2010), interrupting paid employment (Tharenou, 1999), and even leaving a profession altogether (Greenhaus, Parasuraman, & Collins, 2001).

Furthermore, AWLC may explain choices during careers. Managing an academic career involves making choices between the demands of teaching, research and administration. Devoting oneself to work may require sacrifices in one's personal life (Neale & White, 2014), and this AWLC may discourage some academics from applying for promotion (Campbell et al., 2015). As a result, AWLC might act as a barrier to career advancement for those who wish to balance their lives by considering personal situations in work-related decisions such as whether to accept a job, how many hours to work or even whether to quit. In boundaryless careers, the increasing importance of considering personal situations seems clear, especially as the presence of women, dual-earner couples and single-parent households may reinforce the changing values surrounding the issue of WLB (Greenhaus & Powell, 2012).

In light of the above, the present study predicts a relationship between the level of WLC, the intensity and flexibility of academic work and the anticipation of WLC in career advancements. We therefore propose the following hypotheses:

H1. Academics who currently experience WLC are more likely to anticipate WLC in their career progression

H2. Academics who enjoy higher flexibility in their jobs are less likely to anticipate WLC in their career progression

H3. Academics who experience higher intensity in their jobs are more likely to anticipate WLC in their career progression

The literature has also highlighted the importance of a perceived supportive culture in achieving positive organizational outcomes related to WLB (Cegarra-Leiva et al., 2012). Unsupportive organizational cultures could undermine formal policies and programs designed to help employees in harmonizing professional and private domains (Yuile et al., 2012; Thompson et al., 1992). This debate initially focused specifically on family-friendly issues (Allen, 2001), defining work-family culture as "shared assumptions, beliefs and values regarding the extent to which an organization supports and values the integration of employees' work and family lives" (Thompson et al., 1999, p. 394). More recently, the literature has extended the concept to include employees' working and non-working lives (Casper et al., 2007; Bond, 2004). Other studies have considered organizational environments supporting WLB without referring specifically to culture (McDonald et al., 2005). Consequently, the perception of a life-friendly culture as supportive shared values, assumptions and beliefs about the balance between employees' work and non-work activities would send a message of greater commitment to matters of WLB and would encourage

the use of these practices (Pasamar, 2015). Many employees may hesitate to use work-life policies because of the fear of career consequences, and the supportiveness of organizational norms for life outside works become decisive (Boudeau et al., 2019).

Specifically, organizational support has also been identified as an important explanatory factor in slower career progression in academia. The university structure creates difficulties for those who aspire to senior management roles in Academia because of the tacit acceptance of long working hours and the challenge of putting boundaries around work. Moreover, an entrenched culture has been found to create difficulties for those holding or aspiring to senior management roles while addressing life-course issues (Neale & White, 2015).

We therefore argue that the perception of organizational support may be related to AWLC, as the expectations of support may moderate the relationship between current WLC and AWLC:

H4. POS negatively moderates the relationship between WLC and AWLC.

Finally, we consider gender, as is one of the most studied individual demographic variables in relationship with WLB and WLC. Despite the persistence of gender-related norms that affect how women and men experience work and other life roles, recent WLB research seems to have paid less attention to gender (Powell et al., 2019). In this sense, women still encounter even more barriers to career success due to personal or family responsibilities (Afiouni & Karam, 2014). Although the presence of women academics in Spanish universities is higher than in many European countries, according to Vázquez-Cupeiro and Elston (2006, p-588) “this quantitative feminization does not appear to be associated with clear institutionalization of formal gender equality policies or the elimination of tacit discriminatory practices”, resulting in clear disadvantages for women. Legislative reforms introduced in recent decades in Spain have been insufficient to change the situation significantly, despite their intention to guarantee the principles of equality, merit and capacity in procedures for selection and promotion (LOU, 2001). The exclusion of female academics from male networks is often cited as a barrier to accessing senior positions (Santos, 2016; Neale & White, 2014), which may not be attributed entirely to specifically homosocial activities but also to difficulties with caring responsibilities and balancing personal and professional life (Vázquez-Cupeiro & Elston, 2006). Even if the academic recruitment system is free of inherent barriers, different life-course trajectories might come into play that particularly affect women’s career advancement. Lack of mobility, career interruptions for family reasons, or simply the collision of life and academic trajectories earlier in their careers make it even harder for women to reach senior positions in universities (Neale & White, 2015).

Given the above, we predict that:

H5. Women in academia anticipate higher WLC associated with career progression than do their male peers.

