

## **ABSTRACT**

TAJLILI, MEGAN HYLAND. The Future Work-Life Balance Attitudes Scale: Creation of an Instrument to Assess Millennial College Women's Attitudes on Work-Life Balance. (Under the direction of Dr. Stanley B. Baker).

The goal of this study was to construct a scale that assesses millennial college women's attitudes on future work-life balance, named the Future Work-Life Balance Attitudes Scale. It was hypothesized that the scale would be a reliable and valid measure and that the factor loadings would correspond to a previously conducted qualitative pilot study. A panel of experts reviewed the Future Work-Life Balance Attitudes Scale and additionally, the scale was pilot tested by a small group of millennial college students. The scale was administered to an online sample of 508 millennial college women in their senior year of college. Data was analyzed utilizing analyses of variance, descriptive statistics, exploratory factor analysis, confirmatory factor analysis, internal consistency measures, and mixed methods approaches to determine if the Future Work-Life Balance Attitudes Scale was a reliable measure of millennial college women's work-life balance plans. The Future Work-Life Balance Attitudes Scale demonstrated high reliability and internal consistency, indicated support for the qualitative pilot study, and identified significant between groups differences based on participants' demographic indicators. The exploratory and confirmatory factor analyses led to revisions of the scale and the development of three subscales, labeled Defining Working Motherhood, Work-Life Balance Strategies, and Influence of College Personnel. While future research to make further enhancements to the scale is encouraged, the development of this scale was the first work-life balance instrument of its kind geared toward the college women population.

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The Future Work-Life Balance Attitudes Scale: Creation of an Instrument to Assess  
Millennial College Women's Attitudes on Work-Life Balance

by  
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A dissertation submitted to the Graduate Faculty of  
North Carolina State University  
in partial fulfillment of the  
requirements for the degree of  
Doctor of Philosophy

Counseling and Counselor Education

Raleigh, North Carolina

2015

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## DEDICATION

To my littlest writing partner,



Thank you for choosing me to be your mom and for going through the process of writing a dissertation with me. You have been a thoughtful contributor, a source of levity, and a helpful editor throughout. You have allowed me to focus and streamline my work while bringing new insight and understanding to this very important topic. I hope I make you proud.

I can't wait to meet you soon.

Love Always,

Mom

## BIOGRAPHY

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## ACKNOWLEDGMENTS

To **Brian**, the truest test of love is the belief that what you can accomplish together is greater than what you can accomplish separately. Thank you for showing me that every day and for being willing to support and venture with me on this arduous journey. I adore you.

To **Mom**, thank you for helping me with my first scale development project in the fifth grade when I studied “What Fifth Graders Fear the Most” for the science fair. I learned so many amazing lessons in womanhood from you.

To **Dad**, thank you for believing that your artistic “girl-son” had the smarts to make it in business and for helping me believe in myself when I was afraid.

To **Patrick & Jessie**, thank you for going before me and showing me the way in the Ph.D. process and in parenthood.

To **Mike & Carolyn**, thank you for being a strong example of equality in marriage, love, and family. You have been my role models for a long time.

To **Katie, Maggie, Airyn, Tommy, Vivian, Sophie, Amelia and Maya**, I think of you often when I write and hope that this research positively impacts your personal life and careers.

To **Lois & Morteza**, thank you for raising your son to become such an amazing man.

To **Kristin & Pari**, my fellow Tajlili Tar Heels. I look forward to watching your life transitions and growth as you develop new roles, goals, and challenges.

To **Annie, Justine, & Abbie**, thank you for sparking so much insight, believing in me, listening to me, and loving me in spite of myself sometimes. There are no words to express just how much you mean to me and how much I learn from you every day.

To **Matt & Keisha**, thank you for the laughter, the conversation, and the authenticity of it all. We are bound together – Salisbury for life.

To **Sarah & David**, I have been so proud to watch you fight for what you want in life and for you to follow your dreams. Your tenacity and devotion to one another has directly impacted my thoughts about pursuing my goals.

To **my colleagues at the NC State Counseling Center**, I love coming to work each day and much of that is due to your support, encouragement, and friendship. I am inspired by your commitment to our students and your willingness to go above and beyond to help.

To **Dr. Baker**, patient, kind, thoughtful, and witty. You have been my guiding light through this program and the beacon that calls me home when I am in rough waters. Thank you for being willing to take me on as your advisee and thank you for all of the lessons you have bestowed throughout my four years. I am a better person for having known you.

To **Dr. Sutton**, there were times I was unsure I would ever finish this degree, and I am positive your influence helped me get here. Thank you for being a wonderful supervisor, sounding board, and example of what a true counselor does. I hope I can pay it forward someday as a thank you for how much you have helped me grow.

To **Dr. Smith**, you shine! Thank you for all of the positive encouragement and great discussions that have helped me reach this point. You have truly led by example and have

been a great role model of a woman committed to motherhood and career. I hope I can walk in your shoes someday!

To **Dr. Gray**, thank you for taking a formerly math-phobic child and teaching her the power of statistics. You are a true professor – committed, kind, and steadfast in your beliefs.

To **Dr. Grimmert**, you taught my favorite class in the Ph.D. program, and pushed me to learn more about my ethnicity, my biases, and myself. These lessons have changed my life and directly influence the work I do each day. Thank you.

To **Dr. Hermann & Dr. Dockery**, thank you for introducing the counseling field to me and for showing me I had some talent for it! Thanks also for inspiring me to do a Ph.D. and for being amazing role models of women in academia.

To **my colleagues in the North Carolina State University Counselor Education program**, we have shared a unique and intense experience together and will always be bound by this time, place, and connection.

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## CHAPTER 1

### INTRODUCTION

Today's female college students have witnessed the challenges of work-life integration facing working mothers. These challenges include struggles with childcare, balancing career aspirations with family obligations, and taking care of personal needs in the midst of deadlines, diapers, and competing demands. Young college women receive many messages about work-life integration from their mothers and the media that entice them to make different choices than those who have gone before them (Cabrera, 2007). These messages include the derision of the 1980s concept of a "supermom" that "has it all," since many professional women vocalize feeling caught in the web of judgment, inadequacy, and self-doubt in both the familial and professional realms (Mainiero & Sullivan, 2005). If a woman wants to take time off to stay at home with her children, she is viewed as a liability because she deemphasizes her job. Conversely, if she immerses herself in her professional pursuits, she is judged a bad mother. Recent media coverage of Marissa Mayer, and her pregnancy announcement shortly after being named the CEO of Yahoo! highlights this dilemma (Grouse, 2012). At first, Ms. Mayer was criticized as lacking professional judgment in taking the job at the helm of a failing company in her "delicate" condition, and then condemned as a mother when she decided to take only three weeks of maternity leave and work throughout it.

Mary Anne Slaughter (2012) spoke of this double-bind in *The Atlantic Monthly* article entitled, "Why Women Still Can't Have It All." Slaughter's article chronicles her

challenges in raising two teenage sons in New Jersey with the help of a supportive stay-at-home spouse while she commuted to Washington, D.C. for a dream job with former Secretary of State, Hillary Clinton. Her feelings of insufficiency in both arenas brought about a call to action that puts an onus on changing the mindset society has about working mothers and creating new, nontraditional ways these women can contribute to the workforce and foster healthy familial bonds.

While Slaughter's call to action is timely, the workforce is not changing fast enough to meet new female college graduates' needs. Shapiro, Ingols, and Blake-Beard (2008) identified megatrends impacting the current state of employment in the world today and the challenges they pose for working women. Despite the transformations in corporate America, including downsizing, off-shoring, and outsourcing, many organizations continue to operate within the "work is primary" career model that dictates that an individual spends time and energy working for one company throughout the course of adulthood (Shapiro et al., 2008). Now that companies often are no longer caring for their employees past retirement through pensions and extended health insurance, employees are seeking out alternate employment arrangements, including entrepreneurial pursuits, temporary employment opportunities, and start-up companies. There is a distinct conflict between what companies are expecting of their employees and what employees are aspiring to in work-life integration (Shapiro et al., 2008). A shift has occurred in work and family values that now places a priority on life outside of the office, coupled with new technology that allows employees to work from anywhere in the world. New working mom, Marissa Mayer of Yahoo! highlights this

double-bind perfectly with her recent decision to terminate employees' ability to work remotely for the company, insisting that they have five months to return to the office environment, or they can find other employment (Carlson, 2013).

### **Statement of the Problem**

Women face many challenges in the workplace, including unequal pay, sexual harassment, and discrimination—not to mention women's concerns about childcare, maintaining work/family balance and competition for promotions to senior leadership by breaking through the glass ceiling. Many of these issues have been used to explain the reasons more women partake in the “opt-out” revolution, a term which describes a new generation of highly educated, trained working women who decide to leave the workplace to raise families or start their own businesses (Mainiero & Sullivan, 2005). These female pioneers are charting their own course of success and rewriting the rules governing the corporate ladder. Taking nonlinear paths with many twists and turns, women on this trajectory often find employment that suits their particular place in life at the moment. These women are not afraid to turn down positions that may compromise their individuality, their sense of wellbeing, and their feeling of accomplishment in a job well done.

With this shift in women's careers taking place on a macro level, there are also generational changes that spur momentum to delineate proper boundaries around work-life balance issues. The current generation of female college students grew up in families where mothers predominately worked fulltime while also attending to their children's needs (Goldberg et al., 2012). These students witnessed the definition of work-life balance

firsthand. Those students now joining the workforce are solidifying their relationships with significant others while negotiating how to be fulfilled by personal and professional pursuits.

Research has shown that millennial college students (those born between 1980 and 2000) differ from past generations in their expectations surrounding work-life integration (Murray & Cutcher, 2012; Sha & Toth, 2005). As this generation of young adults grew up, they observed their parents struggle with maintaining balance in professional and personal goals. In light of that fact, these current college students require more flexible work hours, meaningful work experiences, and significance in areas outside of their workplace. Recent studies have focused on millennial students' differences from past generations, but little research in the college career counseling realm has focused on how female college students in particular plan and prepare for future challenges of professional work and meaningful home life.

### **Purpose of the Study**

This quantitative study builds on the results of a previously conducted pilot study, which qualitatively explored attitudes, beliefs, and expectations of millennial college women students within a small sample (Tajlili, 2014). The aim of the current study was to determine if the quantitative findings are similar to those collected and analyzed qualitatively in a small sample. In the pilot study, the researcher collected data from a focus group consisting of three college senior women at a southeastern university. A grounded theory analysis focused on their views on work-life integration, expectations, and potential challenges. The findings from this initial exploration were used to develop an instrument that was administered to a

larger sample. In the current quantitative phase, the researcher created an instrument, named the Future Work-Life Balance Attitudes Scale (FWLBAS), which was used to collect data from senior college women at public and private universities across the country. The goal of this research was to understand female college students' thoughts and expectations of work-life integration so college counselors can ultimately implement interventions that prepare them for future work-life roles.

### **Research Questions**

Given the purpose of the present study, the research questions were as follows:

**Research Question 1:** Is the new instrument used to assess college women's attitudes on work-life balance a reliable and valid measure?

**Research Question 2:** How do female college students plan and prepare for integrating professional work and home life?

**Research Question 3:** What are the attitudes and expectations of female college students regarding their future plans for work-life integration?

**Research Question 4:** How do the survey results support the factor loadings?

**Research Question 5:** In what ways does the quantitative scale assessment support or contradict the qualitative results from the pilot study?

Research Question 1 was examined through exploratory factor analysis (EFA) of the Future Work-Life Balance Attitudes Scale. Items on the scale, derived from the unpublished pilot study, were evaluated via pilot test, and then expert review to ensure that the scale measured the intended construct. The Future Work-Life Balance Attitudes Scale was

assessed for relationships between the factors by reporting of Cronbach's alpha and items that do not correlate strongly with the factors identified in the EFA were deleted or revised.

Additionally, the researcher utilized the Future Work-Life Balance Attitudes Scale item and mean scores to understand and answer the Research Questions 2 and 3. The Research Questions 4 and 5 were examined through comparing results of the EFA and confirmatory factor analysis (CFA), as well as utilizing the quantitative scale with the qualitative data collected in the pilot study. The overall goal of the researcher was to provide a basis for future studies that can continue to explore the relationship between work-life balance and millennial college women.

### **Definition of Terms**

The aim of this study was to develop the Future Work-Life Balance Attitudes Scale as a way to understand college women students' conceptions of work-life balance. Additionally, the research questions call upon the framework of the Kaleidoscope Career Model. Since both terms are central to the study, they are defined below. The previously defined term, millennial college student, will be discussed more fully in chapter 2.

### **Kaleidoscope Career Model**

The conceptual framework assists a researcher in analyzing the data from the perspective of a preexisting theory. In this study, the Kaleidoscope Career Model was used to interpret the findings. The Kaleidoscope Career Model was designed to explain the new pattern of women's careers that differ distinctively from many traditional career theories posited by White males. Researchers Mainiero and Sullivan sought to explain the phenomenon

through their groundbreaking work beginning in 2005. The results of their work, from a survey of more than 3,000 men and women, form the basis of the Kaleidoscope Career Model (KCM) (Mainiero & Sullivan, 2005).

To form the core of their theory, Mainiero and Sullivan conducted three large scale studies and integrated the results. Mainiero and Sullivan attempted to include women and men from a variety of backgrounds and professions to capture the most reliable data on career transitions and decision-making throughout the three studies. By pooling the results from the surveys and looking for identifiable themes, Mainiero and Sullivan (2005) encountered the concepts of authenticity, balance, and challenge in the career realm. These concepts highlight the key constructs of the Kaleidoscope Career Model, which will be discussed in further detail in chapter 2.

### **Work-Life Balance**

The original concept of work-life balance proposed in the beginning of the 21st century by O'Neil, Hopkins, and Bilimoria (2008) has been eschewed in favor of the term, work-life integration (Slaughter, 2012) because professional working mothers find that balance is an unachievable ideal in today's fast-paced world. Balance becomes another measure of success in professional work and motherhood, eating away at the confidence of women already plagued by the perils of mommy guilt, pushing through the glass ceiling, and achieving life meaning concurrently (Shapiro et al., 2008).

Additionally, as Reiter (2007) affirms, there are multiple value systems interacting simultaneously to muddy the clarity of the term. Depending on perspective and ethical

standpoint, work-life balance can be defined as equal time for each pursuit; an individualistic and case-by-case sense of what works for a particular person; an efficient, best practice way to prioritize; or a measure of overall life happiness and satisfaction (Reiter, 2007). This makes it hard for researchers to study people's perspectives of work-life balance and confuses the workforce regarding what it is that they aspire to in their integration efforts. For the purposes of this study, work-life balance is described as "achieving satisfying experiences in all life domains to a level consistent with salience of each role for the individual" (Reiter, 2007, p. 277). This definition promotes the situational view of work-life balance that proposes that every person has an individual notion of what will work for specific personal circumstances and that some roles are inherently more important than others (Reiter, 2007). This definition is influenced by the postmodernist movement in which diversity of lifestyle choices becomes the norm.

### **Organization of the Study**

This dissertation includes five chapters. The first chapter provided an overview of work-life balance issues and millennial women, while also summarizing the purpose of the study. The literature review in chapter 2 presents a brief overview of the state of women in the workplace and their struggles with defining work-life balance, as well as a summary of recent studies focused on the millennial generation and an overview of the qualitative pilot study. Finally, a short description of the Kaleidoscope Career Model grounds the chapter in the theoretical underpinnings necessary to analyze the data. The chapter ends with a discussion of the research questions that will be explored in this proposed study.

The third chapter explains the scale development and factor analysis methodology used to create and validate the study. As previously mentioned, the pilot study included a qualitative focus group that was conducted with three female millennial college students. Questions concerned the students' attitudes, beliefs and expectations regarding work-life balance. The data were analyzed by a grounded theory methodology, according to the feminist theoretical orientation and the Kaleidoscope Career Model conceptual framework. This study involved the development of a scale from the qualitative study findings. The scale was administered to a large sample of female college students. The methodology chapter will provide more detail on the procedures. Chapter 4 presents analyses of the data that were collected from 508 participants. Chapter 5 discusses the results and presents limitations of the study, recommendations for future research, and implications for career counseling practitioners.

## **CHAPTER 2**

### **LITERATURE REVIEW**

The literature review in chapter 2 provides a brief overview of the state of women in the workplace and their struggles with defining work-life balance, as well as an overview of recent studies focused on the millennial generation and a short description of the Kaleidoscope Career Model. The chapter ends with a discussion of the results from the unpublished pilot study that were explored in creating the assessment scale for this study.

As today's millennial female college students graduate and enter the workforce with new thoughts and ideas about integrating professional and personal lives, they find themselves embroiled in the larger argument of work-life balance and equality in the workforce. In an environment where women on average earn 81.2% of what their male counterparts do, millennial female college students possess the potential to revolutionize the workplace due to their renewed focus on flexibility, increased work-life balance, and the selection of nonlinear career paths to achieve overall life satisfaction (Bureau of Labor and Statistics, 2011; Hansen & Leuty, 2011). Much of this change from the status quo stems from how female graduates have reacted to their upbringing by being first-hand witnesses to the challenges of work-life integration facing their mothers. These challenges include watching their mothers attempt to balance family issues with work demands, provide adequate childcare and bring home monetary funds, and find time to explore personal growth and pursuits. These messages that college women have received about work-life integration

from their mothers and the media persuades them to examine alternate paths to achieve success at home and at work (Cabrera, 2007).

### **Current Attention and Research on Women's Work-Life Balance**

Recently, media attention and research has focused on the proliferation of information and research regarding integrating work and life. Sheryl Sandberg's *Lean In* (2013) and the subsequent Lean In organization she created have brought feminism, work-life balance, and career-family conflict to the forefront of popular culture. College women now join Lean In circles, which are informal mentoring and networking groups, to discuss and debate critical issues of work-life balance long before they face these challenges. Current magazine covers of *Time* and *The Atlantic Monthly* cite the increase in a child-free lifestyle among married 30 year olds while also exposing the myth of a career woman "having it all" (Sandler, 2013; Slaughter, 2012). This media attention highlights the challenges women face at all levels of their career in balancing and maintaining a career identity that works with their lifestyle goals.

Research has also exploded regarding where women stand today in regards to aspirations to senior management, workplace flexibility, opting in and out of careers, and making tough choices under the guise of having it all. According to research by Litzky and Greenhaus (2007), women aspire to senior management positions less often than men due to their thoughts about congruence with aspired roles and not having role models in the workplace to illustrate how role salience can be defined. This is not evident for many young women when they first graduate from college, however. Researchers found that female

college students graduating with business degrees place more emphasis on work-life balance and cultural fit of organization but expect comparable compensation to men in regards to first post-graduate career (Sallop & Kirby, 2007). As Sallop and Kirby point out, gender inequality in pay develops over time as women and men get promoted to higher titles and as women take breaks to pursue family goals.

When women do take time off or structure their work differently to achieve family balance, they face stigmatization and perception that they are not as effective in their roles. Researchers surveyed men and women college students regarding how they value work-life balance and work-life flexibility (Vandello, Hettinger, Bosson, & Siddiqi, 2003). The results indicated that men and women value work-life balance and flexibility equally. However, when the same participants were given hypothesized case study examples of work-life flexibility after the birth of a child, students rated case studies of men and women who chose nontraditional working arrangements as less productive than their counterparts who worked traditional 40 hour jobs and gave them marginally poorer evaluations. Additionally, men who took a nontraditional work arrangement were viewed as less masculine (Vandello et al., 2003). This creates a double-bind for a career woman that often results in lost wages and raises, as well as a perceived onus on the female family member to forgo her career in an effort to protect her partner from societal stereotypes that may negatively impact his advancement (Shapiro et al., 2008).

Women who arrange for flexible work assignments do so for a multitude of reasons and usually return to the workforce at some point in the future. One independent researcher,

Elizabeth Cabrera (2007), surveyed 497 women with graduate degrees in business on their reasons for leaving the workplace. The results indicated that 47 % of these women stopped working at some point in their career for reasons including childrearing, change of interest, move of partner, or pursuit of balance. Of the women who left the workforce in this study, 70% returned at some point. Attitudes motivating women's decisions to leave for family reasons stem from a relational perspective, with women understanding that careers comprise one piece of their life, and they attempt to integrate many pieces (including health, community service, family, relationships) to form a holistic sense of self based on their identity constructs and their social networks (Grant-Vallone & Ensher, 2010; Mainiero & Sullivan, 2005; Volpe & Murphy, 2011). Because of these attitudes, women tend to look at job opportunities differently from men, weighing the costs and benefits of a position with the other competing forces operating in their lives. Therefore, women are more willing to forgo promotions, work in part-time jobs below their education level, leave the workforce for a period of time, or find opportunities where they can engage in meaningful work from home (Grant-Vallone & Ensher, 2010).

Despite the cautionary tales highlighted in the media regarding "having it all," women continue to struggle with creating meaningful and well-balanced personal and professional lives, often at their own expense. Two researchers in Ireland completed in-depth qualitative interviews with 18 working mid-career mothers in dual-earner households (Grady & McCarthy, 2008). Their interviews uncovered the complicated relationship between work and family life for these women and the struggles they face employing balance

and self-care into their everyday routines. The researchers discovered that a certain segment of women in the study did not care to progress to a higher level in the job they currently performed (Grady & McCarthy, 2008).

Additionally, Hoffnung and Williams (2013) performed a longitudinal study of women from five northeastern colleges graduating in the class of 1993 and the majority of women college graduates in their study aspired to marriage, a family, and a fulltime career. When updating their data in 2009, they found that more than half of the women in the study achieved their goal. However, these women struggled with when to have a child, how many children to have, how to arrange childcare, and the impact on future career advancement. This generation is the precursor to the millennial college students, and some of these women caught in the career double-bind are parents, professors, mentors and siblings of today's college students. As a reaction to the perceived difficulties, these students aspire to different paths in regards to work-life balance.

### **Current Research on Millennial College Students and Work-Life Issues**

Research findings have shown that millennial college students (those born between 1980 and 2000) differ from past generations in their expectations surrounding work-life integration because they have more perceived self-efficacy in this area and pursue careers for their intrinsic enjoyment and ambition rather than for advancement or salary. Researchers found that emerging adults who have a high work-family balance self-efficacy have a greater understanding and commitment to role planning in their future careers (Basuil & Casper, 2012). Most emerging adults with high work-family balance self-efficacy had positive

conceptions of their same-gender parents' work-family balance efficacy (Basuil & Casper, 2012). Similarly, Chait Barnett, Gareis, Boone and Steele (2003) discovered that male and female college students whose mothers worked outside of the home when they were growing up expressed less concern about career-marriage conflict than college students whose mothers stayed at home during their formative years. Furthermore, according to Battle and Wigfield (2003), female college students feel motivated to attend graduate school out of an intrinsic attainment motivation and do not anticipate conflict between work and family roles.

On the other hand, some studies indicate that college men have not changed too much from past generations in regards to gender socialization and norms. A report by Goldberg et al. (2012) highlighted that although the majority of participants' mothers returned to work when the participants were fairly young, the students still held traditional gender expectations in regards to who should perform household chores and child-rearing activities.

Additionally, college men in the study anticipated more emotional, professional and personal challenges for women returning to work than the college women participants did and rejected the concept of a woman taking time off when her child is young outright (Goldberg et al., 2012; Peake & Harris, 2002). This concept of division of labor within the household and strong traditional family roles is consistent with findings in Gere and Helwig's (2012) examination of college students that men are more traditional than their female peers. While the current study focuses on the values, beliefs and expectations of millennial college women, it is interesting to note that these women may experience conflict in spousal

relationships regarding childrearing and division of labor due to their differing beliefs from their future partners.

