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**WORK, STUDY, AND HOME DEMANDS:
AN INVESTIGATION OF THEIR INTERRELATIONSHIP,
COPING, AND SATISFACTION**

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Abstract

Escalating tertiary fees, user pay systems, and high living costs are some of the reasons students are combining paid work with study. In tertiary institutions there are a large proportion of students studying while working. Working students of all ages have home commitments, be it household management, family, pet, or flatmate responsibilities. The aim of this research was to look at how working students manage interrole conflicts between work, study, and home. This included how interrole conflicts, satisfaction, and coping related to one another and whether task-focussed coping and emotion-focussed coping mediated and moderated the interrole conflict and satisfaction relationships. Three hundred and twenty seven students who had been undertaking paid work during the semester completed an online survey. Results showed that although there were some mediational and moderational relationships, overall coping made little difference to the relationships between interrole conflict and satisfaction. It was found that the domain that gave rise to interrole conflict was also the domain where most dissatisfaction was experienced, suggesting the source of the conflict is more resented than the role affected by the conflict. The highest conflict was time-based study interfering with home, and the second highest conflict was time-based work interfering with study. Tertiary institutions need to extend hours for their services, and evening and weekend availability of lecturing staff. Ongoing promotion through seminars of ways to successfully manage home commitments with study commitments would be useful for working students as well. It is also important that workplaces promote initiatives such as flexible hours to help students combine work and study successfully. Postgraduates experienced interrole conflict more than undergraduates in 5 of the 6 interrole conflicts so it is important that they are specially targeted for attention. Future research might like to compare larger samples of postgraduates and undergraduates and see if each group experiences similar or different mediational or moderational effects such as coping. Future research should also continue to differentiate between time and strain-based interrole conflict as working students experience them differently.

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Table of Contents

Abstract.....	ii
Acknowledgements.....	iii
Table of Contents	iv
List of Tables	vii
List of Figures.....	viii
Chapter 1: Interrole Conflict and Satisfaction.....	1
Introduction	1
Interrole Conflict.....	3
Work, family, and study.....	4
<i>Work interfering with study (WIS)</i>	6
<i>Study interfering with work (SIW)</i>	7
<i>Study interfering with family (SIF)</i>	7
<i>SIF, SIW, and WIS</i>	8
<i>Time and strain-based conflict</i>	8
Group differences in interrole conflicts	8
<i>Gender</i>	8
<i>Working more hours</i>	9
<i>Dependent children</i>	9
<i>Stage of study</i>	9
<i>Age</i>	10
Satisfaction with Work, Home and Study Domains.....	10
Work hours and satisfaction.....	10
Interrole conflicts and satisfaction	10
<i>Cross-domain effects and matching-domain effects for work, study, and family satisfaction</i>	11

<i>Interrole conflict and family satisfaction</i>	13
Chapter 2: Coping	15
Types of Coping	16
Task-focussed coping.....	16
Emotion-focussed coping.....	17
Social support.....	19
Coping Effectiveness	19
Coping with Conflict among Life Domains	20
TFC and interrole conflict	20
EFC and interrole conflict	21
Mediation and moderation effects of coping	22
<i>Coping as a mediator</i>	23
<i>Coping as a moderator</i>	24
Chapter 3: Method	27
Procedure	27
Participants	27
Measures	29
Time conflict.....	29
Strain conflict	29
Coping.....	29
Work satisfaction	30
Study satisfaction	30
Home life satisfaction	30
Demographics.....	30
Data Analysis	31
Chapter 4: Results	33

Group Differences	33
Correlations and Means.....	34
Hypothesis Testing	36
Coping as a mediator	37
<i>TFC as a mediator.....</i>	<i>37</i>
<i>EFC as a mediator</i>	<i>40</i>
Coping as a moderator	43
<i>TFC as a moderator</i>	<i>43</i>
<i>EFC as a moderator</i>	<i>44</i>
Chapter 5: Discussion	50
Interrole Conflict	50
Group Differences	51
Hours and Satisfaction	52
Interrole Conflict and Role Satisfaction.....	53
Coping.....	53
Coping and wellbeing	53
Coping with interrole conflict.....	54
Mediation and moderation.....	54
Implications for Research.....	56
Implications for Practice.....	57
Limitations	58
Conclusion.....	58
References	60
Appendix A: Human Ethics Approval Application Letter	70
Appendix B: Research Questionnaire for the Present Study.....	72

List of Tables

Table 1: Demographic Information.....	28
Table 2: Correlation Matrix Showing the Relationships between the Research Variables	35
Table 3: Testing TFC as a Mediator between SIW: Time and Study Satisfaction	38
Table 4: Testing TFC as a Mediator between SIW: Strain and Types of Satisfaction ..	39
Table 5: Testing TFC as a Mediator between SIH: Strain and Types of Satisfaction ...	40
Table 6: Testing EFC as a Mediator between Types of Conflict and Home Life Satisfaction.....	42
Table 7: Summary of Regression Analysis Testing Moderating Effects of TFC on SIW: Strain and Study Satisfaction	44
Table 8: Summary of Regression Analysis Testing Moderating Effects of EFC on SIW: Time and Work Satisfaction	45
Table 9: Summary of Regression Analysis Testing Moderating Effects of EFC on SIW: Time and Study Satisfaction	46
Table 10: Summary of Regression Analysis Testing Moderating Effects of EFC on SIW: Strain and Work Satisfaction	47
Table 11: Summary of Regression Analysis Testing Moderating Effects of EFC on SIH: Time and Study Satisfaction.....	48
Table 12: Summary of Regression Analysis Testing Moderating Effects of EFC on SIH: Strain and Work Satisfaction.....	49

List of Figures

Figure 1: A Model of Work-Family Balance (Greenhaus & Allen, 2011, p.176)	2
Figure 2: The Influence of Coping on the Conflict-Outcome Relationship of Working Students: A Model of Interrole Demands, Coping Strategies, and Domain Satisfaction for Working Students	15
Figure 3: Mediator Model (Baron & Kenny, 1986, p1176).....	31
Figure 4: Moderator Model (Baron & Kenny, 1986, p1174).....	32
Figure 5: Mean Levels of Conflict between Roles	34
Figure 6: Moderation by TFC of SIW: Strain and Study Satisfaction.....	43
Figure 7: Moderation by EFC of SIW: Time and Work Satisfaction	45
Figure 8: Moderation by EFC of SIW: Time and Study Satisfaction	46
Figure 9: Moderation by EFC of SIW: Strain and Work Satisfaction	47
Figure 10: Moderation by EFC of SIH: Time and Study Satisfaction.....	48
Figure 11: Moderation by EFC of SIH: Strain and Work Satisfaction.....	49