3. RESEARCH METHOD

3.1 Sample and data collection

The study was carried out in a public university in the south of Spain. The survey was sent out to academics in two waves in May and June, 2018. A total of 139 questionnaires were returned, yielding a response rate of 14 percent, which is adequate and similar to other studies. Table I presents some descriptive statistics to provide a better understanding of the sample.

3.2 Development of the scales

Although we used some validated measurements and a consistent literature review, these scales were again validated through exploratory factor analysis using SPSS (extraction method: principal component analysis, Varimax used for rotations).

Control and independent variables

Gender was dummy coded for the regression analysis (women 0; men 1). We also included age, measured on a Likert scale (1=under 25 years, 6=65 years and above), and number of dependents (we asked about children and elderly dependents, but there were no cases of having elderly dependents in the sample).

INSERT TABLE 1

We used a 5-point Likert scale (1=strongly disagree, 5=strongly agree) to assess work flexibility and intensity, based on the review of the literature. Tables 2 and 3 show the results of the exploratory analysis and the reliability of the scales.

INSERT TABLES 2 AND 3

The flexibility academics enjoy in their job was measured with only two items, which may explain its lower reliability in the results. In this case, we must therefore accept a Cronbach's α index that almost reaches the usual required level of 0.7.

The WLC scale was based on Netemeyer, Boles and McMurrian (1996), who developed and validated a scale of work-family conflict. For this study we adapted their scale to measure WLC, and not only problems associated with family commitments.

INSERT TABLE 4 HERE

Table 4 shows the results of our test. The scale offered only one dimension, and the loads are satisfactory; the reliability is also very high as shown by the Cronbach's α .

Moderator variable

The POS scale was adapted from Jahn, Thompson and Kopelman's (2003) scale. The original POS scale was reduced to seven items (question 6 was rejected), which produced an increase in the Cronbach's α (=0.917) (see Table 5).

INSERT TABLE 5 HERE

Dependent variable

The AWLC scale drew on Campbell et al. 2015 literature review, and included four items to reflect academics' expectations about their career progression (see table 6).

INSERT TABLE 6 HERE

The results obtained are highly satisfactory and allow us to confirm that the proposed scales adequately measured the variables considered.

4. RESULTS

Table 7 provides the descriptive statistics and correlations for all the variables considered in our study; hierarchical regression analysis was carried out to examine the relationships between the flexibility and intensity of academics' work, their WLC, and the expectation of facing WLC in the future as their careers progress (See Table 8).

INSERT TABLES 7 AND 8 HERE

The control variables and the independent variables were entered in a four-step process in accordance with the test proposed for moderation models (Baron & Kenny, 1986). In the first step the control variables were entered; in the second, the independent variable was introduced; in the third, the direct effect of POS was included; and finally, the interaction term (the product of WLC and POS) was entered. The existence of moderation is accepted when the interaction between the independent variable and the moderator results in a significant regression coefficient and the coefficient is also related to a significant increase in the explained variance (Aiken & West 1991). The significance of increments in explained variance in AWLC, and the sign and significance of the regression coefficients were then checked at each step.

According to the results of the hierarchical regression shown in Table 7, gender had no significant effect on AWLC, which leads us to reject hypothesis 5. Nevertheless, age seems relevant, suggesting that younger scholars expect to experience higher conflict as a result of career advancement. Surprisingly, having children to care for is not related to a greater expectation of conflict in the event of promotion, which may suggest that the conflict is no longer restricted to traditional family responsibilities but is associated with diverse circumstances (Step 1).

As the results yielded in Step 2 confirm, academics who are currently struggling to find a balance between work and non-work commitments expect a higher level of WLC in the case of promotion, thus supporting our first hypothesis.

A closer examination of the features of the academics' job confirms that flexibility is not sufficient to eliminate or at least lower the perception of conflict in the future, which leads us to reject hypothesis 2. By contrast, and as expected, there was a significant effect for work intensity, which confirms our third hypothesis. Therefore, those who experience higher intensity in their current job expect to face higher levels of conflict on promotion.

Finally, POS is significantly associated with AWLC but the moderating effect is not significant (Step 4); our fourth hypothesis is therefore rejected. This means that perception of support is negatively related to the expectation of future conflict.

5. DISCUSSIONS AND CONCLUSIONS

This research represents an initial step in examining the expectations of WLC in the university setting, contributing to a better understanding of the perception of barriers in the career paths of unbounded jobs. The increasingly competitive and pressured world of academia requires more research into academics' quality of life and performance, considering that their work involves long-term projects with a high degree of uncertainty (Richard et al., 2013). Moreover, relatively

few studies have analyzed unbounded jobs such as that of the academic, and most of them have taken a qualitative approach.