### **Kaleidoscope Career Model**

The Kaleidoscope Career Model (KCM) seeks to explain the key differences between men and women's careers (Mainiero & Sullivan, 2005). The key concepts behind the KCM – authenticity, balance, and challenge – interact to impact decision-making and create the key priorities throughout a women's career. As the kaleidoscope suggests, one of these three parameters comes into focus during a woman's career to act as a guidepost for where the woman will focus her energy for that period of time. While the other two parameters remain out of immediate focus, they are still active parts of the pattern, influencing the overall design. As the circumstances of a woman's life change or her priorities shift, another parameter will take over, forming a new pattern. Each concept has its own definition, with different goals for success.

Authenticity refers to the desire for women to retain their identity and individuality in spite of competing demands and job descriptions (Mainiero & Sullivan, 2005). Authenticity also describes a woman knowing her strengths and limitations and her ability to make decisions regarding the information she has on hand at the time (Sullivan & Mainiero, 2006). By taking the time to know herself and see the potential benefits and pitfalls of a position, a woman can orient her career and form a congruent path between her values, personality, and a job description (Sullivan & Mainiero, 2006). Mainiero and Sullivan's (2005) original work found that women in their mid-to-late careers tend to gravitate towards the theme of authenticity in

their work lives, as they have encountered the strains of working against their type earlier in their careers and have decided to focus on creating work arrangements that speak to who the women feel they are as individuals.

A woman's desire for balance is the most sought after, and hardest to achieve, parameter (Sullivan & Mainiero, 2006). The balance concept speaks to the need for equilibrium across multiple arenas of life. This means a woman may forgo a promotion until her children are in elementary school, work part-time to care for aging parents, or take a lesser paying job closer to home to balance out the multiple demands and priorities in her life at the moment. Women in Mainiero and Sullivan's (2005) three studies often felt the psychological and physical tolls of trying to "do it all," and attempted to shift the focus in their lives to incorporate more balance at the mid-point in their careers.

The challenge aspect of the KCM represents a woman's need to feel as though the work she is doing is meaningful and providing subsequent learning opportunities for her future development (Sullivan & Mainiero, 2006). Workers who are challenged are often willing to put in extra hours to get the job done and see the impact of their work outside of the particular task or assignment. Women in the original studies by Mainiero and Sullivan (2005) highlighted "stretch" roles and innovative projects as the key motivators for continuing to work outside the home. Mainiero and Sullivan also discovered that women typically seek challenge as a primary focus early in their careers, although the researchers are keen to point out that even when balance and authenticity become more of a priority, challenge in the workplace remains a strong motivating force throughout a career.

The Kaleidoscope Career Model approaches women's careers from a relational standpoint, understanding that women are interested in jobs in which they can blend the many different roles in their lives to form cohesive pattern (Mainiero & Sullivan, 2005). Because of this, women tend to look at job opportunities differently from men by taking jobs that are congruent with their life situation at the time. Therefore, women are more willing to work part-time, start a company, take sabbaticals or extended leave, or go back to school as a way to engage in meaningful work that matches their home life. The namesake of the theory refers to the three mirrors in a kaleidoscope and their relationship to one another, and how each piece of a kaleidoscope forms a shifting pattern, with certain shapes in the foreground, while other shapes fade into the background. Much like a women's career pattern, the shapes can shift abruptly, with different patterns coming into view as different career circumstances, and life circumstances, present (Mainiero & Sullivan, 2005).

### **The Unpublished Pilot Study**

The purpose of the unpublished pilot study conducted by the researcher was to understand millennial college women students' attitudes, beliefs and expectations regarding work-life balance (Tajlili, 2014). Millennial college women (those born between 1980 and 2000) in their senior year at Southeastern State University were invited to participate in a grounded theory focus group via a targeted email. Through purposive and snowball sampling, three participants were garnered. Additionally, a semi-structured interview protocol was employed. A semi-structured interview approach for the data collection was chosen because it gleaned the answers to the general research questions while also allowing

participants to provide any additional information that may color and illuminate the findings.

Detailed descriptions of the sites and the participants selected are below.

### **Setting and Participants**

Southeastern State University is a four-year Research I institution located in Central North Carolina and is the largest four-year institution in North Carolina, serving more than 24,000 undergraduates from 100 North Carolina counties. The racial breakdown of the school for fall 2012 semester is approximately 70% White, 7% African-American, 5% Asian, and 18% other races. The three participants varied in interests, future job aspirations, and geographic locales. Shar is a single African-American college senior woman majoring in Finance and Human Resources from North Carolina. Cyn is an affianced African-American college senior woman majoring in Psychology from New York. Layla is a single White college senior woman majoring in Business Administration from North Carolina.

### **Results of the Unpublished Pilot Study**

The findings presented in greater detail below highlight the role of family of origin, as well as the influence of the media and school environments in preparing college women for work-life balance. Additionally, identity maintenance and partner choice are discussed. The findings are organized by the dictums of constructivist grounded theory and codes/themes reported met the 80% intrarater reliability measure. In the first section, the initial and focused codes are presented and discussed, followed by the a priori coding from the Kaleidoscope Career Model framework. A short explanation of seven axial codes

emerged, with the final theoretical code, constructed from three parts, which developed from the data offered. A short summary answering the research questions closes the section.

### **Initial and Focused Coding**

In the initial coding section, three interviews were studied and coded line-by-line, looking for consistency across them without examining the research literature for more information. This coding was done without any research background to allow the participants' voices to come to the surface and be heard. The line-by-line codes were taken and studied until eight themes emerged around the codes in the focused coding phase. For organizational considerations, arranging the initial coding into focused theme codes proves more comprehensive for reporting purposes, with initial codes subsumed under thematic headers. The eight themes that emerged most often in the three interviews are highlighted below, with the 26 initial codes defined under them. Codes are explained and expounded upon below.

**Values centered beliefs about work-life balance.** Throughout the interviews, participants discussed their personal values system, which often reflected the values they were raised with and how this impacted their views on work-life balance. Specifically, their values about being working women with families emanated from three main initial codes that focused on identity and family relations. In the *Honoring the Family* initial code, Shar shared her values around prioritizing, stating "Family comes first. Any job, there's always gonna be another job, but family's always gonna be there. If you have an ultimate choice, always choose family." This thought was echoed by the other participants, who shared

stories from childhood about parents turning down jobs for the sake of family or deriding other family members' choices of a career and money over family.

In the *Finding Passion in Career* code, participants discussed their desire to gain a sense of meaning from their work pursuits. As Cyn explained, "One of the major reasons I hesitated in applying to graduate school was because I did not have a passion for psychology yet... And I say yet for a reason. But I am not passionate about anything yet and I do not want to be one of those office people behind my desk for 30 years. Like if I die, I don't want to be remembered as the receptionist who worked here. So with looking for a job, I want to do something that I love. If you have a passion for something that works, it's so much greater than if you don't care about anything and are a paper pusher." Tying in with the previous code of *Honoring the Family* while *Finding Passion in Career*, Layla noted, "I also believe family should come first whenever I get to that point... but, I believe I need to be passionate about my work, or I will be miserable... and should leave... should use my backup plan." There is a sense amongst these participants that passion in career is what keeps them coming back to work after having a family, but that dedication to their family is central to their values system and the touchstone from which they will prioritize and make career decisions.

Finally, in the *Defining Self as Working Mom* initial code, all participants saw themselves as future working mothers and took pride in this identity. As Layla discussed, "I am wanting to be a marketing director or work in public relations that goal will be anywhere from 50-70 hours a week. When you look at the whole aspect of your week, it takes up the

majority of your time. So a lot that will be 40 hours a week at work, but while I am at home with my family, I may be making phone calls and things like that. Is that what I want to be doing? I don't know. But I think that's possibly where my career is going in the long run.” Shar agreed, noting, “I completely agree with that for the career I want to go into, Accounting. There are a few months every year where there are 70 hours every week that you have to be closing out every company and if I have a husband and a kid, well, ‘Mommy’s not going to be there’.” These women have already thought about future life plans and have incorporated a spouse and children to their goals, along with high achieving career aspirations.

Overall, the initial codes of *Honoring the Family*, *Finding Passion in Career*, and *Defining Self as a Working Mom* speak to the values that the participants share, and the influences that will guide them throughout their career decision-making. At this early stage and without any true work-life balance experience in juggling family and work responsibilities, these young women identify a strong core from which their beliefs come from and will ensure that future decision-making about career and family are centered from these beliefs.

**Observed and taught actions of work-life balance.** In this focused code, participants highlighted the types of work-life balance actions and styles they have witnessed in their own lives and in its role in how they plan to operate. Cyn specifically mentioned wanting to separate her work and life realms with distinct roles. The concept of *Separation/Distinct* became an *in vivo* code, as she acknowledged, “I want there to be more

of a distinct... I don't want too much blending... I want to be organized and separate and not worry about two different things too much. Just the way I work, I don't want too much...Of course sometimes you can't help it and if there are any issues at work... I am not talking about that. If I can help it and kind of separate the two worlds. If I can just leave certain things at work...then I have my home life to myself and it's just me time. I don't want to bring work home, especially if I continue to pursue psychology. If I am a psychologist, I do not want to bring people's problems home with me. And I don't want to be too close to my clients to where they think, 'Oh let me drop by her house when I am in crisis.' I want to leave that boundary separate."

In contrast, one of the participants, Layla, mentioned that the concept of *Giving 50/50* appealed to her, noting, "I also feel you can balance your work life by knowing when to leave it at work and when to bring it home – that sort of thing. But also, it's literally the balance. If you're 80% work and 20% home and social life, obviously that's not balanced. So like, getting where you can put all of yourself into your work and all of yourself into your social life and have it be 50/50 or as close to that as possible is the goal."

The initial code of *Balancing Priorities* came up and was touched upon by all participants in the study. In a lot of ways, this code interacts with the earlier code in the Values focused coding of *Honoring the Family*. Cyn shared, "Personally, I sort of agree with the global balancing of 50/50, but I feel like there are times where one needs to outweigh the other. Like family. If something is going on with family, I am not going to neglect family needs and put all of my energy into work. I may need to take some time off work. But if

family is good and there's something big going on with the company, I may need to work extra hours." Layla continued with this train of thought, explaining how she makes decisions about where her priorities lie, "Like if I am sitting here worrying about something going on with my mom, and I need to be there for her and can't focus on my work, obviously I need to fix that before I can give everything to work. Then, there are times when I am sitting at home with my family or out with my friends and I am like, 'oh my God, I need to finish that flyer or that video for work so we can get it out for Monday. I really shouldn't be out right now.' That's where my attention needs to be. So for me personally, it's where my personal thoughts are at, or where my worries are at the time, I guess."

Two of the participants in the study discussed the idea of *Integrating* and how that figures into the work-life balance discussion. Layla stated, "My personal work-life balance overlaps a lot. It's very integrated. My work I am very passionate about so I build a social life within my work. I also want to share that with my friends and family and people outside because I want to work in marketing and I currently do work in marketing. It's very... I will be at work and do all of my work there, but maybe at the end of the day I will have to do a quick fix on an advertisement or flyer or something and I need to balance that outside of work as well." Shar highlighted, "I think work life isn't just where you're working in your 9-5 job. If you're volunteering, that's work. If you're a parent, that's work also. It's just different types and you know how to make it work in the different commonalities and just balancing that off."

These initial codes are fascinating because they uncover that whether or not it has been a conscious observation, these women have seen various types of work-life balance and appear to have strong ideas about what will work for them personally, as well as what worked for the key stakeholders that influenced their career decision-making in their lives. The women have witnessed key work-life balance activities and styles and understand that personal preference and personality style play into success with the chosen method.

**Strategies.** The *Strategies* focused codes concern the skills that the participants will utilize to help enact successful work-life balance activities. As Shar pointed out in the *Communicating* initial code, “I also want to add open communication. If you don’t know, you think everything’s going ok with family so you’re willing to take that time off. It may not be the case unless you’re speaking with them directly and letting them know this is what’s going on at work. Is it ok if I take time off to go back to work and finish off some things I have to do there?” Cyn seconded Shar’s thoughts, noting, “It’s not just about what I am feeling. I didn’t even think about the aspect that my family has to agree as well. Like it’s not ok to work extra hours at work tonight kind of thing.”

Additionally, participants also voiced that *Making Relational Job Choices* might be a theme in their future, where they are expected to find alternate work arrangements to make their “family first” perspective work. As Layla shared, “I can see myself working from home. I feel like the work that I want to go into will permit that. So if I do have a baby and want to work from home for a month or so and work on the marketing for a company I feel like that’s possible.” Shar continued this discussion by stating, “I mentioned earlier how I

want to increase within the job, but another plan that I could see myself is teaching. I can see myself doing public accounting for a few years, coming back for higher ed, with that being a professor. That has different time schedule as far as hours.” Most participants had an alternate plan in mind for balancing work and family if and when the demands became competitive with one another.

Finally, a large part of the strategy for making the participants’ work-life balance activities successful centered on *Choosing a Partner*. As Layla candidly asserted, “I need somebody who’s not, ‘I’m the man, and this is what I do.’ It’s ‘We’re a team and we will function as a team.’ If you can’t do something today, I will do it. We’re equals. I cannot be in a relationship where somebody thinks they’re superior and I have certain jobs that I need to be doing.” All participants agreed with Layla’s assertion and expounded upon it, with Shar stating, “I really want to be as equal as possible. We both need help with the kids and the work. I have to work overtime, ok. He has to work overtime, that’s ok. Just communicate with each other still and I just want to make sure before going into the marriage that we know what’s going on. None of this ‘Oh we’re in love, great, let’s get married.’ We’re gonna know what’s going on before.” Shar’s statement is reminiscent of the *Communicating* strategy, as well, with equality in relationships forging open communication.

This focused code comprised of three initial codes helps counselors understand what strategies college women believe they will employ to create a work-life balance routine that proves acceptable to them. By choosing a partner with whom they feel equal, creating a relationship based on open communication, and making relational decisions about jobs in the

moment, these students will be comfortable stating their needs, preferences, and desires in both the work and home realms, and will be able to adjust accordingly.

**Life goals.** The *Life Goals* focused codes encompass what the participants hope to accomplish outside of their professional careers. The *Having a Family* initial code highlighted the fact that each participant in the study stated that they wanted to be married and have a family and thought about their career decision-making through this lens. Additionally, each participant, regardless of relationship status, had a strict timeline for family planning, as the *Sticking to a Timeline* initial code suggested. Shar discussed, “I hope to be engaged by at least 27. First kid, at least 31... if not late 20s-early 30s.” Layla agreed, sharing, “Considering I am 22, I don’t know how the likelihood of the timeline I am about to put forth... but I would like to be engaged/married by 25/27 and then have kids before my 30s. Like, enjoy marriage for 2-3 years and then have kids.” Finally, similar to the *Choosing a Partner* initial code explained above, the participants also focused on *Building a True Partnership* once they do have a committed relationship. Layla noted, “My uncle and his wife, they have one kid, and he’s always working full time. He works in IT so he works in different companies doing things. He comes home during his 40 hours a week; he works 9-5 and just drinks beers and expects his wife to serve him. That is my belief that I will not have a relationship like that.” Later in the interview, she shared how her view of her parents’ marriage impacted what she will look for in a partner, “I think my mom going into marriage there’s a definite double standard of this is what the guy does, this is what you do. And I think she went into marriage before thinking ‘I am going to be the mom, I am going to do

this at home, this is my husband, but I am also going to work fulltime.’ Whereas I am going to be going into the workforce and a marriage saying ‘we are a partnership and we’re going to split it at home, and I can also have this.’ I think mine is going to be a lot less stressful than my mom had it.”

These *Life Goals* codes discuss what participants want in their lives outside of their career and showcase the future orientation of thought when participants consider these decisions. Each participant in this study described their desire for a heterosexual marriage arrangement with children. No participants mentioned stopping work for the birth of a child or the possibility of divorce. Participants expected equality from their partners, which encompassed shared responsibilities and flexibility in roles.

**Celebrity culture/media.** The next three focused codes highlight what influences and messages the participants receive about work-life balance and from whom these messages are sent. In the *Celebrity Culture/Media* focused codes, participants discussed the fear of being an older mother and their desire to remain attractive and youthful in spite of motherhood, as evidenced by Hollywood celebrities. In the *Heeding the Clock* initial code, Cyn shared, “I think it’s social. I mean, sometimes I think about I would prefer to have a child close to 30 not just because I would like to enjoy my marriage and wait a little bit longer, but because I want my body to bounce back. I want to be young when I have kids so I can go back to having the young hot body. But if you start having kids at 37, there ain’t much metabolism going on for me to look hot again after my first child. I want to be able to say, ‘Yup this is my kid, and I still look hot.’ Something about Beyoncé...I know she’s not

my role model, I don't want to be Beyoncé. But I thought her timeline was very good. She had her kid at 30. Even though I know she's got access to trainers and cooks and stuff."

Layla noted that the medical risks she has read about in the media have her concerned about delaying motherhood, "Plus the medical risks are ... even though medicine has come a long way and there are lots of things to avoid birth defects, I still don't even want there to be a chance. And I know there's always a chance, but I want the lowest chance possible."

Along with the *Heeding the Clock* message from the media and celebrities, the participants in the study also had fears of aging and not appearing youthful as parents in the *Staying Youthful* code. As Layla shared, "I do not want to be having kids at 35. I do not." Cyn followed this up with, "Because then you're gonna be the old parent. You're 50 by the time they're in high school." Layla further asserted, "And I am also not big on pain anyway so I'd rather get it over with while I'm young and my body can take it because I am probably not going to handle it well anyway. I can't even imagine labor." For the women in this study, there was a palpable fear of having children after the age of 35 and a sense that physically and emotionally, it would be challenging to be a parent at an older age. The women in this study pointed to the media and celebrity culture as something that has influenced how they think about motherhood and timing.

**School environment.** Participants in the study also discussed the influence of their college/university on work-life balance. When discussing family planning, one participant said that she learned about not having children late from "Science Class," which plays into the *Heeding the Clock* initial code discussed above. Additionally, each participant described

feeling *Constrained by Choices* regarding future careers and acceptability. As Layla identified, “I am a theatre minor, and some of the staff, I feel like some of the reason I gave up on my acting aspirations, was because they weren’t like, ‘You have talent you can do this...’ they were like, ‘Well, you’re gonna have to do this and work 3 jobs and you’re gonna have to take these classes and move here. You need to think about if you feel ok not being secure in a career.’ And obviously I already knew those risks and I was still wanting to do it but it was the lack of support and encouragement to do it. Whereas in my college, I still feel like they’re, ‘You’re going into marketing... you can do this. You’re gonna be the best PR manager in the world... accountant... auditor.’ But if you’re concentrated in marketing you’re going to be public relations, marketing assistant director, sort of thing. And once I got my job as an Executive Team Lead for [a large retailer], they’re like, ‘Well...ok.’ And in my classes, some of my marketing professors are like, ‘Well look at so and so, she’s an assistant marketing director for blah blah blah... everyone cheer for her.’ And I’m like, ‘Did you not hear that I am an Executive Team Lead?’ And they sort of pooh pooh it as you didn’t get right where you needed to be.” Cyn agreed, sharing, “It is all about finding a job ... and not even a job, but careers that are secure and likely to bring in money. Not much ‘follow your dreams’ talk here. Very much about this is the system and this is how if you want somewhere to live, you have to follow these criteria so you can make money.” This was disappointing to the students, as they felt that alternate career paths or choices that were out of the norm were not recognized and celebrated.

The three college women interviewed also expressed disappointment because they felt that the university environment, including professors, advisors, and organizations, focused on finding a job at the expense of teaching students about work-life balance techniques in the *Focusing on Work at the Expense of Balance* code. Layla explained that she only had one class instructor who even brought up the concept of work-life balance, stating, “Well the only class that has touched on that is my class for presidents of organizations...which not everyone takes. So I am president of an organization and they start telling us about work-life balance. So then you need to start considering this... this is your leadership style, this is your communication style, and teaching you to understand yourself as a person and how you function with everything else. And they would touch on finding your spouse... but it’s really about getting to know yourself and surrounding yourself with others who fit you...but that was the only class that remotely touched on it.”

Additionally, Shar shared, “There is this thing with a lot of organizations when we put on programs for students and we’re trying to figure out why students prefer more social programs than career, and I think something we were talking about in here as far as how the university is always driving more career/professional. And I think that’s part of the answer to why they’re not coming when we have this great program on professionalism because we’re hearing it over and over.” Cyn chimed in, stating, “I was about to say we learn nothing about balance.” The focus on finding a job and pursuing an “acceptable” career, mirrored in the *Constraining Choices* code, becomes paramount.

**Parental influence.** The *Parental Influence* focused code encompasses five initial codes highlighting how the students received messages from their parents about work-life balance. In the *Pressure from Parents* initial code, the students shared that their parents are interested in them pursuing careers and settling down with partners sooner than later. Layla characterized this in talking about her mother's interest in her dating life, explicating, "I met this guy downtown two weeks ago and I literally got his number and we were supposed to go out on a date and my mom is like, 'Have you talked to him? Have you texted him?'" and I am like, 'MOM! I met him once, and we didn't go on a date and it's not that serious. You are way too excited about this.' And she said, 'I just want you to find somebody and be happy.' 'Mom, if I have 2 months left in school and I find somebody at [Southeastern State], I will be happy for 2 months and then I will be miserable when I move because I won't be with them anymore.' So she says, 'When you move, can I get excited?' She really wants grandkids."

Participants in the study also received messages from and observed their parents regarding ways to execute effective work-life balance strategies, including the initial codes of *Sacrificing*, *Integrating*, and *Tag Teaming*. In the *Sacrificing* initial code, Shar noted that her mother turned down a job in order to enjoy increased flexibility with childcare, stating, "I know my mom actually passed up a position because she said that while it paid more money, the position that she had gave her the flexibility that if we needed something, she was able to leave to come and get us or whatnot." Another strategy used by parents of the participants was *Integrating*. Layla explained her mother's method of work-life integration, recounting, "Since I have been growing up my mom has been so many different roles. She's worked in

factories, she's worked in education, she's worked in the HR departments of education... all sorts of different things, and um, she's found ways to incorporate me in her life and somehow balance me and her job at the same time. Like, she's a superhero. She would be playing school with me and was having fun with me, but really she was filing papers and doing things she needs to get done... my mom works all day, and whenever I would come to work with her, she would manage me there. And then she would come home, cook, clean and get me and my brother bathed and ready for bed and wake us up the next morning." Another common response to a strategy four of the participants' parents used was *Tag Teaming*. As Layla discussed, "My parents both took responsibility for me. So if my mom had to work late and couldn't take me to cheerleading practice, my dad would get me ready for cheerleading or dance or wherever I am going and would physically take me. Like my dad learned how to do my hair in a ponytail so he could put my hair in a ponytail and take me to practice. So, both of them did a really good job of tag teaming." Shar echoed this, highlighting, "There was this one time my mom had to stay in the hospital for a little while because she got really sick and my dad had to take on clothes and trying to do my hair... and it was tragic. And he dressed me like a boy, which was even more tragic... I have pictures. But basically, he took on both roles and still kept the work-life balance." This joint responsibility for childrearing responsibilities has directly impacted their conceptions of future partners, as described in the *Building a True Partnership* initial code described above.

