

The copyright of this thesis rests with the University of Cape Town. No quotation from it or information derived from it is to be published without full acknowledgement of the source. The thesis is to be used for private study or non-commercial research purposes only.

ANTICIPATED WORK-FAMILY CONFLICT AMONGST
COMMERCE STUDENTS AT THE UNIVERSITY OF CAPE TOWN
(UCT)

Elisabet Harrison (HRRELL003)

Associate Professor Jeffrey natant
(Supervisor)



A dissertation submitted in partial fulfilment of the requirements for the award of the Degree
of Master of Social Sciences in Organisational Psychology

Faculty of Humanities

University of Cape Town

2009

COMPULSORY DECLARATION:

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works of other people has been attributed, cited and referenced.

Signature:  Signed by candidate Date: 

Signature removed

TABLE OF CONTENTS

	<i>Page</i>
Acknowledgements	
Abstract and Abbreviations	
Preface	6
Chapter 1: Literature Review	
1.1. The conceptualisation and definition of the anticipated work-family conflict construct	
1.2. Directionality of work-family conflict	9
1.3. Anticipated work-family conflict	9
1.4. Antecedents of anticipated work-family conflict	12
1.4.1. Maternal employment patterns	12
1.4.2. Parental models of sharing domestic and child-rearing Responsibilities	13
1.4.3. Parental levels of education	14
1.4.4. Self-efficacy to manage future work-family conflict	15
1.4.5. Positive affect and negative affect	IS
1.5. Outcomes of anticipated work-family conflict	16
1.5.1. Family-altering strategies	16
1.5.2. Career-altering strategies	17
Chapter 2: Method	18
2.1. Research design	18
2.2. Participants	18
2.3. Data collection procedure	19
2.4. Measures	19

Chapter 3: Results	23
3.1. Dimensionality of the scales	23
3.2. Reliability analysis	24
3.3. Correlation analysis	25
3.4. Multiple regression	25
3.5. Analysis of differences across groups	27
Chapter 4: Discussion	29
4.1. Directionality	29
4.2. Antecedents of anticipated work-family conflict	30
4.2.1. Maternal employment	30
4.2.2. Parental role-sharing	30
4.2.3. Parental levels of education	31
4.2.4. Self-efficacy to manage future work-family conflict	32
4.2.5. Positive affect	32
4.2.6. Negative affect	33
4.3. Outcomes of anticipated work-family conflict	33
4.3.1. Career-altering strategies	33
4.3.2. Family-altering strategies	34
4.3.3. Group differences	34
Suggestions for Future Research	36
Implications for parents, university personnel and organisations	38
Final Notes	40
References	41

ACKNOWLEDGEMENTS

Gratitude is expressed to my supervisor, Jeffery Bagraim, who provided me with valuable advice and guidance throughout all stages of the present study. I also wish to thank the webmaster, Dunfunk Mugutso, for his assistance with the web design and electronic distribution of my survey to the participants. Finally, I wish to express my gratitude to all the Commerce students of the University of Cape Town that participated in this study.

University of Cape Town

University of Cape Town

South Africa

ABSTRACT

Students who do not yet experience the demands of balancing the dual roles of work and family anticipate the conflict that the multiple role combination may entail. Anticipated work-family conflict (AWFC) was studied amongst a sample of 962 students from the Commerce Faculty at the University of Cape Town (UCT). Based on social-cognitive theory maternal employment, parental role-sharing and parental education levels were investigated as social antecedents to AWFC. Self-efficacy to manage future work-family conflict, positive affect and negative affect were proposed as personal antecedents to AWFC. Outcome variables examined in relation to AWFC: were career-altering strategies and family-altering strategies. No significant relationship was found between social antecedents and AWFC. Self-efficacy to manage future work-family conflict and negative affect significantly predicted AWFC whilst positive affect did not predict AWFC significantly in the regression model. In addition, students who anticipate work-family conflict in their future reduce their career aspirations and the number of children they intend to have, whilst not the age at which they intend to start a family. Male students were found to have significantly higher AWFC than female students. Data was obtained through a self-report questionnaire. Implications of these findings are discussed.