The existence of conflict is a problem itself, as demonstrated by the negative consequences in the literature such as lower productivity and satisfaction, or increased absenteeism and mental and physical problems (Eby et al., 2005). These problems may already be affecting a large proportion of academics, but this study goes further by focusing not only on the existence of WLC and the features of the job but also on how they affect academics' advancement in the future, as the anticipation of conflict acts as a barrier to their progression and explains their reluctance to move up the career ladder (Campbell et al., 2015). Current conflict and intensity of the job are clearly relevant and could be understood as warning signs that we should address, as a conflicted present situation may determine academics' futures. When employees achieve a satisfactory work-life balance, they are able to concentrate better at work, a factor that may be even more important in creative environments (James, 2014).

Our results confirm that experiencing conflict and coping with work intensity may not only have negative consequences for academics in the present, but that they are also related to the anticipation of future conflict in the event of career promotion. Therefore, academics facing problems in their jobs may consider their personal situations as antecedents of work-domain decisions to hold themselves back in their career, among others. Previous research has considered conflict between work and family as a barrier to the advancement of those with caring responsibilities (Michailidis et al., 2012), but this study goes a step further to connect a broader concept of WLC with the expectations of conflict in the event of career advancement while considering the features of academics' jobs.

The study also provides some valuable lessons for practitioners and researchers, as the classic variables in WLB research such as gender or family responsibilities appear not to be significant in explaining a higher expected WLC in the event of promotion. Recent studies suggest that women today are highly optimistic about achieving gender equality, on the presumption that because organizations are meritocratic, they would not expect to face more difficulties than men (Kelan, 2014), which may explain our results. Furthermore, senior management positions may have unhealthy effects on both women and men, although their ways of striving to achieve their WLB may differ (Neale & White, 2014). The culture of long working hours and 24/7 availability leads to chronic overwork (Brett & Stroh, 2003), while there is evidence of positive outcomes for those employees who use WL policies (Weeden, 2005). Therefore, although WLC is often addressed as a women's issue, WLB should not be restricted to women with caring responsibilities, as conflict is no longer only related to family issues.

Age is significant, however, as younger faculty members anticipate greater WLC in their career advancement. These findings confirm previous research results that academics in early career stages find it more difficult to balance teaching and research, and experience increasing pressures to achieve research outcomes such as publications or research grants (Archer, 2008). Moreover, generational differences in work values may play an important role in the way they define their career (Sullivan et al., 2009).

Although flexibility is greatly appreciated by academics who may enjoy the autonomy of setting their own schedules, is not enough to predict a lower level of WLC in the event of career advancement. Previous research has also highlighted a dark side of flexibility, as it leads to overwork and taking work home (Nikunen, 2012). Therefore, despite the potential advantages of flexibility, this aspect of the academic's job is not relevant enough to anticipate an easy way of finding an equilibrium in their future career advancement.

In contrast, perceived support for WLB reduces AWLC, although our results reject the expected moderating role. This is highly relevant for researchers and practitioners, since our findings confirm that a supportive culture influences not only present WLC as proposed in other studies (Kinman & Jones, 2007) but also the anticipation of future WLC through career progression. POS therefore plays a relevant role in reducing the perception of problems associated with career advancement and WLB.

Given the pressures academics face, the challenge of how to promote a supportive working environment has not yet been resolved by researchers and practitioners. Reducing existing WLC and AWLC may have effects not only for individuals but also for organizations, by preventing the negative consequences of unbalanced professional and personal lives.

This study is not without its limitations. We had a relatively low response rate, and we only considered one university. Future research should extend this study and analyze AWLC in other contexts. Although academics were the only respondents, we consider they answered questions related to their own perceptions, and as such are appropriate respondents. Additionally, the questionnaire was designed in such a way as to improve the quality of our study and statistical controls were undertaken for the same reason. Future research could usefully contribute to the literature with an in-depth, longitudinal analysis of the effect of the perception of AWLC, paying attention to the different coping strategies developed and considering personal circumstances.