Finally, the last initial code that falls under the *Parental Influence* focused code is *Identifying Role Models*. The women in the study all honored their mothers, stating that they

had been the biggest influence and role model on their conception of family life and work-life balance. As Cyn illuminated, “The most important thing she taught me about work-life balance, like I mentioned before, is communication. Because no matter what, no matter how many hours she was working, she would make time to talk to me. I knew what she was like; I knew what her purpose was. Mommy has to go to work and get things done, but she comes home and she still cooks and would have my clothes. I went to a private school and she made sure I went to the best private school and made sure that I had a cab service pick me up in the morning and take me to school because she couldn’t do it. Even though she wasn’t there as much as I would have loved her to be, she talked to me. No matter how young I was, I understood. So I think communication can help with any part of anything. As long as I knew, ‘Hey mommy’s working hard, but I still have a relationship with her’.” Shar continued the conversation about mothers, stating, “I was home a few weeks ago and watched her try to teach my little cousin. She picked up his geometry book and taught herself how to do it so she could teach him how to do it. His home life isn’t the best so she tries to help him out. She wants him to be successful as he can be, he’s a smart kid but he just needs a chance. Seeing her work with him and still, she doesn’t have time. She’s working, and trying to help my grandmother out, and trying to pay off her college loans and working extra hours. And she’s a smart intelligent person...” Each student described their mother as a “superhero” who went the extra effort to get things accomplished, often at the sake of herself, as Cyn noted, “Are they doing such a good job of balancing?” Layla contributed more to this thought, highlighting, “When I was little, my mom hid it real well.

She was super happy around me unless I was being a little asshole and she'd punish me. But whenever things were good and she was doing all this stuff she was so happy, but now that she's getting older, and I am an adult and I understand what she's doing, I can hear that she's tired in her voice and she's starting to have health problems because she's getting to that age. And it is a question... was she really taking care of herself or was she just taking care of everybody else?"

**Knowing the unknown.** The focused code of Knowing the Unknown encompasses three initial codes, including *Unsure of Challenges*, *Figure It Out in Moment*, and *Impact of Partner Choice*. The initial codes in this section focus on the uncertainty that the participants face in creating a lifestyle of work-life balance in their lives. In the *Unsure of Challenges* initial code, participants expressed uncertainty regarding how they will balance family life and what predicaments they will face in doing so. When asked about the potential to recognize challenges interfering with work-life balance, Shar shared, "Only other than maybe having extra work, I try to get my work done at work. So maybe not being able to make it? I dunno." Cyn chimed in, noting, "Basically the same things we've been talking about. Kind of redundant. Like you hope to integrate your work life and personal life. Um... yeah, I mean it may not work out or connect with your coworkers and it may be harder to work on projects if you don't connect. Or like me trying to keep my work life separate from my home life that may be a challenge, too. How do you solve that? I don't know." In the *Figure It Out in the Moment* initial code, the women expressed that they have not thought about the childcare arrangements yet, but feel confident they can come up with solutions when the time

is at hand. Shar embodied this when she states, “That’s a tough one. I dunno. You have to take time off. And then, I want to one day get to the manager position, and I want to one day get to the VP position, so ok...I have to fit in time to have a kid. And I feel like if I have it, I have to go straight back to work. Yeah, so... I dunno.” Finally, the *Impact of Partner Choice* code continues to highlight the importance of a true partner in a committed relationship with children. Similar to the *Building a True Partnership* initial code, the *Impact of Partner Choice* code recognizes that these women are making different choices than their mothers and understand that the choice of partner will impact their ability to be successful in work-life balance, as the already mentioned quote by Layla suggested, “Whereas I am going to be going into the workforce and a marriage saying ‘we are a partnership and we’re going to split it at home, and I can also have this.’ I think mine is going to be a lot less stressful than my mom had it.”

The initial and focused codes in this section have highlighted the values-centered beliefs about work-life balance, strategies, life goals, observed and taught actions of work-life balance, the celebrity/media, school environment, and parental influences, as well as the concept of knowing the unknown in preparing for the future. These initial and focused codes showcased the participants’ thoughts, values, and beliefs about work-life balance, as well as their future-orientation regarding how they will handle these challenges.

### **A Priori Coding**

The A Priori coding section conceptualized the data in light of the theoretical orientation highlighted in the literature review. In this study, the Kaleidoscope Career Model

was presented as a framework to understand how women make decisions about their career and family life to achieve success in both areas. After looking at the initial and focused codes, three themes emerged that felt reflective of the research on the Kaleidoscope Career Model and existing literature on work-life balance. The themes and their relationship to the literature are examined below.

**Challenge shifting to balance as related to KCM.** In the study, the participants had a sense that early in their careers, they would focus on challenge as a main goal and pursue getting ahead in their careers. Once the students settled down and had children, there was a sense among all of the participants that they would switch their focus to balance, which encompasses home life and work demands. This was reflected in the interview, when Layla noted, “Right now I am 22 years old, no family except for my mom, my dad, and my brother. I’ve got my friends. And my friends understand when I say I have to work today. Or I need to study for this exam and I can’t hang out with them. If it’s an exam issue, it’s, ‘let’s do a study group and all go to the library.’ And that may change as I get older – like 25 or 27 when I have a husband and a kid. That could be very different.” Shar shared, “Right now as a college student, especially continuing my education in grad school, I am trying to pursue a CPA during that year; I am not going to have a lot of free time like I did when I was in undergrad. I just understand that I am here four years and right now, this has to be done. And I guess at some point I do want to have it 50/50 and turn it off eventually where I just want to relax and not think about it unless it really needs to be done.” Cyn continued this thought in discussing when she plans to have children, explaining, “I don’t want to have a kid

so young at the sake of my career just for the sake of family. I will wait...Get my career situated so when I have a kid, I know how to organize my time so the kid's not home alone all day." Throughout the interview, there was a pervading sense that graduate school, professional success, and finding a partner would be the main post-graduation focus in the hopes of being able to step away and reprioritize when children became a life goal. This mirrors the literature of the Kaleidoscope Career Model, which espouses that women focus on challenge early in their career and shift to balance at the midpoint, usually when women are thinking about motherhood (Mainiero & Sullivan, 2005).

**Authenticity early as related to KCM.** Unlike the Kaleidoscope Career Model proposes, in the interviews conducted for this study, authenticity came up as something students are focused on early in their careers. Mainiero and Sullivan (2005) have stated that authenticity, or the idea of fulfilling a purpose and passion through a career, becomes a desire in late stage career women as they near retirement. According to the college women, they have made it a focus early on in a career in the hopes that it brings them longevity and success. As Cyn discussed, "One of the major reasons I hesitated in applying to graduate school was because I did not have a passion for psychology yet... And I say yet for a reason. But I am not passionate about anything yet and I do not want to be one of those office people behind my desk for 30 years. Like if I die, I don't want to be remembered as the receptionist who worked here. So with looking for a job, I want to do something that I love. If you have a passion for something that works, it's so much greater than if you don't care about anything and are a paper pusher." Later in the same interview, she expounded, "Especially if I love

what I do, I wouldn't want to stop. That's why I want to find something I love, so I have fun going to work." According to the women who participated in the study, college women seniors are most focused on challenge and authenticity in early career with the idea that once a family life is started, they will switch to prioritizing balance over challenge or authenticity. This presents a slight revision of Mainiero and Sullivan's original conception of the Kaleidoscope Career Model.

**Relational job decisions.** The Kaleidoscope Career Model was based on the fact that women make decisions about their career from a relational standpoint. This was consistent with the data collected in this study, as participants shared how their career choice may change depending on partner choice and children. As Shar explained, she may leave corporate accounting one day to pursue being a professor because of her perception of flexibility in teaching, noting, "There's not a lot of African American faculty who are CPAs and PhDs... so it's always been in the back of my mind if I want to do something different or have more flexibility." Layla also brought up partner choice and its impact on her career, as well as if she will stop working once she has children, voicing, "If I find some guy who's an Engineer and makes \$100,000 a year, for sure, I might stop working. But then, the probability of that happening is very small." Overall, these women are stating that they will make choices regarding the environment, people and situations around them and that, at this age, they feel comfortable and accepting that their careers will likely shift based on the needs of those around them.

Much of the Kaleidoscope Career Theory was supported with findings in the pilot study. Specifically, the current study supports the Kaleidoscope Career Theory because of the college women's focus on challenge in early career with a shift to balance as they have a family. Additionally, the concept that women look at their careers from a relational standpoint and make decisions regarding what their family situations look like at the time was supported in the current study. The idea that authenticity as a concept that students would desire in early career was not presented in the Kaleidoscope Career Theory but was discussed in the pilot study and may be due to the millennial generation's increased focus on having intrinsic enjoyment from a career and pursuing goals for personal satisfaction, as discussed in Battle and Wigfield (2003).

### **Axial Coding**

In the axial coding portion, the data were looked at in their relationship to the themes that emerged from the focused coding phase. The codes were examined by the dimension of categories they represent. Looking through the previously discussed focused themes, the dimensions of seven categories are discussed below – identity maintenance, balance maintenance, relationship maintenance, purpose maintenance, external messengers, internal messengers, and cultivating realistic choices.

**Identity, balance, relationship and purpose maintenance.** Participants in the study discussed how they would face work-life balance challenges by employing maintenance plans to ensure their success in work and professional realms. The concept of identity maintenance was derived from the initial codes of *Honoring the Family, Finding Passion in*

*Career*, and *Defining Self as a Working Mom*. These Values-Centered Beliefs about Work-Life Balance formed the core of the participants' identity as working mothers and identified how they will stay true to themselves as challenges arise. The balance maintenance concept encompassed the Observed and Taught Actions of Work-Life Balance that women can utilize to achieve work-life balance, including *Integrating*, *Balancing Priorities*, *Giving 50/50*, and *Separating/Distinct Roles*. While every woman in the study had a different conception of what types of work-life balance actions appealed to them personally, all women identified the various strategies at their disposal and knew these strategies were in their work-life balance toolbox as necessary. The Relationship Maintenance included the initial codes of *Communicating*, *Making Relational Career Decisions*, and *Choosing a Partner*. These initial codes were focused into *Strategies* meant to sustain intimate familial relationships and promote equality in roles. Finally, the Purpose Maintenance concept highlighted the activities that bring meaning to the college women interviewed, including *Building a True Partnership*, *Having a Family*, and *Sticking to a Timeline*. The women in this study will enact these plans centered on identity, balance, relationship, and purpose to create a life and career that suits their unique needs.

**Internal and external messengers.** The internal and external messengers fuel how the women in the study conceptualize work-life balance, including when to have a baby, partner choice, continuing work versus staying at home, and the importance of having a family. These messengers have internal and external components, so that messages from parents about how children should be raised become internalized beliefs, while external

pressures to be a “hot mom” stem from society and perception to fit in. These internal and external messengers influence how the college women think, react, and understand work-life balance factors and what “having it all” really looks like.

**Cultivating realistic choices.** Cultivating realistic choices refers to the women’s ability to anticipate and solve challenges and dilemmas that will impact their success in balancing work and life. The initial codes of *Unsure of Challenges*, *Figure It Out in the Moment*, and *Impact of Partner Choice* showcase that college women seem confident in their ability to handle work-life balance problems, but are unable to anticipate the types of tradeoffs they will have to consider. One key piece that they have realized as essential to their success is the egalitarian view of their partner, as well as the partner’s career choice and values system.

The axial coding section displayed the facets of the data and how certain codes interrelate. In this study, students spoke about the kinds of self-care and upkeep they will have to engage in to create work-life balance, the external and internal messengers that influence their decisions, and the choices they will have to make to be successful in these realms. This axial coding section directly influenced the development of the theoretical coding discussed below.

### **Theoretical Coding**

In theoretical coding, the researcher specifies the possible relationships between categories developed during the earlier coding process. By looking through the open, focused and a priori and axial codes, the following theoretical code developed explores how

senior college women think and plan for work-life balance. Female college students are aware of the beliefs and the styles of work-life balance they plan to utilize as strategies to reach life goals. This encompasses their Work-Life Balance Management plan. These strategies are influenced by celebrities/media, parents, and the school environment, understood as the Work-Life Balance Influencers. Finally, these women reported being unaware of the significant challenges they may face as working mothers and planned to figure out their conception of balance in the moment, defining the Work-Life Challenges code. Table 1 highlights the initial, focused, axial and theoretical codes on the next page.

Table 1  
*Initial, Focused, Axial, and Theoretical Codes Identified During Pilot Study Analysis*

Initial Codes	Focused Codes	Axial Codes	Theoretical Codes
Honoring the Family Finding Passion in Career Defining Self as Working Mom	Values-Centered Beliefs about WLB	Identity Maintenance	
Separating/Distinct* Roles Giving 50/50 Balancing Priorities Integrating	Observed & Taught Actions of WLB	Balance Maintenance	WLB Management
Communicating Making Relational Job Choices Choosing a Partner	Strategies	Relationship Maintenance	
Having a Family Sticking to a Timeline Building a True Partnership	Life Goals	Purpose Maintenance	
Heeding the Clock Staying Youthful	Celebrity Culture/Media	External Messengers	
Constrained by Choices Heeding the Clock Focusing on Work at Expense of Balance	School Environment		WLB Influencers
Pressuring from Parents Sacrificing for Family Integrating Identifying Role Models Tag-teaming*	Parental Influence	Internal Messengers	
Unsure of Challenges Figuring It Out in Moment Impact of Partner Choice	Knowing the Unknown	Cultivating Realistic Choices	WLB Challenges

*Note.* \*=in vivo code; WLB=Work-Life Balance

The findings of the unpublished pilot study emphasized that college women think and plan for work-life balance by identifying components that go into managing work-life balance and being aware of the influences they have regarding work-life balance. However, the three women interviewed in this study did not have a strong understanding of the challenges that they may face in creating a Work-Life Balance plan. Responses to the first research question, asking “how female college students plan and prepare for integrating professional work and home life” indicated that female college students interpret and internalize the messages around them from school environment, media/celebrities, and parental influence. These influences, along with observed and taught actions of work-life balance, personal preferences and traits, and clear life goals and timelines help them prepare for future life roles. Responses to the second question, asking about the attitudes and expectations of female college students regarding their future plans for work-life integration indicated that the college women in this study all aspired to be parents before the age of 30, all aspired to be working mothers, and all aspired to high achieving careers with graduate degrees. Additionally, these women had confidence that they will choose partners who engage equally in home preparation and expected to achieve advanced levels of professional success. Finally, the findings from this unpublished pilot study indicated that female college student career choice is somewhat motivated by the woman’s expectations, thoughts, and plans for future work-life integration, but other factors of note included partner choice, parental influences, school influences, and passion for a career (Tajlili, 2014).

### **Need for Further Research on Work-Life Balance in the Counseling Field**

Studies have been conducted in other fields to ascertain college women's thoughts about work-life integration. Within the sociology discipline, Murray and Cutcher (2012) identified that college women students in Australia understood the competing demands of family and work life and made career occupation choices based on their likelihood of becoming mothers. Additionally, the world of business has focused on how to woo millennial employees by attracting them with the opportunity to do meaningful work and have enough time for leisure activities outside of the office (Ng, Schweitzer, & Lyons, 2010). A recent study looking at the field of hospitality management found that almost 30% of hospitality industry graduates leave the field within 10 years of graduating (Brown, Arendt, & Bosselman, 2014). When surveying recent graduates of hospitality programs, two of the primary reasons for leaving the industry were the long hours and difficulty managing work-life balance (Brown et al., 2014). Finally, Sha and Toth (2005) completed an investigation of students entering the time-consuming profession of public relations and found that female college students entering the field had more negative perceptions of gender equity, promotion, and workplace flexibility than the researchers anticipated.

Few, if any, counseling studies have addressed women's work-life balance issues. One instrument that was developed for use with college students called the Career Futures Inventory (Rottinghaus, Buelow, Matyja, & Schneider, 2011) has a work-life balance subscale with four questions, but does not explore the broader topics of how students think about incorporating personal and professional goals into their life plans. Because career and

mental health counselors in the post-secondary setting assist female college students with their post-graduate choices, more understanding and examination of their values, expectations and beliefs is needed. The goal of this study was to fill the gap of research about women and their perceived lifestyle and professional choices and add to the literature on female college students' conceptions of work-life balance. By creating a scale that measures female college students' attitudes about future work-life balance plans and roles, researchers have more knowledge of what this new generation of women aspire to in professional and personal realms and can understand how these students differ from past generations. This knowledge can be used to create millennial-friendly jobs for employers and allow for greater congruence between what the millennial college women aspire to in their professional lives and what they achieve.

## **CHAPTER 3**

### **METHOD**

The purpose of this study was to construct an instrument that will provide understanding of millennial college women students' attitudes, beliefs and expectations regarding their future work-life balance plans. Items on the Future Work-Life Balance Attitudes Scale were based on a qualitative pilot study that identified strategies, key influencers, and challenges that millennial college women consider when thinking about their future work-life balance plans, as described in chapter 2. Some items on the Future Work-Life Balance Attitudes Scale measure how the millennial college women will incorporate work-life balance in their lives, while other items focus on the external messages they have received about how to prioritize work and life. This chapter describes the participants in the present study, the assessment instrument that was administered and the construct of millennial college women's future work-life balance attitudes, procedures for collecting data, and data analyses that will be performed to validate the Future Work-Life Balance Attitudes Scale.

#### **Participants**

Participants for the present study were recruited from Qualtrics Panels, a company that finds prospective research participants online within targeted segments specified by the researcher and compensates the participants for their time. The Future Work-Life Balance Attitudes Scale was open online to all millennial college women born between 1980 and 2000 who are not married and with no children in their senior year at any college in the U.S.

The study was designed to engage women who are not married and with no children to participate because women with children and a partner are likely already practicing work-life balance skills. Qualtrics Panel respondents who complete the Future Work-Life Balance Attitudes Scale online received an incentive based on the length of the survey, their specific panelist profile and target acquisition difficulty. The specific type of rewards vary and may include cash, airline miles, gift cards, redeemable points, sweepstakes entrance and vouchers. On a per survey basis rewards typically are the equivalent of \$0.80-\$1.10 on general consumer studies. The scale instrument had 508 participants targeted via Qualtrics Panels to meet the 95% confidence interval, meaning that there is only a 5% chance that the sample results differ from the true population average. This sample was well above the 250-300 participants Lee and Lim (2008) recommend as the needed size for factor analysis studies. Screenshots of the scale and its online appearance are contained in Appendix C.

A recruitment message from Qualtrics was sent nationwide to 16,028 college women born on or after 1980 who are not married and have no children inviting them to be participants. A total of 737 prospective participants clicked through the invitation message to take the survey. The prospective participants were then taken to the Informed Consent form screen, which is included in Appendix A. If prospective participants consented to partake in the survey, they were taken to demographic questions and the FWLBAS. A total of 525 participants agreed to participate in the study and completed all of the items required for participation.

Data from 17 participants (3%) was excluded for a variety of concerns. In two of the cases, when the researcher verified the college or university attended, the schools did not exist. Three prospective participants just wrote “university,” while four wrote “college” for the same question, rendering it impossible to know if they were actively enrolled in a school. One participant wrote “none” for college or university attended. One student wrote down the name of a college in the Philippines, suggesting that she was not enrolled in an American school. Two responses had the exact same answers and were judged to be duplicates. One participant refused to answer any questions, and one participant answered with random letter generation instead of words. These responses were removed from the data set, leaving a total of 508 respondents, who represented 3% of the 16,028 women who received an invitation.

Participant demographics are reported in Table 2 for the total 508 participants, as well as for the randomized subsamples utilized in factor analyses in the next chapter. Almost half of the sample (49.2%) reported being born in 1992 or 1993, making them between the ages of 20 and 23 at the time of the data collection. The majority of participants were White (58.5%), with African American (15.2%), Asian American (10.6%) and Latino American (10.0%) women also represented. Most of the participants (72%) were raised in households in which both parents/guardians worked outside of the home and most participants’ parents/guardians were married (66%) when they were growing up. A majority of the participants reported that they were currently in committed relationships (48.6%) or were single (45.9%). The remainder of the demographic questions were short-answer asking

about future goals, job titles, and majors. These items will be analyzed in subsequent studies examining the instrument.

Table 2

*Participant Demographics*

Demographic Question	<i>N</i> for Sample ( <i>N</i> =508)	% of <i>N</i> for Sample	<i>n</i> for Subsample 1 ( <i>n</i> =254)	% of <i>n</i> for Subsample 1	<i>n</i> for Subsample 2 ( <i>n</i> =254)	% of <i>n</i> for Subsample 2
<b>Birth Year:</b>						
1980	3	0.6	1	0.4	2	0.8
1981	5	0.9	1	0.4	4	1.6
1982	6	1.2	4	1.6	2	0.8
1983	8	1.6	3	1.2	5	2.0
1984	9	1.8	7	2.8	2	0.8
1985	11	2.2	7	2.8	4	1.6
1986	18	3.5	9	3.5	9	3.5
1987	9	1.8	6	2.4	3	1.2
1988	16	3.1	8	3.1	8	3.1
1989	28	5.5	11	4.3	17	6.7
1990	37	7.3	20	7.8	17	6.7
1991	78	15.4	42	16.5	36	14.1
1992	116	22.8	52	20.5	64	25.2
1993	134	26.4	67	26.4	67	26.4
1994	24	4.7	12	4.7	12	4.7
1995	6	1.2	4	1.6	2	0.8
<b>Ethnicity:</b>						
African American	77	15.2	41	16.1	36	14.2
Latino American	51	10.0	23	9.1	28	11.0
Asian American	54	10.6	27	10.6	27	10.6
White	297	58.5	142	56.0	155	61.0
Other	9	1.8	7	2.7	2	0.8
Multiracial	15	2.9	11	4.3	4	1.6
Asian	3	0.6	2	0.8	1	0.4
Native American	2	0.4	1	0.4	1	0.4

Table 2 (cont.)

Demographic Question	<i>N</i> for Sample ( <i>N</i> =508)	% of <i>N</i> for Sample	<i>n</i> for Subsample 1 ( <i>n</i> =254)	% of <i>n</i> for Subsample 1	<i>N</i> for Subsample 2 ( <i>n</i> =254)	% of <i>n</i> for Subsample 2
When you were growing up, which of your parents/guardians worked outside of the home?						
Neither	9	1.8	5	1.9	4	1.6
Male parent/guardian only	102	20.1	54	21.3	48	18.9
Both male and female parents/guardians worked outside home	366	72.0	177	69.7	189	74.4
Female parent/guardian only	31	6.1	18	7.1	13	5.1
When you were growing up, your parents'/guardians' relationship status was:						
Single	52	10.2	27	10.6	25	9.8
Divorced	87	17.1	40	15.7	47	18.5
Married	335	66.0	175	69.0	160	63.0
Widowed	7	1.4	3	1.2	4	1.6
Committed Relationship	23	4.5	8	3.1	15	5.9
Separated	4	0.8	1	0.4	3	1.2
Your current relationship status:						
Single						
Dating, but no one exclusive	233	45.9	106	41.7	127	50.0
Committed relationship	28	5.5	15	5.9	13	5.1
	247	48.6	133	52.4	114	44.9

### **Description of Protections**

Because this research project is to fulfill the requirements of a doctoral dissertation, the Institutional Review Board (IRB) was engaged to approve the study. Additionally, the participants in the study knew from the first contact that their participation is strictly voluntary and they could refuse to answer a question or leave the study at any time. In addition, participants were asked to consent to participate on an Informed Consent document informing the participants of their rights and noting that there was no potential harm incurred by participating in the study. A copy of this document is in Appendix A. The researcher collected no identifying information, other than basic demographic information, and the attitude scale results were not linked to the person in any way. By following these protocols, any ethical concerns were addressed and adequately protected the participants' information.

### **Instrumentation**

As mentioned previously, an online scale developed out of the findings from the pilot study determined the content of the Future Work-Life Balance Attitudes Scale. Participant information was captured through a short demographic section, then Likert scales were used to understand attitudes, beliefs, and thoughts about work-life balance. The scale took no more than 30 minutes to complete and was open to participants to take and share with peers for a period of one month.

### **Future Work-Life Balance Attitudes Construct**

This self-administered instrument was designed to assess millennial college women students' attitudes about their future work-life balance plans. The questions on the scale

present the *psychological definition of attitudes*, which states that they are a learned predisposition to evaluate people, issues or events in a certain way (Merriam, Caffarella, & Baumgartner, 2006). Attitudes include emotional, cognitive, and behavioral components (Merriam et al., 2006). As such, the items on the Future Work-Life Balance Attitudes Scale have been created by considering the emotional, cognitive and behavioral components that influence the ways millennial college women evaluate and make decisions about their future work-life balance plans. These items are directly related to the empirical results of the pilot study discussed in chapter 2.

### **Future Work-Life Balance Attitudes Scale**

The Future Work-Life Balance Attitudes Scale contains 48 items written in first person declarative sentences, such as the following items, “I prioritize my family above all other competing demands” and “My future partner and I will function as a team in childcare and household activities.” The item responses were scored on a five-point Likert scale in which a participant selects Strongly Disagree, Disagree, Neither Agree or Disagree, Agree, and Strongly Agree for each item. Items in which participants select Strongly Disagree were scored as a 1, whereas items in which participants select Strongly Agree were scored a 5. Eleven items on the Future Work-Life Balance Attitudes Scale denote items that were not consistent with the pilot study results. These were created to ensure participant attention and include statements such as, “I believe that a person’s gender determines which household chores he/she should complete.” A Flesch-Kincaid Grade Level Test conducted through Microsoft Word estimated the Future Work-Life Balance Attitudes Scale’s reading level as

7.9, which suggests the instrument is appropriate for an eighth grade reading level. To compute a Future Work-Life Balance Attitudes score, the raw score is divided by the number of items to get the mean. Scores range from 48 to 240, with a higher score representing findings consistent with the pilot study and the Kaleidoscope Career Model. A visual summary of the Future Work-Life Balance Attitudes Scale items and how they relate to the codes from the unpublished pilot study is presented on Table 3. A record of the Future Work-Life Balance Scale's content are listed in Appendix B.

Table 3

*Visual Summary of the Code Sources for Items on the Future Work-Life Balance Attitudes Scale*

Future Work-Life Balance Attitudes Scale Items	Corresponding Initial Code
<p>I prioritize my family above all other competing demands in the future. Regardless of circumstance, my future family will always be first.</p>	<p>Honoring the Family</p>
<p>I hope to find a sense of passion in my work in the future. * I would take a job that did NOT provide me with a sense of purpose because it provided a steady income.</p>	<p>Finding Passion in Career</p>
<p>I see my “future self” as a working mom. I feel confident in my ability to manage a career and a family in the future. * I anticipate that I may become a stay-at-home mother to raise a child. I plan to go back to work shortly after the birth of a child due to financial reasons.</p>	<p>Defining Self as a Working Mom</p>
<p>I foresee leaving my work responsibilities at the office and my family responsibilities at home.</p>	<p>Separating/Distinct Roles</p>
<p>The best work-life balance scenario is when I give 50% of time to work and 50% time to home.</p>	<p>Giving 50/50</p>
<p>If there were a problem at home, I would have a difficult time concentrating on my work.</p>	<p>Balancing Priorities</p>
<p>I prefer to integrate my work life with my home life.</p>	<p>Integrating</p>
<p>When I have competing demands in work and home life, I anticipate communicating with my family to understand their concerns.</p>	<p>Communicating</p>
<p>I will make decisions on which job to take based upon which job is the best fit for my home life.</p>	<p>Making Relational Job Choices</p>
<p>My future partner and I will function as a team in childcare and household activities.</p>	<p>Choosing a Partner</p>

*Note.* \*= Items not consistent with pilot study findings

Table 3 (cont.)

Future Work-Life Balance Attitudes Scale Items	Corresponding Initial Code
<p>One of my top goals in life is to be married. I have firm ideas about what goals I would like to reach before I have my first child.</p>	Sticking to a Timeline
<p>One of my top goals in life is to have a child or children. I have thought about alternative options if I cannot have a biological child.</p>	Having a Family
<p>I prefer equality in household management and child-rearing activities. * I plan to do all of the household and child-rearing activities by myself. * I believe that a person's gender determines which household chores he/she should complete.</p>	Building a True Partnership
<p>I am concerned about having children after the age of 30. I look to celebrities to inform my life decisions about what age to have children. I am concerned about the medical risks of having children later in life. The stories I hear on television and the radio or read about in the newspaper and on the Internet have influenced my thoughts about when to have children.</p>	Heeding the Clock
<p>* I am NOT concerned about how my body will look after having a child. I do NOT want to be perceived as an "older parent."</p>	Staying Youthful
<p>* Having a job that provides a stable income is more important than having a job that fulfills your dreams. There is a set path a person takes in order to find a job that provides stability. Since I have been in college, my college advisors have encouraged me to get a job that provides stability over one that emphasizes work-life balance.</p>	Constrained by Choices
I feel that my parents are invested in me finding a life partner.	Pressuring from Parents

*Note.* \*= Items not consistent with pilot study findings

Table 3 (cont.)

Future Work-Life Balance Attitudes Scale Items	Corresponding Initial Code
<p>* Since I have been in college, my college professors have discussed combining work with home life in classroom lectures or discussions.</p> <p>* Since I have been in college, I have had a discussion with a staff or faculty member about finding a life partner.</p> <p>Since I have been in college, I have had a discussion with a staff or faculty member about finding a job.</p> <p>* Since I have been in college, I have discussed my non-career-oriented life goals with a staff or faculty member.</p>	Focusing on Work at Expense of Balance
<p>I witnessed my mother making sacrifices in her career to raise me.</p> <p>* A role model I had when I was growing up often took care of his or her own needs through relaxation activities, exercise, social relationships, or volunteering.</p> <p>A role model I had when I was growing up placed the family's needs above his or her own.</p>	Sacrificing for Family
<p>I believe I will base many of my decisions about managing work-life balance on what I observed in my family growing up.</p> <p>A role model I had when I was growing up has been the biggest influence on how I plan to parent.</p> <p>In the future, I plan to pursue activities outside of home and work life that I find fulfilling, such as traveling, volunteering, or participating in sporting or cultural events.</p>	Identifying Role Models
<p>I think that both of my parents took responsibility for me when I was growing up.</p>	Tag-teaming
<p>* I feel aware of the challenges I will face as a future working mom. Right now, I am focused on finding a challenging career.</p>	Unsure of Challenges
<p>While I do not know exactly how I will balance a family and a career, I feel confident that I can come up with solutions in the moment.</p> <p>I believe work-life balance is something I will worry about later in life instead of in the present time.</p>	Figuring It Out in Moment
<p>I feel that the type of life partner I select will influence my ability to balance work and family life.</p>	Impact of Partner Choice

Note. \*= Items not consistent with pilot study findings

When developing a new instrument, methodologists recommend that researchers ask for an instrument review by a panel of experts on the topic to ensure content validity (Lee & Lim, 2008; Pett, Lackey, & Sullivan, 2003). The researcher in this study assembled a panel of four experts assigned to the doctoral committee to review the initial version of the Future Work-Life Balance Attitudes Scale. Two of the experts have expertise in career theory and gender issues; two of the experts have expertise in research methodologies, statistics, and scale development in counseling and psychology. The researcher prepared a list of questions to elicit feedback regarding whether the items on the Future Work-Life Balance Attitudes Scale speak clearly to the construct and accurately measure the content. More information about the expert reviewers and the questions that guided their review is found in Appendix D.

The researcher also utilized the feedback of millennial women students to pilot test the Future Work-Life Balance Attitudes Scale. Utilizing cognitive processing qualitative interviews as outlined in Karabenick et al. (2007), the researcher asked four millennial women who are not married and without children to share their thoughts on the clarity of the items, as well as on terms used within the scale. Specifically, the pilot study participants were asked to explain what each item is designed to find out, what their answer to the item is, and how they arrived at that answer. The four interviews were audiotaped and the item responses were inputted into statistical software so the researcher could compare and contrast participant answers both qualitatively and quantitatively. The researcher was able to identify potential problems with the items and revise them before collecting from the broader sample. The pilot test participants provided commentary on the overall scale. The participants in the

pilot study were garnered voluntarily from the researcher's interactions at a college counseling center where she works. The pilot test participants received a free lunch as their compensation for completing the interview.

By examining the results of the expert review, the researcher changed some of the questions on the FWLBAS before it was presented to pilot study participants. One question was changed from "I do not see many boundaries between my work and home life" to "I have thought about alternative options if I cannot have a biological child." This change occurred based upon many reviewers expressing confusion over the existing item's wording and one reviewer stating that she would like more of an understanding of the lengths participants would go to in order to have a family. This item was recategorized under the "Having a Family" code. Another item, which was deleted, was "I believe that my mother integrated me into her professional life when I was growing up." Reviewers expressed concern about the ambiguity of the question and what outcomes would result from understanding these beliefs. In its place, the researcher added a question about role models participating in non-work or home roles to fulfill other aspects of themselves. Once the expert review was completed, the changes were brought to the pilot test participants. At this point, no items were deleted, however slight wording changes were enacted to clarify roles and highlight the future orientation of certain items on the survey.

### **Demographic Survey**

After completing the Future Work-Life Balance Attitudes Scale, participants filled out a short demographic survey asking them about their birth year, major, potential future

degrees, the university they attend, career goals, relationship status, and family background. The questions are designed to gather more information that may facilitate the understanding of the thoughts, beliefs and conceptions of millennial female college students on topics of work-life balance. The questions are multiple choice or short answer. The demographic survey questions are found in Appendix B.

## **Procedure**

### **Data Collection**

The scale was administered online through Qualtrics and was available to all millennial female college students in the U.S. while their senior year of college. The scale included demographic information as well as attitudes, beliefs, and expectations. If participants did not want to complete the instrument, they were able to leave the Qualtrics website at any time. Incomplete scales were not included in data analyses. Qualtrics Panels participants were compensated for their time by items that may include cash, airline miles, gift cards, redeemable points, sweepstakes entrance and vouchers. On a per survey basis rewards typically are the equivalent of \$0.80-\$1.10 on general consumer studies.

### **Data Analysis**

The research questions described in chapter 1 were answered through data analyses. The primary research question identified whether the Future Work-Life Balance Attitudes Scale is a reliable and valid measure of millennial college women's outlook on future work-life integration. Table 4 below provides a summary of the five research questions with research hypotheses, data analyses procedures, and variables used.

Table 4

*Research Questions, Hypotheses, Analyses and Variables for the Future Work-Life Balance Attitudes Scale (FWLBAS)*

Research Questions	Hypotheses	Analyses	Variables
<p><b>Research Question 1:</b> Is the new instrument used to assess college women's attitudes on work-life balance a reliable and valid measure?</p>	The internal consistency of the FWLBAS will be .70 or higher, demonstrating reliability.	EFA Factor Loadings & Cronbach's alpha	FWLBAS item scores
<p><b>Research Question 2:</b> How do female college students plan and prepare for integrating professional work and home life?</p>	The FWLBAS item scores average for all participants will have a mean score of 4 denoting consistency with pilot study. The eleven items that are not consistent will have a 2.	Descriptive statistics	FWLBAS mean scores and standard deviations
<p><b>Research Question 3:</b> What are the attitudes and expectations of female college students regarding their future plans for work-life integration?</p>	Participants with different demographic indicators will have slightly different attitudes & expectations than their peers in other groups ( $p < .05$ ).	ANOVAs	FWLBAS item, scale, and subscale scores
<p><b>Research Question 4:</b> How do the survey results support the factor loadings?</p>	Items on the FWLBAS will load onto & support the factors identified in the pilot study.	Exploratory Factor Analysis	FWLBAS item scores
<p><b>Research Question 5:</b> In what ways does the quantitative scale assessment support or contradict the qualitative results from the pilot study?</p>	The quantitative scale assessment will support the qualitative results from the pilot study.	CFA Factor Loadings; Comparison of qualitative & quantitative data	Pilot study findings & FWLBAS item scores

**Internal consistency estimates of the Future Work-Life Balance Attitudes Scale.**

The first research question was assessed utilizing internal consistency measures.

Additionally, item-scale correlational analysis was used to test the relationship between the identified factors (Myers & Oetzel, 2003). Explanatory factor loadings from half of the sample (derived via random assignment) and Cronbach's alpha for the overall sample, as well as the EFA subsample, were reported to ensure the reliability and validity of the instrument (Myers & Oetzel, 2003). To answer Research Question 2, basic descriptive statistics were conducted to describe the data. It was hypothesized that scores for the Future Work-Life Balance Attitudes Scale would have a mean of 4, denoting that participants rank "Agree" for a majority of the items on the Future Work-Life Balance Attitudes Scale. The eleven items that are not consistent with the pilot study results were hypothesized to have a mean of 2.

**Analyses of variance of participant demographic indicators.** To answer Research Question 3, analyses of variance were performed in order to define groups around demographic indicators and find out if there were any between group differences. For example, differences by ethnicity, parent/guardians' relationship status when participant was growing up, and parent/guardians' work status when participant was growing up were examined. It was hypothesized that participants with different demographic indicators would have slightly different attitudes and expectations than their peers in other groups ( $p < .05$ ) based upon the scale and subscale scores on the Future Work-Life Balance Attitudes Scale.

### **Exploratory factor analysis of the Future Work-Life Balance Attitudes Scale.**

Due to the size of the original sample, two subsamples were created in order to cross-check the findings via exploratory and confirmatory factor analyses (DeVellis, 2012). In the present study, an exploratory factor analysis of half of the sample (derived via random assignment) was used to identify the factors that emerge from the analysis. It was hypothesized that items on the Future Work-Life Balance Attitudes Scale would load onto and support the factors identified in the pilot study. The construct may have had a different structure if the exploratory factor analysis showed that items on the Future Work-Life Balance Attitudes Scale loaded onto a different combination of factors or only onto a single factor.

Researchers utilize factor analysis to establish the construct validity of a new instrument, and exploratory factor analysis establishes the factor structure of a construct (Lee & Lim, 2008). Because the Future Work-Life Balance Attitudes Scale was a new instrument, it was not known how many factors explain the interrelationships among items, necessitating the use of an exploratory factor analysis to construct factor scales. The emerging factors were the foundation of the scale. The exploratory factor analysis was conducted first on half of the sample in order to establish scales and provide context to answer the other research questions in the current study. The data from this subsample was used to compute coefficient alphas for the EFA subsample and item subscales, evaluate item performance, distinguish scale length, and create a final version of the optimal scale (DeVellis, 2012).

**Confirmatory factor analysis and comparison of qualitative and quantitative data.** Research Question 5 called for an examination of the relationship between the qualitative findings of the pilot study and the quantitative data collected on the Future Work-Life Balance Attitudes Scale. The hypothesis for this question stated that the quantitative scale would support the findings of the qualitative pilot study. As stated above, by splitting the sample into two subsamples, the researcher was able to evaluate the performance of items in the first subsample with an EFA, and replicate the findings for the second subsample with a CFA. By performing a confirmatory factor analysis, the coefficient alphas across the two subsamples were compared in order to ensure that there were no chance effects implicated in the analysis while also focusing on the scale's stability (DeVellis, 2012).

Creswell and Plano Clark (2011) outline procedures for analyzing qualitative and quantitative data together, which include separately analyzing the two sets of data according to their respective traditions, then connecting the findings of both data sets through side-by-side comparisons of the quantitative results followed by the qualitative results in the form of quotes. Researchers then provide commentary on whether the qualitative quotes confirm or disconfirm the findings of the quantitative results (Creswell & Plano Clark, 2011). This procedure was followed to assess the data in Research Question 5.

### **Summary**

Overall, the aim of the study was to construct a scale that will identify important attitudes, beliefs and expectations of millennial college female students in regards to work-life balance in their final year of school. A researcher-designed quantitative instrument was

used to gather data from approximately 508 millennial female college students using the Qualtrics Panels and Qualtrics website. Analyzing the data through exploratory and confirmatory factor analysis, analyses of variance (ANOVAs), descriptive statistics, internal consistency measures, and mixed methods approaches, the researcher attempted to discover evidence about whether the Future Work-Life Balance Attitudes Scale was a valid and reliable measure of millennial college women's thoughts about future life planning. If the hypotheses were supported, then there was evidence that the Future Work-Life Balance Attitudes Scale accurately operationalizes millennial women's thoughts about future work-life balance plans. The results of the current study were used to adjust the Future Work-Life Balance Attitudes Scale if necessary and prepare the scale for future confirmatory factor analysis work. The present study was built upon career counseling literature in the areas of work-life balance and generational differences in personal and professional integration. The results of this study may have implications for policy and practice and may suggest potential interventions career counselors can utilize with this population.

## **CHAPTER 4**

### **RESULTS**

This chapter displays the results of all of the statistical analyses run on the FWLBAS data from 508 participants. An exploratory factor analysis was computed for half of the sample ( $n=254$ ) to determine which items load onto which factors, as well as if items are reliable and valid. The factors were assigned names based on pre-existing literature and the pilot study, and three subscales were created to match items' conceptual understanding to other related questions. Descriptive statistics (mean and standard deviation) for each item were also reported. The revisions, scales, and decisions to delete items on the FWLBAS were determined. Cronbach's alpha coefficients for the FWLBAS sample overall, as well as the EFA subsample and subsequent subscales were computed to determine internal consistency reliability. The other half of the sample ( $n=254$ ) was examined through confirmatory factor analysis to see if the structure from the EFA holds true to the qualitative results from the pilot study, as well as the EFA factor structure. Model fit indices were considered. Finally, demographic indicators were analyzed on overall scale and subscales to examine if between groups differences exist in relation to participants' answers by demographic background on the FWLBAS.

#### **Exploratory Factor Analysis of the FWLBAS**

The aim of Exploratory Factor Analysis is to explain the factor structure of the Future Work-Life Balance Inventory Scale and understand the interrelationships between the variables (Pett et al., 2003). As noted in Chapter 3, the sample of 508 participants was

randomly split by SPSS into two even groups ( $n=254$ ) to evaluate the items in the first subsample with EFA and cross-check the findings with the second group using CFA.

Before extracting the initial factors, Pett, Lackey, and Sullivan (2003) recommend that the researcher examine the correlation matrix, evaluate the determinant, examine Barlett's test of sphericity, and examine the Kaiser-Meyer-Olkin test, as well as the Measures of Sampling Adequacy. Looking at the correlation matrix provides an understanding of the correlations and whether there are statistically significant relationships between items. An examination of the data revealed that there were multiple significant two-tailed relationships at the  $p = .01$  and  $p = .05$  level, using Pearson's Correlation Coefficient. The determinant of a matrix ranges between 0 and 1.00 and examines the linear dependency in the matrix (Pett et al., 2003). If the determinant equals 1.00, the result is an identity matrix. If the determinant is 0, the result is that the matrix contains linear dependencies. The determinant for the subsample was 0.00000000108, suggesting that some of the items may be redundant to one another, however, the determinant is not 0 or 1, so the analysis could continue.

Barlett's test of sphericity examines whether the correlation matrix is an identity matrix (Thompson, 2004). For this subsample, the Barlett's test of sphericity was 4,875.330. A large value, such as this, indicates a greater likelihood that the correlation matrix is not an identity matrix. The Kaiser-Meyer-Olkin (KMO) test examines the sample size relative to the number of items on the scale (Pett et al., 2003). The strength of the relationship among items ranges from 0 to 1, with Kaiser suggesting that scores above .70 are acceptable (Pett et al., 2003). The subsample strength coefficient of the FWLBAS was .829. Finally, the

measures of sampling adequacy (MSA) indicates how strongly one item is correlated with other items in the matrix and follows the same standards as the KMO test (Pett et al., 2003). For this subsample, every item's measure of sampling adequacy was over .653, indicating that the individual items were strong enough to suggest that the correlation matrix is factorable.

### **Factor Extraction**

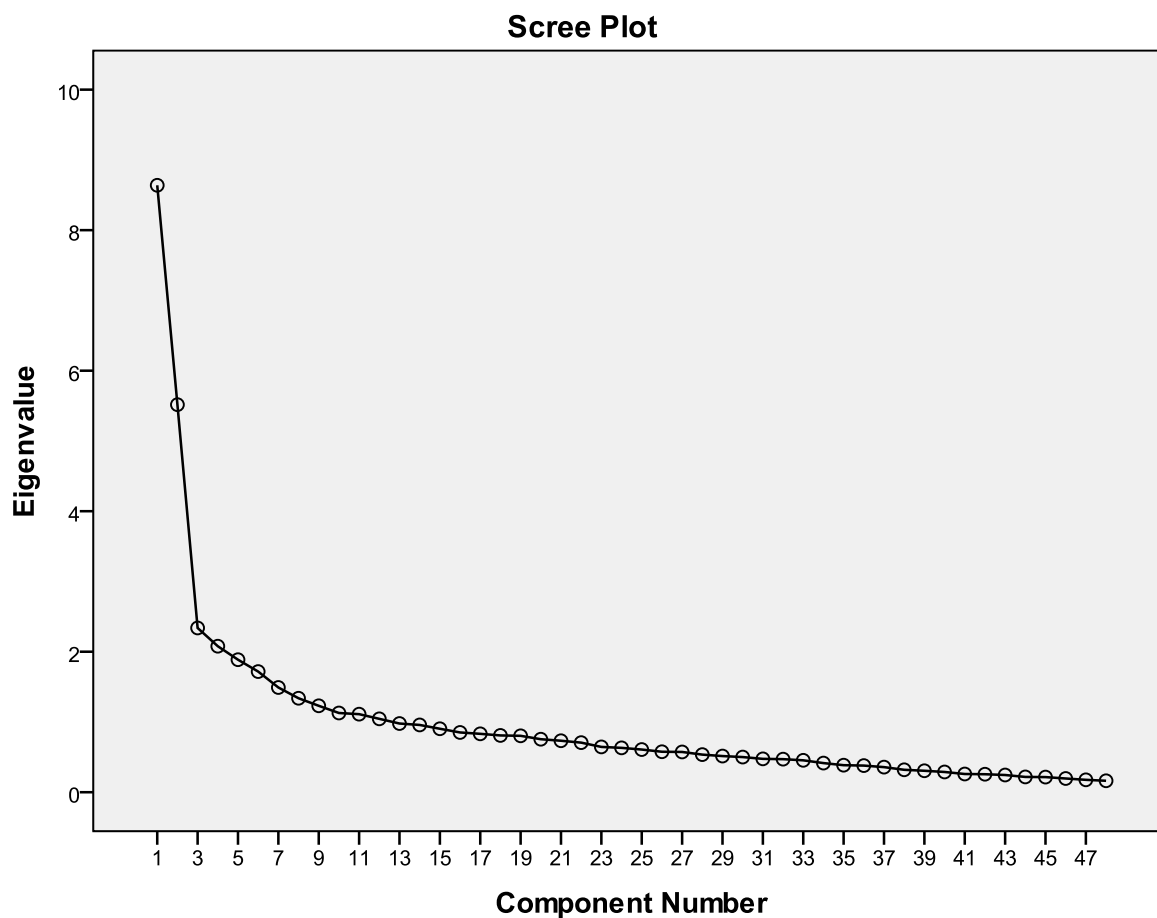
The initial stage of factor analysis involves determining how many factors to extract from the existing scale based on how much variance can be accounted for amongst the variables, represented by the calculated eigenvalue (Green & Salkind, 2011). By using the statistical software program, SPSS, the initial factor extraction on the first subsample of the FWLBAS data ( $n=254$ ) was conducted using the Maximum Likelihood (ML) extraction method. Other methods of extraction were considered, such as principal component analysis, but these methods failed to produce sufficient results because the assumptions did not fit the type of data collected. The ML method had an advantage because it assumes that the items on the scale are correlated (Pett et al., 2003). This method generates parameter estimates that are predicted to produce the observed correlation matrix as if the sample were from a multivariate normal distribution (Pett et al., 2003). Table 5 shows the first 20 factors identified in the initial extraction.