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Table 1 Sample description

Gender	
Men	52.9 %
Women	46.4 %
Age	
under 25 years of age	.8 %
25-34 years	13.1 %
35-44 years	37.3 %
45-54 years	38.1 %
55-64 years	6.6 %
65 years and above	4.4 %
Children	
No children	44.5 %
1	15.9 %
2	28.1 %
3	8.8 %
4 or more	3.1 %

Table 2. Work intensity scale exploratory analysis

Items	Loads	% Variance explained	Cronbach's α
1 I have to work very intensively	.735	51.815	.808
2 I have to neglect some tasks at work because I have so much work to do	.731		
3 I have to work very quickly	.730		
4 I prioritize work over my personal life	.669		
5 I have unrealistic time pressures at work	.770		
6 Even when I am not at work, I think about work	.679		
Notes: Kaiser-Meyer-Olkin measure of sampling adequacy 0.806 Bartlett's test of sphericity approximately χ^2 , 243.659			

Table 3. Work flexibility scale exploratory analysis

Items	Loads	% Variance explained	Cronbach's α
1 I have a choice in deciding how I do my work	.873	76.196	.69
2 My working time is flexible	.873		
Notes: Kaiser-Meyer-Olkin measure of sampling adequacy 0.500 Bartlett's test of sphericity approximately χ^2 , 43.800			

Table 4. WLC scale exploratory analysis

Items	Loads	% Variance explained	Cronbach's α
1 Due to the demands of my work, I withdraw from family and friends	.774	69.940	.912
2 The demands of my work make me irritable at home	.788		
3 Work-related duties mean I have to make changes to my plans for personal activities.	.826		
4 Things I want to do in my life outside work do not get done	.875		
5 The amount of time my job takes up makes it difficult to fulfil other responsibilities	.871		
6 The demands of my work interfere with my life outside work	.877		
Notes: Kaiser-Meyer-Olkin measure of sampling adequacy 0.891 Bartlett's test of sphericity approximately χ^2 , 546.561			

Table 5. POS scale exploratory analysis

Items	Loads	% Variance explained	Cronbach's α
1 My organization has many programs and policies designed to help employees balance work and personal life	.845	68.118	0.917
2 My organization makes an active effort to help employees when there is a conflict between work and personal life	.822		
3 My organization puts money and effort into supporting employees and families	.886		
4 It is easy to find out about work-life balance support programs within my organization	.726		
5 My organization provides its employees with useful information they need to balance work and life	.842		
6 My supervisor is understanding when an employee has a conflict between work and life	.566		
7 In general, my organization is very supportive of its employees' non-work responsibilities	.788		
Notes: Kaiser-Meyer-Olkin measure of sampling adequacy 0.843 Bartlett's test of sphericity approximately χ^2 , 571.742			

Table 6. AWLC scale exploratory analysis

Items	Loads	% Variance explained	Cronbach's α
1 I expect that if I am promoted I will have to sacrifice family and friends because of work	.916	81.741	0.923
2 I expect that if I am promoted I will have to make changes to my personal life	.895		
3 I expect that if I am promoted the amount of time I devote to my job will make it difficult to fulfil other responsibilities	.900		
4 I expect that if I am promoted the demands of my work will interfere with my personal life	.906		
Notes: Kaiser-Meyer-Olkin measure of sampling adequacy 0.793 Bartlett's test of sphericity approximately χ^2 , 446.439			

Table 7. Means, standard deviations and correlations

	Means	SD	1	2	3	4	5	6	7	8
1Gender	.5324	.5007	1							
2Age	3.50	.973	.167*	1						
3Children	2.09	1.154	.076	-.106	1					
4Flexibility	3.938	.8501	-.102	-.037	.024	1				
5Intensity	3.714	.7190	-.102	-.152	.027	.011	1			
6WLC	3.420	.9762	-.047	-.130	.008	-.181*	.609**	1		
7POS	2.304	.8043	.128	-.053	-.071	.134	-.213*	-.176*	1	
8AWLC	3.811	.9285	-.113	-.158	-.009	-.169*	.585**	.726**	-.289**	1

Note: *significant at 0.05; ** significant at 0.01

Table 8 Regression analysis. Dependent variable AWLC

Steps	Variable	Step 1	Step 2	Step 3	Step 4	R ²	R ² adjusted	Δ R ²	F for Δ R ²
1	Gender	-.088				.033	.012	.033	2.302
	Age	-.145***							
	Children	-.017							
2	Gender		-.063			.570	.551	.537	55.046*
	Age		-.044						
	Children		-.017						
	Flexibility		-.077						
	Intensity		.231*						
	WLC		.562*						
3	Gender			-.042		.588	.566	.018	5.602**
	Age			-.060					
	Children			-.030					
	Flexibility			-.057					
	Intensity			.205*					
	WLC			.556*					
	POS			-.140**					
4	Gender				-.044	.589	.563	.001	.184
	Age				-.057				
	Children				-.033				
	Flexibility				-.057				
	Intensity				.203***				
	WLC				.621***				
	POS				-.067				
	POSxWLC				-.091				

*Significant at 0.05, ** Significant at 0.01, *** Significant at 0.1