Table 5

*Initial Factor Extraction of the Future Work-Life Balance Attitudes Scale Subsample 1 Scores (n=254)*

Factor	Eigenvalue	% of Variance	Cumulative % of Variance
1	8.639	17.997	17.997
2	5.516	11.492	29.489
3	2.338	4.871	34.360
4	2.078	4.330	38.689
5	1.886	3.929	42.619
6	1.717	3.578	46.196
7	1.491	3.106	49.302
8	1.338	2.786	52.088
9	1.230	2.563	54.651
10	1.128	2.349	57.001
11	1.111	2.314	59.315
12	1.044	2.176	61.491
13	.978	2.037	63.528
14	.958	1.995	65.523
15	.903	1.882	67.405
16	.851	1.772	69.177
17	.831	1.731	70.909
18	.808	1.684	72.592
19	.803	1.673	74.265
20	.754	1.572	75.837

Following factor extraction, a specific number of factors needs to be selected for use in factor rotation, the second step of EFA (Pett et al., 2003). Statisticians have developed different protocols to determine which factors are best kept in the model. Thompson (2004) reviewed the different options, including keeping all of the eigenvalues greater than 1.0. Pett, Lackey, and Sullivan (2003) also recommended looking at the percent of variance accounted for by the factors, stating that social scientists aim to account for 50-60% of the extracted variance. By examining each of these methods, a 12 factor rotation appeared as the number of factors to rotate, as the eigenvalue for the twelfth factor equaled 1.044 and accounted for 61.49% of the variance. However, in examining the scree plot in Figure 1, the slope appears to level off between the third and fifth eigenvalue. According to the work of Cattell (1966), the scree plot helps researchers identify distinct gaps in the slopes of the eigenvalue and is most predictive of how many factors are present in the data. The researcher decided to run the data based upon three factors, utilizing Cattell's recommendation of the scree plot as the best method of extraction as justification.



*Figure 1.* Scree plot of the eigenvalues from the exploratory factor analysis of the FWLBAS Subsample.

### **Factor Rotation**

The next step in exploratory factor analysis involves factor rotation, or the process of achieving a simple structure by rotating the reference axes to examine how each scale item loads onto a factor (Pett et al., 2003; Thompson, 2004). There are two methods for rotating the factors, orthogonal or oblique (Thompson, 2004). Thompson (2004) recommends that exploratory factor analyses utilize the orthogonal technique of the varimax rotation method,

as it tends to produce a simple structure 85% of the time. While the oblique method is favored in studies of a psychological nature (Pett et al., 2003), it is harder to produce a simple structure due to the interfactor correlations (Thompson, 2004). For the purposes of this study, the orthogonal rotation utilizing varimax was selected and performed in SPSS due to the exploratory nature of this step.

The three-factor model was run in varimax. The three-factor model accounted for 30.28% of the variance in FWLBAS scores, with the factors matching pre-existing qualitative codes from the pilot study. Two items (4.2%) loaded strongly on more than one factor and will be discussed in detail below. As noted by Comrey and Lee (1992), item-to-factor loadings in orthogonal solutions are rated by the following criteria: .45 (20% of shared variance) is fair; .55 (30% of the shared variance) is good; .63 (40% of the shared variance) is very good; and .71 (50% of the shared variance) is excellent. The factor structure determined from a three-factor model with an orthogonal rotation is discussed in detail below. Table 6 below shows the original items on the scale, the mean and standard deviation, as well as the factor loadings for all 48 items.

Table 6

*FWLBAS Item Loadings after Three-Factor Rotation of Subsample 1 (n=254)*

FWLBAS Item	<i>M</i>	<i>SD</i>	<i>F1</i>	<i>F2</i>	<i>F3</i>
1. I plan to prioritize my family above all other competing demands in the future.	3.87	1.003	.636	.163	.029
2. I hope to find a sense of passion in my work in the future.	4.57	.678	.415	-.327	-.087
3. I would take a job that did NOT provide me with a sense of purpose because it provided a steady income.*	3.21	1.075	.032	.217	.120
4. I see my "future self" as a working mom.	3.80	1.167	.542	.036	.132
5. I feel confident in my ability to manage a career and a family in the future.	4.02	.915	.601	-.130	.221
6. I foresee leaving my work responsibilities in the office and my family responsibilities at home.	3.39	1.140	.379	.113	.143
7. The best work-life balance scenario is when I give 50% of time to work and 50% of time to home.	3.28	1.134	.182	.184	.349
8. Regardless of circumstance, my future family will always be first.	4.11	.957	.732	.054	-.052
9. If there was a problem at home, I would have a difficult time concentrating on my work.	3.48	1.024	.109	.237	-.023
10. I have thought about alternative options if I cannot have a biological child.	3.67	1.197	.324	.172	.124
11. I prefer to integrate my work life with my home life.	3.02	1.035	.004	.344	.313
12. When I have competing demands in work and home life, I anticipate communicating with my family to understand their concerns.	3.96	.784	.550	-.079	.102
13. I will make decisions on which job to take based upon which job is the best fit for my home life.	3.76	.912	.582	.121	-.033
14. My future partner and I will function as a team in childcare and household activities.	4.41	.798	.553	-.338	-.010
15. I prefer equality with my future partner in household management and child-rearing activities.	4.34	.864	.428	-.468	.021
16. I plan to do all of the household and child-rearing activities by myself.*	2.15	1.272	.012	.571	.357
17. One of my top goals in life is to be married.	3.53	1.228	.612	.290	.053
18. One of my top goals in life is to have a child or children.	3.53	1.327	.686	.243	.046
19. I have firm ideas about what goals I would like to reach before I have my first child.	3.92	.981	.274	-.181	.411
20. I am concerned about having children after the age of 30.	3.22	1.219	.636	.163	.029

*Note.* FWLBAS = Future Work-Life Balance Attitudes Scale; *F* = factor.

\* The item is not consistent with pilot study findings, and a lower score indicated that participants agreed less with the item.

Table 6 (cont.)

FWLBAS Item	<i>M</i>	<i>SD</i>	<i>F1</i>	<i>F2</i>	<i>F3</i>
21. I believe that a person's gender determines which household chores he or she should complete.*	2.03	1.227	.072	.674	.303
22. I anticipate that I will become a stay-at-home mother to raise a child.*	2.35	1.279	.164	.684	.077
23. I plan to go back to work shortly after the birth of a child due to financial reasons.	3.13	.987	.119	.127	.411
24. I am NOT concerned about how my body will look after having a child.*	2.76	1.282	-.012	.346	.219
25. I look to celebrities to inform my life decisions about what age to have children. †	1.74	1.127	-.086	.703	.441
26. I am concerned about the medical risks of having children later in life.	3.56	1.034	.314	.151	.175
27. The stories I hear on television and the radio or read about in the newspaper and on the Internet have influenced my thoughts about when to have children.	2.62	1.235	.094	.490	.307
28. I do NOT want to be perceived as an "older parent."	3.20	1.118	.260	.361	.027
29. Having a job that provides a stable income is more important than having a job that fulfills your dreams.*	2.97	1.087	.007	.357	.216
30. There is a set path a person takes in order to find a job that provides stability.	3.08	1.093	.179	.325	.356
31. In the future, I plan to pursue activities outside of home and work life that I find fulfilling, such as traveling, volunteering, or participating in sporting or cultural events.	4.28	.774	.292	-.390	.116
32. I feel aware of the challenges I will face as a future working mom.*	3.91	.900	.478	-.050	.289
33. While I do not know exactly how I will balance a family and career, I feel confident that I can come up with solutions in the moment.	4.00	.793	.438	-.285	.198
34. I feel that the type of life partner I select will influence my ability to balance work and family life.	4.17	.781	.369	-.276	.058
35. I believe work-life balance is something I will worry about later in life, instead of in the present time.	3.53	1.069	.017	.087	.265
36. Since I have been in college, my college professors have discussed the concept of combining work with home life in classroom lectures or discussions.*	2.70	1.291	.155	.348	.537
37. Since I have been in college, my college advisors have encouraged me to get a job that provides stability over one that emphasizes work-life balance.	2.76	1.245	.061	.340	.578
38. Since I have been in college, I have had a discussion with a staff or faculty member about finding a life partner.* †	2.24	1.254	.076	.502	.544
39. Since I have been in college, I have had a discussion with a staff or faculty member about finding a job.	3.74	1.130	.134	-.097	.447

*Note.* FWLBAS = Future Work-Life Balance Attitudes Scale; *F* = factor.\* The item is not consistent with pilot study findings, and a lower score indicated that participants agreed less with the item. † The item had a strong loading on two factors.

Table 6 (cont.)

FWLBAS Item	<i>M</i>	<i>SD</i>	<i>F1</i>	<i>F2</i>	<i>F3</i>
40. Since I have been in college, I have discussed my non-career-oriented life goals with a staff or faculty member.*	2.75	1.360	-.025	.298	.563
41. Right now, I am focused on finding a challenging career.	3.37	1.062	-.124	-.018	.533
42. I feel that my parents are invested in me finding a life partner.	2.85	1.292	.110	.429	.244
43. I believe I will base many of my decisions about managing work-life balance on what I observed in my family growing up.	3.60	1.080	.248	.208	.318
44. I witnessed my mother making sacrifices in her career to raise me.	3.50	1.257	.130	.115	.367
45. I think that both of my parents took responsibility for me when I was growing up.	3.62	1.291	.155	.161	.291
46. A role model I had when I was growing up has been the biggest influence on how I plan to parent.	3.63	1.134	.316	.074	.326
47. A role model I had when I was growing up often took care of his or her own needs through relaxation activities, exercise, social relationships, or volunteering.*	3.35	1.172	.168	.182	.408
48. A role model I had when I was growing up placed the family's needs above his or her own.	3.81	1.094	.309	.112	.178

*Note.* FWLBAS = Future Work-Life Balance Attitudes Scale; *F* = factor.

\* The item is not consistent with pilot study findings, and a lower score indicated that participants agreed less with the item.

### Factors in Three-Factor Rotation

#### Factor 1: Defining Working Motherhood

Factor 1 accounted for 11.76% of the variance in FWLBAS scores. Fourteen items loaded on Factor 1, representing 29% of the FWLBAS. Items that loaded onto the factor are derived from the following codes identified in the pilot study: *Honoring the Family, Defining Self as a Working Mom, Finding Passion in Career, Making Relational Job Choices, Building a True Partnership, Communicating, Choosing a Partner, Sticking to a Timeline, Having a Family, Unsure of Challenges, Figure It Out in Moment, and Heeding the Clock.* Overall, these items described the theme of Defining Working Motherhood, as they all

examine the beliefs, goals, values, and attitudes participants plan to draw from when balancing a family and a career. Table 7 displays the FWLBAS items that loaded onto Factor 1, including the mean (*M*), standard deviation (*SD*), and factor loadings for each item. Mean scores ranged from 3.22 to 4.57, representing that most participants selected “agree” for the statements.

Table 7

*FWLBAS Items Loading on Factor 1 after Three-Factor Rotation of Subsample 1 (n=254)*

FWLBAS Item	<i>M</i>	<i>SD</i>	<i>F1</i>	<i>F2</i>	<i>F3</i>
1. I plan to prioritize my family above all other competing demands in the future.	3.87	1.003	.636	.163	.029
2. I hope to find a sense of passion in my work in the future.	4.57	.678	.415	-.327	-.087
4. I see my "future self" as a working mom.	3.80	1.167	.542	.036	.132
5. I feel confident in my ability to manage a career and a family in the future.	4.02	.915	.601	-.130	.221
8. Regardless of circumstance, my future family will always be first.	4.11	.957	.732	.054	-.052
12. When I have competing demands in work and home life, I anticipate communicating with my family to understand their concerns.	3.96	.784	.550	-.079	.102
13. I will make decisions on which job to take based upon which job is the best fit for my home life.	3.76	.912	.582	.121	-.033
14. My future partner and I will function as a team in childcare and household activities.	4.41	.798	.553	-.338	-.010
15. I prefer equality with my future partner in household management and child-rearing activities.	4.34	.864	.428	-.468	.021
17. One of my top goals in life is to be married.	3.53	1.228	.612	.290	.053
18. One of my top goals in life is to have a child or children.	3.53	1.327	.686	.243	.046
20. I am concerned about having children after the age of 30.	3.22	1.219	.636	.163	.029
32. I feel aware of the challenges I will face as a future working mom.*	3.91	.900	.478	-.050	.289
33. While I do not know exactly how I will balance a family and career, I feel confident that I can come up with solutions in the moment.	4.00	.793	.438	-.285	.198

*Note.* FWLBAS=Future Work-Life Balance Attitudes Scale; *F* = factor.

\* The item is not consistent with pilot study findings, and a lower score indicated that participants agreed less with the item.

**Factor 2: Work-Life Balance Strategies**

Factor 2 accounted for 9.95% of the variance in scores on the FWLBAS. Seven of the 48 items (14.5%) loaded onto Factor 2. Items that loaded onto the factor are derived from the following codes identified in the pilot study: *Defining Self as a Working Mom*, *Building a True Partnership*, *Heeding the Clock*, *Pressuring from Parents*, and *Focusing on Work at the Expense of Balance*. These items all indicated how participants manage their work-life and what strategies they intend to utilize. Two items (25 and 38) cross-loaded onto Factor 3, as well, and will be discussed later. Some of the items (16, 21, 22, and 38) were inconsistent with the findings in the pilot study, meaning that a lower score on those items indicates that participants agreed less with the item. The seven items that loaded on Factor 2 are shown in Table 8, and include the mean (*M*), standard deviation (*SD*), and factor loadings for each item. Mean scores ranged from 1.74 to 2.85, representing that most participants selected scores ranging from “strongly disagree,” “disagree” and “neither agree nor disagree” for the statements.

Table 8

*FWLBAS Items Loading on Factor 2 after Three-Factor Rotation of Subsample 1 (n=254)*

FWLBAS Item	<i>M</i>	<i>SD</i>	<i>F1</i>	<i>F2</i>	<i>F3</i>
16. I plan to do all of the household and child-rearing activities by myself.*	2.15	1.272	.012	.571	.357
21. I believe that a person's gender determines which household chores he or she should complete.*	2.03	1.227	.072	.674	.303
22. I anticipate that I will become a stay-at-home mother to raise a child.*	2.35	1.279	.164	.684	.077
25. I look to celebrities to inform my life decisions about what age to have children. ‡	1.74	1.127	-.086	.703	.441
27. The stories I hear on television and the radio or read about in the newspaper and on the Internet have influenced my thoughts about when to have children.	2.62	1.235	.094	.490	.307
38. Since I have been in college, I have had a discussion with a staff or faculty member about finding a life partner.* ‡	2.24	1.254	.076	.502	.544
42. I feel that my parents are invested in me finding a life partner.	2.85	1.292	.110	.429	.244

*Note.* FWLBAS=Future Work-Life Balance Attitudes Scale; *F* = factor.

‡ The item had a strong loading on Factor 2 and an additional factor.

\* The item is not consistent with the pilot study findings, and a lower score indicates that participants agreed less with the item.

### **Factor 3: Influence of College Personnel**

Factor 3 accounted for 8.57% of the variance in scores on the FWLBAS. Ten of the 48 items (20.8%) loaded onto Factor 3. Items that loaded onto the factor are derived from the following codes identified in the pilot study: *Focusing on Work at the Expense of Balance*, *Constrained by Choices*, *Sticking to a Timeline*, *Defining Self as Working Mom*, *Unsure of Challenges*, *Identifying Role Models* and *Heeding the Clock*. The items with the highest factor loadings focused on participants' interactions with college personnel and the influences that these interactions have on the students when discussing future work-life balance topics. Two items (25 and 38) cross-loaded on Factor 2 and will be discussed later in

the chapter. A few items (36, 38, 40, and 47) were inconsistent with the findings in the pilot study, meaning that a lower score on those items indicates that participants agreed less with the item. The ten items that loaded on Factor 3 are shown in Table 9, and include the mean (*M*), standard deviation (*SD*), and factor loadings for each item. Mean scores ranged from 1.74 to 3.92, representing that most participants selected scores ranging from “strongly disagree,” “disagree,” “agree,” and “strongly agree” for the statements.

Table 9

*FWLBAS Items Loading on Factor 3 after Three-Factor Rotation of Subsample 1 (n=254)*

FWLBAS Item	<i>M</i>	<i>SD</i>	<i>F1</i>	<i>F2</i>	<i>F3</i>
19. I have firm ideas about what goals I would like to reach before I have my first child.	3.92	.981	.274	-.181	.411
23. I plan to go back to work shortly after the birth of a child due to financial reasons.	3.13	.987	.119	.127	.411
25. I look to celebrities to inform my life decisions about what age to have children. †	1.74	1.127	-.086	.703	.441
36. Since I have been in college, my college professors have discussed the concept of combining work with home life in classroom lectures or discussions.*	2.70	1.291	.155	.348	.537
37. Since I have been in college, my college advisors have encouraged me to get a job that provides stability over one that emphasizes work-life balance.	2.76	1.245	.061	.340	.578
38. Since I have been in college, I have had a discussion with a staff or faculty member about finding a life partner.* †	2.24	1.254	.076	.502	.544
39. Since I have been in college, I have had a discussion with a staff or faculty member about finding a job.	3.74	1.130	.134	-.097	.447
40. Since I have been in college, I have discussed my non-career-oriented life goals with a staff or faculty member.*	2.75	1.360	-.025	.298	.563
41. Right now, I am focused on finding a challenging career.	3.37	1.062	-.124	-.018	.533
47. A role model I had when I was growing up often took care of his or her own needs through relaxation activities, exercise, social relationships, or volunteering.*	3.35	1.172	.168	.182	.408

*Note.* FWLBAS=Future Work-Life Balance Attitudes Scale; *F* = factor. † The item had a strong loading on Factor 3 and an additional factor.  
\* The item is not consistent with the pilot study findings, and a lower score indicates that participants agreed less with the item.

### **FWLBAS Revisions after Three-Factor Rotation**

After reviewing the three-factor rotation, the researcher wanted to examine items that could be identified for revision or deletion before continuing with the CFA. Any items that cross-loaded strongly ( $\geq .40$ ) on the three-factor rotation were evaluated first, followed by items that had fair (.40-.54), moderate (.35-.39), or weak factor loadings ( $< .35$ ) in the three-factor rotation (Thompson, 2004).

#### **Items with Cross Loadings on Three-Factor Rotation**

Two items had strong loadings ( $\geq .40$ ) on both Factors 2 and 3 in the three-factor rotation. To identify which factor the items matched with best, Pett et al. (2003) recommended looking at the strength of the factor loadings and examining the construct of the question to place it with the factor that seems most relevant. In the case of the three-factor rotation, Item 25 and Item 38 cross-loaded strongly. Item 25 examined the influence of celebrities on participants' decisions about having children. Due to the item's focus on utilizing celebrities as a strategy for participants to figure out what is most appropriate for them and the item's stronger factor loading on Factor 2 (.703) than 3 (.441), the item was placed on the Factor 2: Work-Life Balance Strategies scale. The Factor 3: Influence of College Personnel scale, which identifies how students are influenced by their college administrators and professors, did not seem appropriate conceptually or statistically. Conversely, Item 38, which sought information about how often participants discuss their dating and life partner plans with a college staff or faculty member, was placed on Factor 3: Influence of College Personnel scale. This is because of the item's straightforward

conceptual framework in asking about how college students interact with college personnel and because of the stronger factor loading on Factor 3 (.544) versus Factor 2 (.502).

### **Items with Fair Factor Loadings in Three-Factor Rotation**

Nine items (18.75% of 48 item FWLBAS) had fair factor loadings (.40-.55) in the three-factor model and must be examined further. On Factor 1: Defining Working Motherhood, Items 2, 32, and 33 had factor loadings under .55 (.415, .478 and .438 respectively), which Thompson (2004), established as the “good” standard of factor analysis, so they were deleted from future revisions. Item 15 also had a fair factor loading (.428) on Factor 1: Defining Working Motherhood. This item asked whether participants preferred equality with their partners in household and child-rearing arrangements. Since Item 14 had very similar wording and exact content structure (“My future partner and I will function as a team in childcare and household activities”) with higher factor loadings (.553), Item 15 was deleted from future versions of the FWLBAS. Item 12 had a “good” factor loading of .550, but the content of the question referred more to a strategy than a value or identification, so it too was removed from further scale versions to strengthen the content validity, while shortening the overall subscale.

Due to the limited number of items loading onto Factor 2: Work-Life Balance Strategies, none of the items were deleted from this scale. However, future revisions to this scale may be necessary and will be discussed further in chapter 5. The Factor 3: Influence of College Personnel subscale also had a significant number of items loading fairly, with the researcher deciding to remove them from the scale (Items 19, 23, 39, 41, and 47 with

loadings ranging from .408 to .447). Once these items were removed, the rest of the items focused solely on college personnel and how students are impacted by their interactions around work-life balance. All of the items with fair factor loadings are presented on Table 10.

### **Items with Weak or Moderate Factor Loadings**

Nineteen of the 48 items on the FWLBAS (39.5%) did not have a strong factor loading ( $\geq .40$ ) on any of the three factors identified (Pett et al., 2003). Thirteen of the items (27%) were classified as weak ( $< .35$ ), meaning that they did not represent any of the factors in the study well and would disrupt the reliability and validity of the scale (Thompson, 2004). Additionally, six items (12.5%) had moderate (.35-.39) factor loadings (Thompson, 2004). After reviewing these items, many of them were worded to interpret how participants may balance work and home life based on hypothetical situations which might have appeared confusing or unfamiliar to participants, such as “If there was a problem at home, I would have a difficult time concentrating on my work.” Items with weak or moderate factor loadings were eliminated from further factor rotation moving forward due to their disappointing performance in the model. Table 10 lists the items that Thompson (2004) describes as weak ( $< .35$ ) or moderate (.35-.39) or fair (.40-.55) factor loadings. Implications for revising the FWLBAS will be discussed later in the chapter.

Table 10

*FWLBAS Items with Weak, Moderate, or Fair Factor Loadings after Three-Factor Rotation of Subsample 1 (n=254)*

FWLBAS tem	<i>M</i>	<i>SD</i>	<i>F1</i>	<i>F2</i>	<i>F3</i>
2. I hope to find a sense of passion in my work in the future.	4.57	.678	.415	-.327	-.087
3. I would take a job that did NOT provide me with a sense of purpose because it provided a steady income.*	3.21	1.075	.032	.217	.120
6. I foresee leaving my work responsibilities in the office and my family responsibilities at home.	3.39	1.140	.379	.113	.143
7. The best work-life balance scenario is when I give 50% of time to work and 50% of time to home.	3.28	1.134	.182	.184	.349
9. If there was a problem at home, I would have a difficult time concentrating on my work.	3.48	1.024	.109	.237	-.023
10. I have thought about alternative options if I cannot have a biological child.	3.67	1.197	.324	.172	.124
11. I prefer to integrate my work life with my home life.	3.02	1.035	.004	.344	.313
12. When I have competing demands in work and home life, I anticipate communicating with my family to understand their concerns.	3.96	.784	.550	-.079	.102
15. I prefer equality with my future partner in household management and child-rearing activities.	4.34	.864	.428	-.468	.021
19. I have firm ideas about what goals I would like to reach before I have my first child.	3.92	.981	.274	-.181	.411
23. I plan to go back to work shortly after the birth of a child due to financial reasons.	3.13	.987	.119	.127	.411
24. I am NOT concerned about how my body will look after having a child.*	2.76	1.282	-.012	.346	.219
26. I am concerned about the medical risks of having children later in life.	3.56	1.034	.314	.151	.175
28. I do NOT want to be perceived as an "older parent."	3.20	1.118	.260	.361	.027
29. Having a job that provides a stable income is more important than having a job that fulfills your dreams.*	2.97	1.087	.007	.357	.216
30. There is a set path a person takes in order to find a job that provides stability.	3.08	1.093	.179	.325	.356
31. In the future, I plan to pursue activities outside of home and work life that I find fulfilling, such as traveling, volunteering, or participating in sporting or cultural events.	4.28	.774	.292	-.390	.116

*Note.* FWLBAS=Future Work-Life Balance Attitudes Scale; *F* = factor.

\* The item is not consistent with the pilot study findings, and a lower score indicates that participants agreed less with the item.

Table 10 (cont.)

FWLBAS Item	<i>M</i>	<i>SD</i>	<i>F1</i>	<i>F2</i>	<i>F3</i>
32. I feel aware of the challenges I will face as a future working mom.*	3.91	.900	.478	-.050	.289
33. While I do not know exactly how I will balance a family and career, I feel confident that I can come up with solutions in the moment.	4.00	.793	.438	-.285	.198
34. I feel that the type of life partner I select will influence my ability to balance work and family life.	4.17	.781	.369	-.276	.058
35. I believe work-life balance is something I will worry about later in life, instead of in the present time.	3.53	1.069	.017	.087	.265
39. Since I have been in college, I have had a discussion with a staff or faculty member about finding a job.	3.74	1.130	.134	-.097	.447
41. Right now, I am focused on finding a challenging career.	3.37	1.062	-.124	-.018	.533
43. I believe I will base many of my decisions about managing work-life balance on what I observed in my family growing up.	3.60	1.080	.248	.208	.318
44. I witnessed my mother making sacrifices in her career to raise me.	3.50	1.257	.130	.115	.367
45. I think that both of my parents took responsibility for me when I was growing up.	3.62	1.291	.155	.161	.291
46. A role model I had when I was growing up has been the biggest influence on how I plan to parent.	3.63	1.134	.316	.074	.326
47. A role model I had when I was growing up often took care of his or her own needs through relaxation activities, exercise, social relationships, or volunteering.*	3.35	1.172	.168	.182	.408
48. A role model I had when I was growing up placed the family's needs above his or her own.	3.81	1.094	.309	.112	.178

*Note.* FWLBAS=Future Work-Life Balance Attitudes Scale; *F* = factor.

\* The item is not consistent with pilot study findings, and a lower score indicates that participants agreed less with the item.

### Creating FWLBAS Subscales

The results of the exploratory factor analysis and subsequent factor loadings were used to create three FWLBAS subscales for further analysis with internal consistency reliability, confirmatory factor analysis, and analyses of variance of demographic indicators. The three subscales include the Defining Working Motherhood subscale from Factor 1 with nine items, the Work-Life Balance Strategies subscale from Factor 2 with six items, and the

Influence of College Personnel subscale from Factor 3 with four items. At this point in the study, the FWLBAS had a total of 19 items with scores ranging from 19 to 95, due to the deletions of weak, moderate, and fair factor loadings after the three-factor rotation. This meant that 60.4% of original items on the 48-item scale were deleted. The 19 items and 3 subscales made up the revised FWLBAS Overall Score, and the items and scales can be found in Appendix E.

### **Internal Consistency and Scale Reliability**

When creating a new instrument, a reliability measurement must be computed to understand that the scale measures its intended construct (DeVellis, 2012). To assess the FWLBAS, Cronbach's alpha was calculated utilizing SPSS. The results of the analysis are displayed in Table 11. The internal consistency reliability was high for the overall sample, EFA subsample for the three-factor rotation, and the three subscales.

Table 11

#### *Internal Consistency Reliability of the FWLBAS Overall and the FWLBAS Subscales*

Instrument	Number of Items	Cronbach's alpha
FWLBAS (Overall, $N=508$ )	19	.849
FWLBAS (EFA subsample 1, 3-factor rotation, ( $n=254$ ))	19	.862
Factor 1: Defining Working Motherhood Subscale ( $n=254$ )	9	.838
Factor 2: Work-Life Balance Strategies Subscale ( $n=254$ )	6	.825
Factor 3: Influence of College Personnel Subscale ( $n=254$ )	4	.834

*Note.* FWLBAS=Future Work-Life Balance Attitudes Scale.

### Confirmatory Factor Analysis

Confirmatory factor analysis (CFA) was performed on the overall scale and three subscales from the second half of the sample ( $n= 254$ ) to assess the factor structure of FWLBAS. On the Defining Working Motherhood subscale, all items significantly loaded onto the factor (.40 to .80). On the Work-Life Balance Strategies subscale, Item 42 had moderate (.38) factor loadings. The other items were significant and their loadings ranged from .51 to .80. The Influence of College Personnel subscale had significantly strong factor loadings (.54 - .82). The correlations between the scales was weak for Work-Life Balance Strategies and Defining Working Motherhood ( $r = .25$ ), as well as Defining Working Motherhood and Influence of College Personnel ( $r = .21$ ). The correlation between Work-Life Balance Strategies and Influence of College Personnel subscales was moderate ( $r = .61$ ). The chi-square value for the overall model fit was significant,  $\chi^2 (149) = 499.4, p < .001$  suggesting a lack of fit between the hypothesized model and the data. However, due to the sensitivity of the  $\chi^2$  in large samples, other fit indices were assessed (Brown, 2006). Brown (2006) recommends utilizing the standardized root mean square (SRMR), which is a measure of absolute fit that examines the discrepancies between the correlations observed in the matrix and the predicted correlations in the model. The root mean-square error of approximation (RMSEA) is a parsimonious correction of a population-based index that relies on a noncentral Chi-square distribution when the model is not perfect (Brown, 2006). The Comparative Fit Index (CFI) evaluates the fit of a user-specified solution, while the Tucker-Lewis Index (TLI) calculates model complexity (Brown, 2006).

Brown (2006) states that a model is a good fit when standardized root mean square (SRMR) values are close to .08 or below; root mean-square error of approximation (RMSEA) values are close to .06 or below; and comparative fit index (CFI) and Tucker-Lewis index (TLI) values are close to .95 or greater. The results of the fit indices for the Overall FWLBAS and three subscales are reported on Table 12. Table 13 reports the item correlations, means and standard deviations for each item on the FWLBAS Overall scale.

Table 12

*CFA Results Summary for FWLBAS Overall and Three Subscales for Subsample 2 (n=254)*

Scale	Cronbach's alpha	$\chi^2$	<i>df</i>	CFI	TLI	RMSEA	SRMR
FWLBAS Overall	.833	499.4**	149	.788	.757	.096	.0883
Defining Working Motherhood Subscale	.839	150.796**	27	.843	.790	.135	.0689
Work-Life Balance Strategies Subscale	.757	17.582	9	.977	.962	.061	.0398
Influence of College Personnel Subscale	.728	10.298*	2	.959	.877	.128	.0404

\*  $p < .01$ ; \*\*  $p < .0001$

*Note.* CFI = comparative fit index, TLI = Tucker-Lewis index, RMSEA = root mean-square error of approximation, SRMR = standardized root mean.

Table 13

*Item Correlations, Means and Standard Deviations for FWLBAS Overall Scale of Subsample 2 (n=254)*

Item #	1.	4.	5.	8.	13.	14.	16.	17.	18.	20.	21.	22.	25.	27.	36.	37.	38.	40.	42.
1.	—	0.40	0.33	0.71	0.41	0.20	0.08	0.43	0.54	0.22	0.10	0.26	0.03	-0.02	0.07	0.07	0.11	0.04	0.16
4.		—	0.57	0.43	0.32	0.29	0.10	0.32	0.52	0.27	0.10	0.01	0.08	0.16	0.16	0.03	0.06	0.00	0.02
5.			—	0.36	0.27	0.35	0.02	0.25	0.34	0.20	0.02	-0.08	0.00	0.10	0.27	0.12	0.11	0.08	0.11
8.				—	0.47	0.28	0.10	0.43	0.56	0.30	0.08	0.25	-0.02	0.04	0.05	0.01	0.10	-0.04	0.11
13.					—	0.32	0.13	0.33	0.45	0.25	0.15	0.26	0.09	0.13	0.16	0.13	0.11	0.02	0.23
14.						—	-0.29	0.31	0.27	0.29	-0.12	0.00	-0.18	0.06	0.11	0.06	0.01	0.07	0.09
16.							—	0.15	0.21	0.18	0.55	0.34	0.55	0.29	0.21	0.34	0.45	0.13	0.20
17.								—	0.64	0.34	0.28	0.35	0.16	0.07	0.10	0.17	0.26	0.12	0.25
18.									—	0.10	0.20	0.32	0.14	0.10	0.13	0.09	0.20	0.07	0.22
20.										—	0.19	0.28	0.16	0.34	0.05	0.08	0.12	0.00	0.18
21.											—	0.39	0.61	0.34	0.25	0.27	0.34	0.06	0.27
22.												—	0.39	0.22	0.09	0.08	0.32	0.08	0.32
25.													—	0.47	0.27	0.28	0.43	0.22	0.27
27.														—	0.17	0.16	0.29	0.11	0.16
36.															—	0.43	0.43	0.32	0.16
37.																—	0.39	0.34	0.14
38.																	—	0.52	0.29
40.																		—	0.27
42.																			—
<i>M</i>	3.92	3.86	4.12	4.09	3.86	4.46	3.58	3.61	3.17	2.69	2.69	2.09	2.75	1.94	1.84	2.09	1.52	2.51	2.86
<i>SD</i>	0.99	1.16	0.94	1.00	0.95	0.84	1.27	1.32	1.31	1.22	1.08	1.16	1.272	1.04	1.1	1.11	0.99	1.26	1.3

A model was determined to exhibit “good,” “marginal,” or “poor” fit based on the comparisons noted in Brown. The Work-Life Balance Strategies subscale was categorized as having “good” fit, in which it met three of the four criteria; the Influence of College Personnel subscale had “marginal” fit in which it met two of the four criteria, and one overall scale and the Defining Working Motherhood subscale had “poor” fit, in which they met less than two of the four criteria. The interpretive standards for the fit indices and the final decision regarding the models are presented in Table 14.

Table 14

*CFA Results and Decision Matrix for FWLBAS Overall and Three Subscales for Subsample 2 (n=254)*

Scale	CFI ≥.95	TLI ≥.95	RMSEA ≤.06	SRMR ≤.80	Model Fit Decision
FWLBAS Overall					Poor Fit
Defining Working Motherhood Subscale				X	Poor Fit
Work-Life Balance Strategies Subscale	X	X		X	Good Fit
Influence of College Personnel Subscale	X			X	Marginal Fit

*Note.* CFI = comparative fit index, TLI = Tucker-Lewis index, RMSEA = root mean-square error of approximation, SRMR = standardized root mean.

Further model revisions based on modification indices were not completed. While modification indices provide information on problem areas of fit within a given model, such revisions fell outside of the scope of this study. Further studies may look into continual revision and goodness of fit for the FWLBAS. The researcher’s impressions of possible fit solutions will be discussed in chapter 5.

### **Analyses of Variance (ANOVA) for Scale and Subscale Scores by Demographic Indicators**

To examine differences between groups based upon demographic indicators, the researcher conducted a series of analyses of variance on the overall sample, utilizing the overall scale and subscales to investigate scores. The data to run the analyses of variance all met the requisite assumptions of independence, normality, and homoscedasticity (Green & Salkind, 2011). The results of the various analyses of variance based upon demographic indicators are highlighted below.

#### **Ethnicity on the FWLBAS Overall Scale Score**

It was hypothesized that participants' ethnicity may account for differences on the FWLBAS Overall score. A one-way analysis of variance (ANOVA) was conducted on participants' ethnicities and their FWLBAS Overall score. The ANOVA was significant,  $F(7, 500) = 4.31, p < .05 (r = .24)$ . The strength of the relationship between participants' ethnicity and their FWLBAS Overall score was weak, with ethnicity accounting for 5.7% of the variance of the FWLBAS Overall score. Table 15 presents the results of the ANOVA.

Table 15

*Summary of ANOVA Results for Ethnicity on FWLBAS Overall Scale (N=508)*

	Sum of Squares	df	Mean Square	F
Between Groups	3,719.19	7	531.313	4.31*
Within Groups	61,596.31	500	123.193	
Total	65,315.50	507		

\* $p < 0.05$

Follow up tests were conducted to evaluate pairwise differences among the means. Post hoc comparisons were conducted among the groups with the use of the Dunnett's *C* test, a test that does not assume equal variances among the groups. There was a significant difference in the means between the African American and the White groups. The White group had scores 5.70 points lower on the FWLBAS Overall scale than their peers who were African American. The 95% confidence intervals for the pairwise differences, as well as the means and standard deviations for the groups, are reported in Table 16. There were no other significant differences for the participants representing Latino American, Asian American, Other Ethnicities, Multiracial, Asian or Native American ethnicities so they were not included in the table.

Table 16

*95% Confidence Intervals of Pairwise Differences in Mean Changes in Participants' Ethnicity and FWLBAS Overall Scale (N=508)*

Ethnicity	<i>M</i>	<i>SD</i>	African American
African American	61.96	10.95	--
White	56.27	11.16	[1.33, 10.06]*

*Note.* \* indicates that the 95% confidence interval does not contain zero, and therefore the difference in means is significant at the .05 significance using Dunnett's *C* procedure.

### **Ethnicity on Defining Working Motherhood Subscale Score**

It was hypothesized that participants' ethnicity may account for differences on the Defining Working Motherhood Subscale score. A one-way analysis of variance (ANOVA)

was conducted on participants' ethnicities and their Defining Working Motherhood Subscale score. The ANOVA was significant,  $F(7, 500) = 2.44, p < .05 (r = .18)$ . The strength of the relationship between participants' ethnicity and their Defining Working Motherhood score was weak, with ethnicity accounting for 3.3% of the variance of the Defining Working Motherhood score. Table 17 presents the summary of ANOVA results.

Table 17

*Summary of ANOVA Results for Ethnicity on Defining Working Motherhood Subscale (N=508)*

	Sum of Squares	df	Mean Square	F
Between Groups	696.64	7	99.52	2.44*
Within Groups	20,403.32	500	40.81	
Total	21,099.96	507		

\* $p < 0.05$

Follow up tests were conducted to evaluate pairwise differences among the means. Post hoc comparisons were conducted among the groups with the use of the Dunnett's *C* test, a test that does not assume equal variances among the groups. There was a significant difference in the means between the African American and the White groups. The White group had scores 2.71 points lower on the Defining Working Motherhood Subscale than their peers who were African American. The 95% confidence intervals for the pairwise differences, as well as the means and standard deviations for the groups, are reported in Table 18. There were no other significant differences for the participants representing Latino

American, Asian American, Other Ethnicities, Multiracial, Asian or Native American ethnicities so they were not included in the table.

Table 18

*95% Confidence Intervals of Pairwise Differences in Mean Changes in Participants' Ethnicity and Defining Working Motherhood Subscale (N=508)*

Ethnicity	<i>M</i>	<i>SD</i>	African American
African American	36.43	5.91	--
White	33.72	6.78	[.29, 5.13]*

*Note.* \* indicates that the 95% confidence interval does not contain zero, and therefore the difference in means is significant at the .05 significance using Dunnett's *C* procedure.

### **Ethnicity on Influence of College Personnel Subscale Score**

It was hypothesized that participants' ethnicity may account for differences on the Influence of College Personnel Subscale score. A one-way analysis of variance (ANOVA) was conducted on participants' ethnicities and their Influence of College Personnel Subscale score. The ANOVA was significant,  $F(7, 500) = 3.20, p < .05 (r = .21)$ . The strength of the relationship between participants' ethnicity and their Influence of College Personnel score was weak, with ethnicity accounting for 4.3% of the variance of the Influence of College Personnel Subscale score. Table 19 presents the results of the ANOVA.

Table 19

*Summary of ANOVA Results for Ethnicity on Influence of College Personnel Subscale (N=508)*

	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>
Between Groups	328.62	7	46.95	3.202*
Within Groups	7,329.76	500	14.66	
Total	7,658.38	507		

\* $p < 0.05$

Follow up tests were conducted to evaluate pairwise differences among the means. Post hoc comparisons were conducted among the groups with the use of the Dunnett's *C* test, a test that does not assume equal variances among the groups. There was a significant difference in the means between the African American and the White groups, as well as the White and Other Ethnicities groups. The White group had scores 1.58 points lower on the Influence of College Personnel Subscale than their peers who were African American and scores 4.55 points lower on the Influence of College Personnel Subscale than their peers who identified themselves as Other Ethnicities. The 95% confidence intervals for the pairwise differences, as well as the means and standard deviations for the ethnicity groups, are reported in Table 20. There were no other significant differences for those who identified as Latino American, Asian American, Multiracial, Asian or Native American so they were not included in the table.

Table 20

*95% Confidence Intervals of Pairwise Differences in Mean Changes in Participants' Ethnicity and Influence of College Personnel Subscale (N=508)*

Ethnicity	<i>M</i>	<i>SD</i>	African American	White
African American	11.48	.436	--	--
White	10.45	.536	[.02, 3.15]*	--
Other Ethnicity	14.45	1.28	[-7.41, 1.48]	[-8.82, -.27]*

*Note.* \* indicates that the 95% confidence interval does not contain zero, and therefore the difference in means is significant at the .05 significance using Dunnett's *C* procedure.

#### **Parent/Guardian Relationship Status on Defining Working Motherhood Subscale Score**

It was hypothesized that participants' parent/guardian relationship status may account for differences on the Defining Working Motherhood Subscale score. A one-way analysis of variance (ANOVA) was calculated on participants' parent/guardian relationship status and their Defining Working Motherhood Subscale score. The findings were not significant,  $F(5, 502) = 0.77, p = .570 (r = .08)$ .

#### **Parent/Guardian Relationship Status on Work-Life Balance Strategies Subscale Score**

It was hypothesized that parent/guardians' relationship status may account for differences on the Work-Life Balance Strategies Subscale score. A one-way analysis of variance (ANOVA) was conducted on parent/guardian relationship status and their Work-Life Balance Strategies Subscale score. The ANOVA was significant,  $F(5, 502) = 2.42, p < .05 (r = .15)$ . The strength of the association between parent/guardian relationship status and their Work-Life Balance Strategies score was weak, with parent relationship status

accounting for 2.4% of the variance of the Work-Life Balance Strategies Subscale score.

Table 21 presents the results of the ANOVA.

Table 21

*Summary of ANOVA Results for Parent/Guardian Relationship Status on Work-Life Balance Strategies Subscale (N=508)*

	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>
Between Groups	303.43	5	60.69	2.42*
Within Groups	12,585.05	502	25.07	
Total	12,888.48	507		

\* $p < 0.05$

Follow up tests were conducted to evaluate pairwise differences among the means. Post hoc comparisons were conducted among the groups with the use of the Dunnett's *C* test, a test that does not assume equal variances among the groups. There was a significant difference in the means between the single parent group and the committed relationship parent group. The participants raised by single parents/guardians had scores 4.15 points higher on the Work-Life Balance Strategies Subscale than their peers who were raised by parents/guardians in a committed relationship. There were no significant differences with the married, divorced, widowed, or separated groups so they were not included in the table. The 95% confidence intervals for the pairwise differences, as well as the means and standard deviations for the relationship status groups are reported in Table 22.

Table 22

*95% Confidence Intervals of Pairwise Differences in Mean Changes in Parent/Guardian Relationship Status and Work-Life Balance Strategies Subscale (N=508)*

Parent/Guardian Relationship Status	<i>M</i>	<i>SD</i>	Single
Single	14.88	5.85	--
Committed Relationship	10.74	3.80	[.70, 7.59]*

*Note.* \* indicates that the 95% confidence interval does not contain zero, and therefore the difference in means is significant at the .05 significance using Dunnett's *C* procedure.

#### **Parent/Guardian Work Status on Work-Life Balance Strategies Subscale Score**

It was hypothesized that participants' parent/guardian work status may account for differences on the Work-Life Balance Strategies Subscale score. A one-way analysis of variance (ANOVA) was calculated on participants' parent/guardian work status and their Work-Life Balance Strategies score. The findings were not significant,  $F(3, 504) = 2.22$ ,  $p = .085$  ( $r = .11$ ).

#### **Parent/Guardian Work Status on Defining Working Motherhood Subscale Score**

It was hypothesized that participants' parent/guardian work status may account for differences on the Defining Working Motherhood Subscale score. A one-way analysis of variance (ANOVA) was calculated on participants' parent/guardian work status and their Defining Working Motherhood score. The findings were not significant,  $F(3, 504) = 2.10$ ,  $p = .099$  ( $r = .11$ ).

## Summary

The Future Work-Life Balance Attitudes Scale was administered to 508 participants in an attempt to answer the five research questions presented in this study. To answer Research Question 1, Cronbach's alpha was calculated for the 508 participants who took the FWLBAS Overall Scale, as well as for the EFA and CFA subsamples and subscales. As hypothesized, all scales and subscales for the total sample and two subsamples were over .70, demonstrating high reliability. Additionally, items were only kept on the scale if they had a factor loading of  $>.40$ .

To explore Research Question 2, the mean scores and standard deviations for 48 items on the FWLBAS were calculated and reported on the factor loading tables for both subsamples. It was hypothesized that participants would have an average mean score of 4, denoting consistency with the pilot study. The eleven items that were not consistent with the pilot study had a mean score of 2. From the EFA subsample, 28 of the items on the original 48-item FWLBAS scored lower than a 4, with 15 at 3.5 or higher. Of the items not consistent with the pilot study, six of the eleven items were higher than a 2. These results and implications are discussed in chapter 5.

For Research Question 3, it was hypothesized that participants with different demographic indicators would have slightly different attitudes and expectations than their peers on work-life balance. To analyze this finding, ANOVAs were calculated. Differences were found among White and African American participants' mean scores on the FWLBAS Overall Scale. White and African American participants also had differing scores on the

Defining Working Motherhood and Influence of College Personnel scale scores. Finally, the participants' parent/guardian relationship status impacted scores on the Work-Life Balance Strategies Subscale score. Participants with parents in committed relationships scored an average of 4 points lower than participants raised by single parents. The implications of these outcomes are discussed in chapter 5.

An exploratory factor analysis was performed to address Research Question 4 and the hypothesis that the factor loadings would support the codes identified in the pilot study. Overall, three codes and nineteen items that directly linked to the pilot study were supported by the EFA. These codes became subscales of the Future Work-Life Balance Attitudes Scale and were comprised of the themes of Defining Working Motherhood, Work-Life Balance Strategies, and Influence of College Personnel subscales. These results are discussed in chapter 5.

Lastly, Research Question 5 called for examining how the quantitative scale supports or contradicts the qualitative pilot study results. A confirmatory factor analysis was used to assess model fit. The FWLBAS Overall Scale score had a poor fit, as did the Defining Working Motherhood Subscale. The Work-Life Balance Strategies scale had good fit and Influence of College Personnel subscales had a marginal fit. Future improvements to scale fit, as well as how these results compare to the qualitative results are explored in chapter 5.

## **CHAPTER 5**

### **DISCUSSION**

The present study's purpose was to examine the development of the Future Work-Life Balance Attitudes scale as an effective measure of college women students' attitudes, beliefs, and expectations about work-life balance. To assess this goal, five research questions were studied. This chapter presents analyses of the researcher hypotheses from chapter 3 and the statistical results explained in chapter 4. Next, the limitations and significance of the research are discussed. Finally, implications for future research and the counseling practice are provided.

#### **Discussion of the Results**

##### **Research Question 1**

It was hypothesized that the FWLBAS would have high internal consistency reliability, assessed by a Cronbach's alpha score of .70 or higher for all scales and subscales created in the study. As Lee and Lim (2008) state, a coefficient alpha greater than .70 demonstrates good internal consistency with the concept studied. For the FWLBAS, a Cronbach's alpha was calculated for the 508 participants who took the FWLBAS Overall Scale, as well as for the EFA and CFA subsamples and subscales. As hypothesized, all scales and subscales for the total sample and two subsamples were over .70, demonstrating high reliability. The highest coefficient alpha was .862 for the FWLBAS Overall Scale in the exploratory factor analysis subsample. The lowest coefficient alpha was .728 for the Influence of College Personnel subscale from the confirmatory factor analysis subsample.

Additionally, when performing factor analyses and determining items for deletion from the scale, items were only kept on the scale if they had a factor loading of  $>.40$ , consistent with Pett et al. (2003) and Thompson's (2004) recommendations on assessing the strength of factor loadings to ensure validity and reliability.

### **Research Question 2**

It was hypothesized that the FWLBAS item scores average for all participants would have a mean score of 4 denoting consistency with pilot study. The eleven items that were not consistent with the pilot study findings would have a 2. To calculate this, the mean scores and standard deviations for the 48 items on the original FWLBAS were computed from subsample 1. Twenty-eight of the items on the original 48-item FWLBAS scored lower than the predicted 4, with 15 scoring at 3.5 or higher, representing some agreement with the item. Of the items not consistent with the pilot study, six of the eleven items were higher than a 2, noting some disagreement with the pilot study. Since many of these items were deleted in the process of revision during the EFA and CFA, the means of the items that had strong factor loadings and high predictive validity on the revised version of the FWLBAS were examined, instead of the overall items.

Of the 19 items on the revised version of the FWLBAS, items that loaded onto Factor 1: Defining Working Motherhood subscale had the highest means overall. Most participants strongly agreed (with means over 4.00) with statements including "My future partner and I will function as a team in childcare and household activities," "Regardless of circumstance, my future family will always be first," and "I feel confident in my ability to manage a career

and family in the future.” These statements were consistent with the current literature that states that millennial students have higher levels of work-life balance self-efficacy (Basuil & Casper, 2012) and that women were less traditional than men in their thoughts on childcare and household management (Gere & Helwig, 2012). The lowest item mean on Factor 1: Defining Working Motherhood scale was 3.22, meaning participants on average neither agreed nor disagreed with the item that stated, “I am concerned about having children after the age of 30.” This item was taken from the pilot study findings and may have seemed too hypothetical for participants to answer at this stage in their lives. The items with a mean over 3.50, which indicated a moderate average level of agreement, included “I plan to prioritize my family above all other competing demands in the future,” “I see my ‘future self’ as a working mom,” “I will make decisions on which job to take based upon which job is the best fit for my home life,” “One of my top goals in life is to be married,” and “One of my top goals in life is to have children.” These items all matched the pilot study results and current research literature on women millennial students’ work-life balance conceptions and gave further insight into participants’ desire for marriage, children, and a career in their future (Tajlili, 2014; Chait Barnett et al., 2003; Basuil & Casper, 2012; Gere & Helwig, 2012).

Items loading onto Factor 2: Work-Life Balance Strategies had lower mean scores than a 4 regardless of whether they supported or contradicted the pilot study. Three items on this scale were not consistent with the pilot study and within the hypothesized range of 2. These items ranged from 2.03 to 2.35 and included the items, “I plan to do all of the household and child-rearing activities by myself,” “I believe a person’s gender determines

which household chores he or she should complete,” and “I anticipate that I will become a stay-at-home mother to raise a child,” meaning most participants disagreed or neither agreed nor disagreed for that statements. Again, these scores mirrored many of the findings in the pilot study and the literature review which state that female millennial college students are looking for equality in their relationships and are career-focused (Tajlili, 2014; Chait Barnett et al., 2003; Basuil & Casper, 2012; Gere & Helwig, 2012). One item of note that disproved the findings of the pilot study on subscale 2 was that millennial college women are not looking to celebrities to inform their decisions about having children (Item 25; mean score of 1.74). Other item means that scored within the 2.62 to 2.85 range included “The stories I hear on television and the radio or read in the newspaper and on the Internet have influenced my thoughts about when to have children,” and “I feel that my parents are invested in me finding a life partner.”

Finally, the Factor 3: Influence of College Personnel subscale also had all items scoring under 4. Three items were not consistent with the pilot study, and these items asked about conversations participants have had with their college professors, advisors, or staff members about finding a life partner, non-career-oriented life goals, and conversations about work-life balance in the classroom (Items 36, 38, and 40). These item means ranged between 2.24 to 2.75, meaning that participants selected neither agree nor disagree or disagree for these items. It appeared that participants were unsure about whether these conversations have occurred or possibly, if they are even allowed to have these kinds of discussions in the classroom or during office hours. The final item on the scale, “Since I have been in college,

my college advisors have encouraged me to get a job that provides stability over one that emphasizes work-life balance,” scored a mean of 2.76, meaning that participants mostly answered neither agree nor disagree to disagree for this item. Future research about what is driving this outcome and if students feel that they can discuss work-life balance issues and personal goals with faculty and staff would uncover more details about participants’ attitudes and these results.

### **Research Question 3**

It was hypothesized that participants with different demographic indicators would have slightly different attitudes and expectations than peers in other groups ( $p < .05$ ). To examine differences, the researcher calculated ANOVAs to look for differences in mean scores on the FWLBAS Overall and the appropriate subscales. The first significant difference was related to Ethnicity and FWLBAS Overall. A higher score on the FWLBAS Overall indicates more agreement with the findings of the pilot study. When comparing scores of participants who were African American and White on the FWLBAS Overall score, African American participants’ scores were approximately 6 points higher than their White counterparts. Perhaps this is due to the likelihood that African American participants grew up in households where both parents worked, so they have seen more models of work-life balance and have stronger conceptions of how they plan to structure their future life. In addition, two of the three participants in the pilot study were African American, so their attitudes and beliefs could have had stronger representation in the development of the instrument.

Participants' Ethnicity also had a significant effect on the Defining Working Motherhood Subscale. For this ANOVA, White participants had scores 2.71 points lower than their peers who were African American. The items that loaded onto this scale deal with confidence and competence in the role of a working mother and assessed whether the participants saw themselves as mothers, career women, and in a marriage relationship. From the results of the ANOVA, it appears that the African American participants have their future life more clearly pictured than their White peers.

Participants' Ethnicity also predicted differences on the Influence of College Personnel Subscale. Again, the White students had scores 1.58 to 4.55 points lower than their African American and Other Ethnicity counterparts. Items on this scale examined how often participants feel comfortable engaging in conversations or discussions about work-life balance with college faculty, staff, and administrators. Three items on this scale were not consistent with the pilot study and garnered lower mean scores, indicating disagreement. From the results of the ANOVA, it appears that African American and Other Ethnicity students have had more discussions with their faculty, staff, and administrators about the various components of work-life balance, than had White participants. This could be grounds for further research on the implications of ethnicity on faculty/staff influence on students' work-life balance attitudes.

Finally, Participants' Parent/Guardian Relationship Status led to significant differences in mean scores on the Work-Life Balance Strategies Subscale. Participants who had parents who were single when they were growing up had average mean scores 4.15

points higher than peers who had parents in committed relationships. Perhaps this is due to the fact that participants who grew up in single households watched their primary parents integrate and make compromises in work and home life to be successful, while parents in committed relationships had two people to balance the load.

It was also hypothesized that differences in means would occur amongst the demographic indicators on the following subscales, however, the results were nonsignificant for the Parent/Guardian Work Status on Defining Working Motherhood Subscale; Parent/Guardian Work Status on Work-Life Balance Strategies Subscale; and Parent/Guardian Relationship Status and Defining Working Motherhood Subscale. Further research on the significant relationships may lead to interesting findings about how different demographic indicators interact with participants' overall work-life balance attitudes, beliefs, and expectations.

#### **Research Question 4**

It was hypothesized that the items on the FWLBAS would load onto and support the qualitative codes identified in the pilot study. To assess this assumption, an exploratory factor analysis was performed for the 48-item FWLBAS on half of the 508 participant sample. Out of the 48 items on the original scale, 29 (60%) did not load as anticipated and were deleted from subsequent revisions of the scale. The remaining 19 items (40%) formed the core of the revised FWLBAS and loaded onto three subscales that tied directly to the pilot study codes. The relationship between the qualitative codes and the subscales will be discussed further below.

### **Research Question 5**

The final research question examined how the quantitative scale assessment supported or contradicted the qualitative results from the pilot study. A confirmatory factor analysis was performed on the remainder of the 508 participant sample to assess model fit of the exploratory factor analysis. The results indicated that the FWLBAS Overall and the Defining Working Motherhood subscales had poor fit. The Work-Life Balance Strategies subscale had good fit and Influence of College Personnel subscale had marginal fit.

Future improvements to the revised FWLBAS Overall may strengthen the model fit and improve the confirmatory factor analysis results. Most of the problems with the model fit focus on the FWLBAS Overall and the Defining Working Motherhood subscale. For instance, strengthening the Defining Working Motherhood scale by revising or deleting two items (“My future partner and I will function as a team in childcare and household activities” and “I am concerned about having children after the age of 30”) would strengthen the CFA factor loadings and correlations. This would probably improve the strength of the relationship between the Defining Working Motherhood scale and the other subscales. Another revision that could positively influence the Defining Working Motherhood scale would be to covary items with large error variances with one another, like item pairs 4 and 5, 1 and 8, and 17 and 18 to see if it improves model fit (Thompson, 2003). On the Work-Life Balance Strategies subscale, one item should be revised or deleted due to low factor loadings (“I feel that my parents are invested in me finding a life partner” – factor loading .38).

These revisions may improve the CFA, as well as the model fit of the Overall Scale and subscales for future usage.

Creswell and Plano Clark (2011) made recommendations for comparing qualitative and quantitative data, stating that the research should be analyzed separately then connected through side-by-side comparisons of quantitative numbers with qualitative quotes. For each subscale, the qualitative and quantitative results were compared in the following paragraphs.

In the Defining Working Motherhood Subscale, items that had the highest factor loadings in the subscale (.626 - .731) and the highest scores indicating agreement with the statements originated from the Defining Self as a Working Mom code and included items about the participants' interest in becoming a mom, being married, and having a career. These items directly related to the qualitative data findings in which all of the participants discussed being a working mother and wanting children. As Shar noted in Tajlili's (2014) qualitative study, "Family comes first. Any job, there's always going to be another job, but family's always gonna be there."

Other items that loaded significantly on the Defining Working Motherhood subscale (.509 - .573) and had scores indicating agreement with items encompassed values and competence around work-life balance, concepts that were also discussed in Tajlili's (2014) pilot study coding. Layla shared, "I also believe family should come first whenever I get to that point... but, I believe I need to be passionate about my work, or I will be miserable." Many of the items on this subscale related directly to the Kaleidoscope Career Model's notion that women choose jobs based upon family circumstance and that women are willing

to forgo promotions or high paying positions so that they can devote time to their family (Mainiero & Sullivan, 2005). These items related directly to the codes in the qualitative research, as well as have further implications with the KCM.

The Work-Life Balance Strategies subscale featured items that were derived from six codes in the qualitative Tajlili (2014) study that examined how participants plan to manage their future work-life via strategies. The items that had the highest loadings (.593 - .710) were focused on how participants will decide on having children, beliefs about household management, and inquiry about whether participants would consider staying at home with their children. These items often mirrored qualitative participant quotations and directly related to the pilot study. For example, in regards to household management strategies and her future partner, Shar stated, “I really want to be as equal as possible. We both need help with the kids and the work.”

The items that did not reflect pilot study findings on the Work-Life Balance Strategies subscale scored in the disagree range, yet had strong factor loadings (.568 - .721), meaning that participants disagreed with the items so strongly that they correlated highly with other items on the subscale. Much of the statements in the items reflected the results of the literature review in chapter 2 regarding what millennial college women are interested in as far as future goals, and included topics such as staying home to raise a child, doing all of the child-rearing by oneself, and the division of household labor. These findings were supported by Layla’s commentary on a future partner in which she shared, “I need somebody

who's not, 'I'm the man, and this is what I do.' It's 'We're a team and we will function as a team.'”

The Influence of College Personnel subscale contained items directly related to the *Focusing on Work at the Expense of Balance* and *Constrained by Choices*. Participants in the pilot study discussed at length how they feel constrained by perceived pressure from professors and administrators to choose “stable” careers. In Tajlili’s (2014) qualitative study, Cyn noted, “It is all about finding a job... and not even a job, but careers that are secure and likely to bring in money.” These students also discussed not wanting to concern professors with questions about work-life balance or non-academic pursuits. The participants in the qualitative study appear to have felt that there were certain topics that were off limits inside and outside of the classroom in relation to the real world, with Cyn asserting, “I was about to say we learn nothing about balance.” Most scores on the quantitative study for this scale were low, indicating disagreement, yet the factor loadings were high (.598 - .726). These items reflected the notion that participants agreed with their peers in the qualitative study, and that overall, they do not get much influence on work-life balance issues from faculty, staff or college administrators.

### **Sampling Limitations of Study**

Even with the nationwide recruitment efforts, this study sampled a subset of women students who attend college, which allowed the study to be subject to selection bias, since the participants represented a group of students who may have thoughts characterized by an educational and cultural upbringing. Additionally, these students willingly signed up for a

study on work-life balance and may have had an interest or personal experience with the topic that made them unique in perspective. Data were collected from students using a self-report mode, in which the students may have recalled experiences differently from how they occurred, exaggerated beliefs, or attempted to please the researcher. While efforts were made to ensure that participants did not feel coerced or pressured, there was a potential risk of not getting the complete story based upon selection bias and self-report.

### **Implications for Future Research**

The development of the Future Work-Life Balance Attitudes Scale provides considerable opportunity for continued research and scholarship in the arena of millennial college women students and their perceptions, attitudes, and beliefs about future work-life balance. First, the Overall Scale, subscales, and items must continually be revised to obtain a better model fit. Some of the items from this study that had high scores indicating agreement, but loaded lowly should be considered for revision to see if adding these items back into the scale would bring greater understanding of the concept to the instrument. In addition, some differences were examined in this study by demographic indicators and the findings highlighted that future studies of the scale could focus on differences between millennial college women's perceptions of future work-life balance by taking into account intended career, major, or geographic area. Also, the differences in scale scores depending on participant ethnicity showcased some interesting data that could be enhanced by further related scholarship. Another possible idea to improve the scale would be to conduct a mixed methods study of the FWLBAS to get more information from participants on how they

interpreted items and what the item content meant. This type of research could highlight differences in perception and bring about further revisions to the scale.

### **Implications for Counseling Practice**

There are many implications for college and career counselors to consider as a result of this study. The participants in both the qualitative and quantitative studies indicated that they did not feel particularly comfortable broaching topics of future work-life balance and non-career-related pursuits with professors, advisors and administrators at their colleges. This creates an advocacy issue for college and career counselors in which they must work with university personnel to help students feel safe in discussing their life goals outside of work, including partners, children, and ways to lead fulfilling lives. University personnel and counselors continue to push future graduates' job stability over relational job choices, yet the data from both studies indicate that millennial college women are more interested in finding a job that fits who and where they are in their lives. More recognition of students making choices that speak to who they are and what they want to get from life is encouraged.

College and career counselors have a significant opportunity to help students envision the life they want to create in five to ten years and assist them with planning for the unexpected. One suggestion would be to create faculty and employer roundtables on work-life balance strategies, tips for managing career and home life, and common challenges that are typically met in the first 10 to 15 years of a profession. Beyond career advice, these roundtables can address family planning, dual income household management, and decisions such as forgoing promotions or attend graduate school. Finally, the FWLBAS can be used as

a campus tool to assess attitudes, perceptions and beliefs of millennial college students at different universities. The results of the scale could be shared with key employers and recruiters to see if the companies they represent are offering careers of interest to students, including benefits packages, time off, educational leave and parental assistance.

### **Conclusion**

The overall findings of this study suggest that the Future Work-Life Balance Attitudes Scale is a reliable and valid measure of millennial college women's' perceptions, attitudes, and beliefs about future work-life balance. While revisions and opportunities to enhance the scale further exist, the results support the current literature about millennial college women, as well as the results of Tajlili's (2014) qualitative pilot study. Three subscales emerged from the data, focusing on Defining Working Motherhood, Work-Life Balance Strategies, and the Influence of College Personnel. These findings highlight the gap between the work-life balance guidance millennial college students may benefit from receiving from college personnel and how comfortable college personnel are with providing it.

The findings contributed to the body of literature on work-life balance and millennial female college students by bringing a career counseling lens to the work. Currently, very few publications in the counseling literature focus on this population. The findings furthered knowledge concerning the topic and highlighted potential interventions that college and career counselors can conduct to advocate for female college students when considering their futures. The findings may also influence employers who are planning to hire and retain

millennial female college graduates, as they give employers an important view of what young women are looking for in the workplace and can inform policies that provide better support and encouragement for that population. The goal of this study was to create an instrument that can inform practice and policies that allow the next generation of young women to achieve their personal and professional goals with less guilt, stress, and environmental conflicts. While more research into the overall scale and subscales is warranted, this study provides a seminal first step in the development of a timely and important instrument.

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**APPENDICES**

## Appendix A

## Informed Consent

**North Carolina State University**  
**INFORMED CONSENT FORM for RESEARCH**

<u>Title of Study</u>	Future Work-Life Balance Attitudes Scale: Creation of an Instrument to Assess Millennial College Women's Attitudes on Work-Life Balance
<u>Principal Investigator</u>	Megan Hyland Tajlili, M.Ed., NCC, LPCA
<u>Faculty Sponsor</u>	Dr. Stanley B. Baker

**What are some general things you should know about research studies?**

You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate, or to stop participating at any time without penalty. The purpose of this research study is to gain a better understanding of women millennial college students' attitudes, beliefs, and expectations on work-life balance. You are not guaranteed any personal benefits from being in a study. Research studies may pose risks to those that participate. In this consent form, you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form, it is your right to ask the researcher for clarification or more information. If at any time you have questions about your participation, do not hesitate to contact the researcher(s) named above.

**What is the purpose of this study?**

The Principal Investigator is developing a new assessment tool called the Future Work-Life Balance Attitudes Scale (FWLBAS) and the purpose of this study is to test the instrument. Data collected in this study will be used to revise the FWLBAS and explore the relationship between millennial college women and work-life balance. It is anticipated that your participation in this study will help increase the understanding of women millennial college students' attitudes, beliefs, and expectations on work-life balance.

**What will happen if you take part in the study?**

If you agree to participate in this study, you will be asked to complete two online surveys. The first survey is the Future Work-Life Balance Attitudes Scale, the instrument that the researcher is testing in this study. It has question items asking about your thoughts on career goals and personal goals for the future. The second survey includes demographic questions about your major, career goals, and family background. Completing the two surveys is expected to take 20-30 minutes.

You can withdraw from the study at any time without penalty. If you start any of the surveys and decide that you do not wish to complete them, you can close your Internet browser to leave the survey early.

### **Risks**

The risks associated with this research are minimal. You will be asked about your attitudes on future work-life balance plans and your upbringing, which can evoke thoughts and feelings associated with past experiences.

### **Benefits**

Benefits from participating in this study may include: a greater value placed on your planning for work-life balance; contribution to the body of knowledge about work-life balance and millennial students; and improvement of the counseling profession through the development of counseling practices based on knowledge gained during this study.

### **Confidentiality**

The information in the study records will be kept confidential to the full extent allowed by law. You will not need to enter your name on the consent form, and your name will not be requested at any time during the study. The files with your survey responses will identify you with an ID number instead of by name. Your survey responses will be stored securely on the researcher's hard drive, which is password protected.

Results from this study will be summarized in the Principal Investigator's dissertation and related publications, but no identifying information will be included. No reference will be made in oral or written reports that could link you to the study.

### **Compensation**

You will receive incentive as previously stated according to your panel membership.

### **What if you have questions about this study?**

If you have questions at any time about the study or the procedures, you may contact the researcher, Megan Hyland Tajlili, [mhtajlil@ncsu.edu](mailto:mhtajlil@ncsu.edu), or [919.724.5029].

### **What if you have questions about your rights as a research participant?**

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator, Box 7514, NCSU Campus [919.515.4514].



## Appendix B

## The Future Work-Life Balance Attitudes Scale

## Section I: Demographic Information

Instructions: Please complete the following demographic questions by selecting the appropriate response to each question or by providing information in the space provided.

Gender:

- Male (1)
- Female (2)

Year in College:

- First Year (1)
- Sophomore (2)
- Junior (3)
- Senior (4)

Birth Year (Four Digits): \_\_\_\_\_

University or College: \_\_\_\_\_

Ethnicity:

- African American (1)
- Latino American (2)
- Asian American (3)
- Pacific Islander (4)
- White (5)
- Other (6): \_\_\_\_\_

Major: \_\_\_\_\_

Future Job Title: \_\_\_\_\_

Future Career & Educational Goals: \_\_\_\_\_

Future Personal Goals: \_\_\_\_\_

When you were growing up, which of your parents/guardians worked outside of the home?

- Neither. (1)
- Male parent/guardian only. (2)
- Both male and female parents/guardians worked outside of the home. (3)
- Female parent/guardian only. (4)
- Other. (5): \_\_\_\_\_

When you were growing up, your parents'/guardians' relationship status was:

- Single. (1)
- Divorced. (2)
- Married. (3)
- Widowed. (4)
- Committed Relationship. (5)
- Other. (6): \_\_\_\_\_

Your current relationship status:

- Single. (1)
- Dating, but no one exclusive. (2)
- Committed relationship. (3)
- Married. (4)
- Other. (5): \_\_\_\_\_

Do you currently have children?

- Yes (1)
- No (2)

### **Future Work-Life Balance Attitudes Scale**

The purpose of the Future Work-Life Balance Attitudes Scale is to understand millennial college women's attitudes about future work-life balance plans. Millennial college women are defined in this study as unmarried women with no children who are seniors in college born after 1980.

The term "work-life balance" is defined as achieving satisfying experiences in all life roles. The term "attitudes" refers to the emotional, cognitive and behavioral components that influence the ways millennial college women evaluate and make decisions about their future work-life balance plans, including having a family, working, and achieving personal goals. Therefore, future work-life balance attitudes refer to how one thinks, feels, and behaves in regards to achieving satisfying future experiences at work, at home, in volunteer capacities, and in all ways in which one interacts with her environment.

The majority of the items on this survey ask questions about what you imagine yourself and your lifestyle to be like in the future. Please picture yourself ten to fifteen years out of college and consider the life goals you have for yourself. Other questions will ask about your upbringing and college experience and will focus on the past and the present. This is an attitudes scale with no right or wrong answers. You are encouraged to provide responses that reflect your honest views, opinions, and experiences.

The Future Work-Life Balance Attitudes Scale has 48 items and takes approximately 20 minutes to complete. For each item, select one answer that best matches your attitudes using the following scale:

**Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4), Strongly Agree (5)**

I plan to prioritize my family above all other competing demands in the future.

I hope to find a sense of passion in my work in the future.

I would take a job that did NOT provide me with a sense of purpose because it provided a steady income.

I see my "future self" as a working mom.

I feel confident in my ability to manage a career and a family in the future.

I foresee leaving my work responsibilities in the office and my family responsibilities at home.

The best work-life balance scenario is when I give 50% of time to work and 50% of time to home.

Regardless of circumstance, my future family will always be first.

If there was a problem at home, I would have a difficult time concentrating on my work.

I have thought about alternative options if I cannot have a biological child.

I prefer to integrate my work life with my home life.

When I have competing demands in work and home life, I anticipate communicating with my family to understand their concerns.

I will make decisions on which job to take based upon which job is the best fit for my home life.

My future partner and I will function as a team in childcare and household activities.

I prefer equality with my future partner in household management and child-rearing activities.

I plan to do all of the household and child-rearing activities by myself.

One of my top goals in life is to be married.

One of my top goals in life is to have a child or children.

I have firm ideas about what goals I would like to reach before I have my first child.

I am concerned about having children after the age of 30.

I believe that a person's gender determines which household chores he or she should complete.

I anticipate that I will become a stay-at-home mother to raise a child.

I plan to go back to work shortly after the birth of a child due to financial reasons.

I am NOT concerned about how my body will look after having a child.

I look to celebrities to inform my life decisions about what age to have children.

I am concerned about the medical risks of having children later in life.

The stories I hear on television and the radio or read about in the newspaper and on the Internet have influenced my thoughts about when to have children.

I do NOT want to be perceived as an "older parent."

Having a job that provides a stable income is more important than having a job that fulfills your dreams.

There is a set path a person takes in order to find a job that provides stability.

In the future, I plan to pursue activities outside of home and work life that I find fulfilling, such as traveling, volunteering, or participating in sporting or cultural events.

I feel aware of the challenges I will face as a future working mom.

While I do not know exactly how I will balance a family and career, I feel confident that I can come up with solutions in the moment.

I feel that the type of life partner I select will influence my ability to balance work and family life.

I believe work-life balance is something I will worry about later in life, instead of in the present time.

Since I have been in college, my college professors have discussed the concept of combining work with home life in classroom lectures or discussions.

Since I have been in college, my college advisors have encouraged me to get a job that provides stability over one that emphasizes work-life balance.

Since I have been in college, I have had a discussion with a staff or faculty member about finding a life partner.

Since I have been in college, I have had a discussion with a staff or faculty member about finding a job.

Since I have been in college, I have discussed my non-career-oriented life goals with a staff or faculty member.

Right now, I am focused on finding a challenging career.

I feel that my parents are invested in me finding a life partner.

I believe I will base many of my decisions about managing work-life balance on what I observed in my family growing up.

I witnessed my mother making sacrifices in her career to raise me.

I think that both of my parents took responsibility for me when I was growing up.

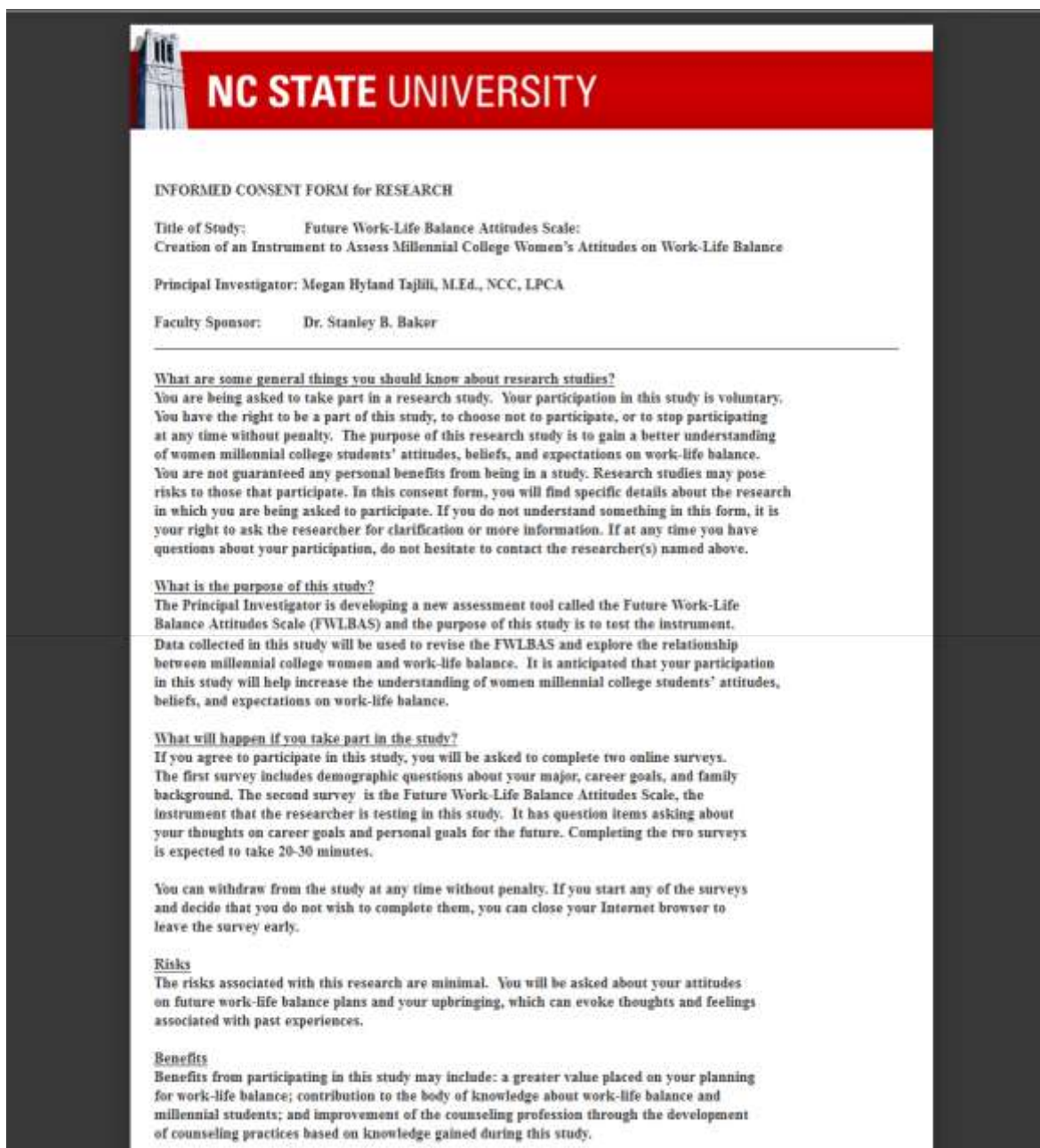
A role model I had when I was growing up has been the biggest influence on how I plan to parent.


A role model I had when I was growing up often took care of his or her own needs through relaxation activities, exercise, social relationships, or volunteering.

A role model I had when I was growing up placed the family's needs above his or her own.

## Appendix C

## The Future Work-Life Balance Attitudes Scale Survey Screenshots



 **NC STATE UNIVERSITY**

**INFORMED CONSENT FORM for RESEARCH**

Title of Study: Future Work-Life Balance Attitudes Scale:  
Creation of an Instrument to Assess Millennial College Women's Attitudes on Work-Life Balance

Principal Investigator: Megan Hyland Tajilli, M.Ed., NCC, LPCA

Faculty Sponsor: Dr. Stanley B. Baker

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What are some general things you should know about research studies?  
You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate, or to stop participating at any time without penalty. The purpose of this research study is to gain a better understanding of women millennial college students' attitudes, beliefs, and expectations on work-life balance. You are not guaranteed any personal benefits from being in a study. Research studies may pose risks to those that participate. In this consent form, you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form, it is your right to ask the researcher for clarification or more information. If at any time you have questions about your participation, do not hesitate to contact the researcher(s) named above.

What is the purpose of this study?  
The Principal Investigator is developing a new assessment tool called the Future Work-Life Balance Attitudes Scale (FWLBAS) and the purpose of this study is to test the instrument. Data collected in this study will be used to revise the FWLBAS and explore the relationship between millennial college women and work-life balance. It is anticipated that your participation in this study will help increase the understanding of women millennial college students' attitudes, beliefs, and expectations on work-life balance.

What will happen if you take part in the study?  
If you agree to participate in this study, you will be asked to complete two online surveys. The first survey includes demographic questions about your major, career goals, and family background. The second survey is the Future Work-Life Balance Attitudes Scale, the instrument that the researcher is testing in this study. It has question items asking about your thoughts on career goals and personal goals for the future. Completing the two surveys is expected to take 20-30 minutes.

You can withdraw from the study at any time without penalty. If you start any of the surveys and decide that you do not wish to complete them, you can close your Internet browser to leave the survey early.

Risks  
The risks associated with this research are minimal. You will be asked about your attitudes on future work-life balance plans and your upbringing, which can evoke thoughts and feelings associated with past experiences.

Benefits  
Benefits from participating in this study may include: a greater value placed on your planning for work-life balance; contribution to the body of knowledge about work-life balance and millennial students; and improvement of the counseling profession through the development of counseling practices based on knowledge gained during this study.

**Confidentiality**

The information in the study records will be kept confidential to the full extent allowed by law. You will not need to enter your name on the consent form, and your name will not be requested at any time during the study. The files with your survey responses will identify you with an ID number instead of by name. Your survey responses will be stored securely on the researcher's hard drive, which is password protected.

Results from this study will be summarized in the Principal Investigator's dissertation and related publications, but no identifying information will be included. No reference will be made in oral or written reports that could link you to the study.

**Compensation**

You will receive incentive as previously stated according to your panel membership.

**What if you have questions about this study?**

If you have questions at any time about the study or the procedures, you may contact the researcher, Megan Hyland Tajjili, [mhtajjili@ncsu.edu](mailto:mhtajjili@ncsu.edu), or [919.724.5029].

**What if you have questions about your rights as a research participant?**

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator, Box 7514, NCSU Campus [919.515.4514].

**Consent To Participate**

"I have read and understand the above information. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled."

- Yes, I consent to participate in this study.
- No, I do not consent to participate in this study.





## NC STATE UNIVERSITY

### Section I: Demographic Information

Instructions: Please complete the following demographic questions by selecting the appropriate response to each question or by providing information in the space provided.

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Gender:

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- Male
- Female

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## NC STATE UNIVERSITY

Year in College:

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- First Year
- Sophomore
- Junior
- Senior
- Not currently enrolled in college

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**NC STATE UNIVERSITY**

Birth Year (Four Digits):

**>>**


Survey Powered By Qualtrics

**NC STATE UNIVERSITY**

University or College:

Ethnicity:

- African American
- Latino American
- Asian American
- Pacific Islander
- Caucasian
- Other



## NC STATE UNIVERSITY

**Major:**


**Future Job Title:**

**Future Career & Educational Goals:**

**Future Personal Goals:**

**When you were growing up, which of your parents/guardians worked outside of the home?**

- Neither.
- Male parent/guardian only.
- Both male and female parents/guardians worked outside of the home.
- Female parent/guardian only.
- Other.


 **NC STATE UNIVERSITY**

When you were growing up, your parents'/guardians' relationship status was:

- Single.
- Divorced.
- Married.
- Widowed.
- Committed Relationship.
- Other.

[>>](#)


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 **NC STATE UNIVERSITY**

Your current relationship status:

- Single.
- Dating, but no one exclusive.
- Committed relationship.
- Married.
- Other.

[>>](#)



## NC STATE UNIVERSITY


Do you currently have children?

Yes

No

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## NC STATE UNIVERSITY

Future Work-Life Balance Attitudes Scale

The purpose of the Future Work-Life Balance Attitudes Scale is to understand millennial college women's attitudes about future work-life balance plans. Millennial college women are defined in this study as unmarried women with no children who are seniors in college born after 1980.

The term "work-life balance" is defined as achieving satisfying experiences in all life roles. The term "attitudes" refers to the emotional, cognitive and behavioral components that influence the ways millennial college women evaluate and make decisions about their future work-life balance plans, including having a family, working, and achieving personal goals. Therefore, future work-life balance attitudes refer to how one thinks, feels, and behaves in regards to achieving satisfying future experiences at work, at home, in volunteer capacities, and in all ways in which one interacts with her environment.

The majority of the items on this survey ask questions about what you imagine yourself and your lifestyle to be like in the future. Please picture yourself ten to fifteen years out of college and consider the life goals you have for yourself. Other questions will ask about your upbringing and college experience and will focus on the past and the present. This is an attitudes scale with no right or wrong answers. You are encouraged to provide responses that reflect your honest views, opinions, and experiences.

The Future Work-Life Balance Attitudes Scale has 48 items and takes approximately 20 minutes to complete. For each item, select one answer that best matches your attitudes using the following scale:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I plan to prioritize my family above all other competing demands in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I hope to find a sense of passion in my work at the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would take a job that did NOT provide me with a sense of purpose because it provided a steady income.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see my "future self" as a working man.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in my ability to manage a career and a family in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I foresee leaving my work responsibilities in the office and my family responsibilities at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The best work-life balance scenario is when I give 30% of time to work and 50% of time to home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regardless of circumstance, my future family will always be first.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If there was a problem at home, I would have a difficult time concentrating on my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I have thought about alternative options if I cannot have a biological child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer to integrate my work life with my home life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I have competing demands in work and home life, I anticipate communicating with my family to understand their concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will make decisions on which job to take based upon which job is the best fit for my home life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My future partner and I will function as a team in childcare and household activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer equality with my future partner in household management and child-rearing activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to do all of the household and child-rearing activities by myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One of my top goals in life is to be married.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One of my top goals in life is to have a child or children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I have firm ideas about what goals I would like to reach before I have my first child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am concerned about having children after the age of 30.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that a person's gender determines which household chores he or she should complete.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I anticipate that I will become a stay-at-home mother to raise a child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to go back to work shortly after the birth of a child due to financial reasons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am NOT concerned about how my body will look after having a child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look to celebrities to inform my life decisions about what age to have children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am concerned about the medical risks of having children later in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The stories I hear on television and the radio or read about in the newspaper and on the Internet have influenced my thoughts about when to have children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I do NOT want to be perceived as an "older parent."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a job that provides a stable income is more important than having a job that fulfills your dreams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a set path a person takes in order to find a job that provides stability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the future, I plan to pursue activities outside of home and work life that I find fulfilling, such as traveling, volunteering, or participating in sporting or cultural events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel aware of the challenges I will face as a future working mom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While I do not know exactly how I will balance a family and career, I feel confident that I can come up with solutions in the moment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that the type of life partner I select will influence my ability to balance work and family life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please select "Agree" in order to successfully complete the survey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe work-life balance is something I will worry about later in life, instead of in the present time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Since I have been in college, my college professors have discussed the concept of combining work with home life in classroom lectures or discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Since I have been in college, my college advisors have encouraged me to get a job that provides stability over one that emphasizes work-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Since I have been in college, I have had a discussion with a staff or faculty member about finding a life partner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Since I have been in college, I have had a discussion with a staff or faculty member about finding a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Since I have been in college, I have discussed my non-career-oriented life goals with a staff or faculty member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Right now, I am focused on finding a challenging career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my parents are invested in me finding a life partner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I will base many of my decisions about managing work-life balance on what I observed in my family growing up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
decisions about managing work-life balance on what I observed in my family growing up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I witnessed my mother making sacrifices in her career to raise me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I think that both of my parents took responsibility for me when I was growing up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A role model I had when I was growing up has been the biggest influence on how I plan to parent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A role model I had when I was growing up often took care of his or her own needs through relaxation activities, exercise, social relationships, or volunteering.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A role model I had when I was growing up placed the family's needs above his or her own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Your response has been recorded. Thank you for your participation!

Additional Resources on Work-Life Balance:

ACC Docket: *Debunking The Work-Life Balance Myth*  
*Debunking The Work-Life Balance Myth: Is It Fact or Fiction*

The Atlantic: *Why Women Still Can't Have It All*  
<http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>

Families and Work Institute  
<http://www.familiesandwork.org/>

Lean In Organization  
<http://leanin.org/>

University of Southern California Center for Work and Family Life  
<http://www.usc.edu/programs/cwfl/>

The Work-Life Balance Centre  
<http://www.worklifebalancecentre.org/>

Work-life balance: Ways to restore harmony and reduce stress  
<http://www.mayoclinic.com/health/work-life-balance/WL00056>

## Appendix D

### Expert Reviewers and Expert Reviewer Guide

The panel of experts who reviewed the first version of the Future Work-Life Balance Attitudes Scale included two Licensed Professional Counselors (LPC) with doctoral degrees in counselor education, one doctoral level counselor educator and researcher with 50 years experience, and one educational psychologist and research methodologist. Two of the experts have content knowledge in career counseling and gender issues, while the other two experts have published and conducted studies in developing assessment tools. The first draft of the Scale is below, along with the Expert Reviewer Guide.

**Instructions for Expert Reviewer:**

Please read each item on the Future Work-Life Balance Attitudes Scale and **rate it on a 5-point scale ranging from 1 (not at all appropriate or clear) to 5 (very appropriate or clear)** based upon your knowledge of the content area and scale construction principles. Please keep in mind that starred numbers denote items not consistent with the pilot study findings. Feel free to add any comments in the space provided next to the rankings. Additional questions about the scale are asked below the listing of items.

**Instructions for Student (For Your Review):**

The purpose of the Future Work-Life Balance Attitudes Scale is to understand millennial college women's attitudes about future work-life balance plans.

The term "work-life balance" is described as achieving satisfying experiences in all life roles. The term "attitudes" refers to the emotional, cognitive and behavioral components that influence the ways millennial college women evaluate and make decisions about their future work-life balance plans, including having a family, working, and achieving personal goals.

The Future Work-Life Balance Attitudes Scale has 48 items and takes approximately 20 minutes to complete. For each item, select one answer that best matches your attitudes using the following scale:

Strongly Agree; Agree; Neither Agree or Disagree; Disagree; Strongly Disagree

<b>Future Work-Life Balance Attitudes Scale Item</b>	<b>Content Rating (1 to 5)</b>	<b>Clarity Rating (1 to 5)</b>	<b>Comments</b>	<b>Corresponding Subscale</b>
I prioritize my family above all other competing demands.				Honoring the Family
I hope to find a sense of passion in my work.				Finding Passion in Career
I would take a job that did not provide me with a sense of purpose.				Finding Passion in Career
I see my "future self" as a working mom.				Defining Self as a Working Mom
I feel confident in my ability to manage a career and family.				Defining Self as a Working Mom
I foresee leaving my work responsibilities at the office and my family responsibilities at home.				Separating/ Distinct

The best work-life balance scenario is when I give 50% of energy to work and 50% of energy to home.				Giving 50/50
Regardless of circumstance, my future family will always be first.				Honoring the Family
If there were a problem at home, I would have a difficult time concentrating on my work.				Balancing Priorities
I do not see many boundaries between my work and home life.				Integrating
I prefer to integrate my work life with my home life.				Integrating
When I have competing demands in work and home life, I anticipate communicating with my family to understand their concerns.				Communicating
I will make decisions on which job to take based upon which job is the best fit for my home life.				Making Relational Job Choices
My future partner and I will function as a team in childcare and household activities.				Choosing a Partner
I prefer equality in household management and childrearing activities.				Building a True Partnership
*I plan to do all of the household and childrearing activities by myself.				Building a True Partnership
One of my top goals in life is to be married.				Sticking to a Timeline
One of my top goals in life is to have a child/children.				Having a Family

I have firm ideas about when I would like to have a child.				Sticking to a Timeline
I am concerned about having children after the age of 30.				Heeding the Clock
* I believe that a person's gender determines which household chores he/she should complete.				Building a True Partnership
* I anticipate that I may become a stay-at-home mother to raise a child.				Defining Self as a Working Mom
I plan to go back to work shortly after the birth of a child.				Defining Self as a Working Mom
*I am not concerned about how my body will look after the birth of a child.				Staying Youthful
I look to celebrities to inform my life decisions about when to have children.				Heeding the Clock
I am concerned about the medical risks of having children later in life.				Heeding the Clock
The media has influenced my thoughts about when to have children.				Heeding the Clock
I do not want to be perceived as an "older parent."				Staying Youthful
* Having a job that provides a stable income is more important than having a job that chases your dreams.				Finding Passion in Career
There is a set path a person takes in order to find a job that provides stability.				Constrained by Choices

*My college professors have discussed the concept of work-life balance.				Focusing on Work at Expense of Balance
My college advisors have encouraged me to get a job that provides stability over one that emphasizes work-life balance.				Constrained by Choices
* I have had a discussion with a staff or faculty member about finding a life partner.				Focusing on Work at Expense of Balance
I have had a discussion with a staff or faculty member about finding a job.				Focusing on Work at Expense of Balance
*I have discussed my non-career-oriented life goals with a staff or faculty member.				Focusing on Work at Expense of Balance
I feel that my parents are invested in me finding a life partner.				Pressuring from Parents
I believe I will base many of my decisions about managing work-life balance on what I observed in my family growing up.				Identifying Role Model
I witnessed my mother making sacrifices in her career to raise me.				Sacrificing for Family
I believe that my mother integrated me into her professional life when I was growing up.				Integrating
I think that both of my parents took responsibility for me when I was growing up.				Tag-teaming
My mother is the biggest influence on how I plan to parent.				Identifying Role Models

* My mother often took care of her own needs.				Sacrificing for Family
My mother placed her family's needs above her own.				Sacrificing for Family
*I feel aware of the challenges I will face as a future working mom.				Unsure of Challenges
While I do not know exactly how I will balance a family and a career, I feel confident that I can come up with solutions in the moment.				Figuring It Out in Moment
I feel that the type of life partner I select will influence my ability to balance work and family life.				Impact of Partner Choice
Right now, I am focused on finding a challenging career.				Unsure of Challenges
I believe work-life balance is something I will worry about later in life.				Figuring It Out in Moment

**Additional Questions:**

1) Does the Future Work-Life Balance Attitudes Scale introductory paragraph adequately explain the purpose of the instrument and define work-life balance appropriately? If not, what changes would you suggest?

2) Are the directions for completing the scale clear and easy to understand?

3) Based upon your knowledge of work-life balance, are all of the items on the scale related to work-life balance? If not, which items do not seem clearly related to work-life balance?

- 4) Do any items appear to be redundant? If so, please identify which pairs or groups.
  
- 5) Based upon your knowledge of work-life balance, can you think of any topics that are missing?
  
- 6) Do any items seem biased with regard to a participant's cultural background or other characteristics?
  
- 7) Do you have any additional feedback about the Future Work-Life Balance Attitudes Scale?

## Appendix E

### Revised Overall Future Work-Life Balance Attitudes Scale and Subscale Items after Confirmatory Factor Analysis

The purpose of the Future Work-Life Balance Attitudes Scale is to understand millennial college women's attitudes about future work-life balance plans. Millennial college women are defined in this study as unmarried women with no children who are seniors in college born after 1980.

The term "work-life balance" is defined as achieving satisfying experiences in all life roles. The term "attitudes" refers to the emotional, cognitive and behavioral components that influence the ways millennial college women evaluate and make decisions about their future work-life balance plans, including having a family, working, and achieving personal goals. Therefore, future work-life balance attitudes refer to how one thinks, feels, and behaves in regards to achieving satisfying future experiences at work, at home, in volunteer capacities, and in all ways in which one interacts with her environment.

The majority of the items on this survey ask questions about what you imagine yourself and your lifestyle to be like in the future. Please picture yourself ten to fifteen years out of college and consider the life goals you have for yourself. Other questions will ask about your upbringing and college experience and will focus on the past and the present. This is an attitudes scale with no right or wrong answers. You are encouraged to provide responses that reflect your honest views, opinions, and experiences.

The Future Work-Life Balance Attitudes Scale has 48 items and takes approximately 20 minutes to complete. For each item, select one answer that best matches your attitudes using the following scale:

**Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4), Strongly Agree (5)**

### **Defining Working Motherhood Subscale**

I plan to prioritize my family above all other competing demands in the future.

I see my "future self" as a working mom.

I feel confident in my ability to manage a career and a family in the future.

Regardless of circumstance, my future family will always be first.

I will make decisions on which job to take based upon which job is the best fit for my home life.

My future partner and I will function as a team in childcare and household activities.

One of my top goals in life is to be married.

One of my top goals in life is to have a child or children.

I am concerned about having children after the age of 30.

### **Work-Life Balance Strategies Subscale**

I plan to do all of the household and child-rearing activities by myself.

I believe that a person's gender determines which household chores he or she should complete.

I anticipate that I will become a stay-at-home mother to raise a child.

I look to celebrities to inform my life decisions about what age to have children.

The stories I hear on television and the radio or read about in the newspaper and on the Internet have influenced my thoughts about when to have children.

I feel that my parents are invested in me finding a life partner.

### **Influence of College Personnel Subscale**

Since I have been in college, my college professors have discussed the concept of combining work with home life in classroom lectures or discussions.

Since I have been in college, my college advisors have encouraged me to get a job that provides stability over one that emphasizes work-life balance.

Since I have been in college, I have had a discussion with a staff or faculty member about finding a life partner.

Since I have been in college, I have discussed my non-career-oriented life goals with a staff or faculty member.