Keywords and Abbreviations: anticipated work-family conflict (AWFC); anticipated work conflicting with family (AWCF); anticipated family conflicting with work (AFCW); work-family conflict (WFC); work conflicting with family (WM); family conflicting with work (FCW); maternal employment; parental role-sharing; parental education; self-efficacy to manage work-family conflict (SE-WFC); self-efficacy to manage future work-family conflict (SE-MFG); self-efficacy to manage future work conflicting with family demands (SF-FWCF); self-efficacy to manage future family conflicting with work demands (SE-FFCW); positive affect (PA); negative affect (NA); career-altering strategies (CAS); family-altering strategies (FAS); gender differences; social-cognitive theory.

Anticipated work-Family conflict (AWFC) is a concept that has only been a topic of investigation in recent years following as an extension of research on work-family conflict (WFC). There is therefore limited topical research and it necessitates a thorough investigation of the WFC construct. This study investigated anticipated work-family conflict (AWFC) amongst Commerce students at the University of Cape Town (UCT). A WFC is defined as an anticipated inter-role conflict between the student's future work and family roles, where the perception of pressure from both domains is that they will be mutually incompatible (adapted from Greenhaus & Beutell, 1985). As no research has been conducted on AWFC in the South African tertiary institutional context, this investigation should provide valuable insights.

With more women entering the professional workforce over the past few decades there has been a change in contemporary family structures (Weer, Greenhaus, Colakoglu & Foley, 2006; Greenhaus & Powell, 2006; Byron, 2003). The decline of single-earner families and subsequent increase in dual-earner families has changed the demands on both parents to assume more joint responsibility to partake in child-rearing. Not surprisingly, this balancing act between work and family demands has been associated with greater work-family conflict. Work-family conflict (WFC) is a form of inter-role conflict between work and family demands, also referred to as work-family interference (Byron, 2005).

Allen, Herst, Bruck and Sutton (2000) conducted a meta-analysis depicting the consequences associated with WFC. Work-related consequences include absenteeism, a reduction in organisational commitment and an increase in turnover intention. Non-work related outcomes include depression, burnout, stress and a decrease in psychological health. A meta-analysis by Byron (2005) investigated WFC as a bidirectional construct namely work conflicting with family demands (WCF) and family conflicting with work demands (FCW). Each type of conflict was also shown to have independent antecedents.

Based on Social-Cognitive Theory (SCT) (Bossy & Bandura, 1999) one can expect that students may have formed conceptualisations of WFC and the degree to which they anticipate this type of conflict in their future. Antecedents of their A WFC that this study will investigate are parental influences of the roles their mother and father figures played as well as personality variables formed through socialization, such as self-efficacy, positive affect and negative affect. Students,

who perceive negative consequences of WC as a facet they will encounter in their future, may adjust their family plans to reduce the number of children they intend to have or to start a family at a later time in their lives. Some students have even been found to decide against having children in their future at all (Weer et al., 2006). Similarly, they may adjust their career aspirations to avoid future WFC if they see the domains of a career and family as mutually incompatible.

Given the potential value of decreasing future WFC, enabling students to manage future WFC and thereby decreasing AWFC and its associated outcomes, it is important to investigate the construct, its antecedents and outcome variables in greater depth. This study aims to increase the limited available literature on AWFC to help institutions develop interventions to decrease AWFC and subsequently, WFC. This study will also be a pioneer in the literature on AWFC in the South African context.

LITERATURE REVIEW

Seven research databases were used to conduct a literature search on anticipated work-family conflict. The research databases included Emerald, SA ePublications, PsycInfo, Humanities International Complete, Business Source Premier, Academic Search Premier and Science Direct. Various key words were entered into the search engines including "anticipated", "work", "family", "conflict", "expectation", "students", "freshmen", "maternal", "paternal", "role-sharing", "parental model", "role altering", "dual careers", "education", "self-efficacy", "positive affect", "negative affect", "number children", "family strategies", "career aspirations", "occupational plans" and "first child" in search string combinations through the advanced search option. Boolean syntax was used to ensure that variations of words did not preclude potential journals from the search results. As there has been limited published literature on anticipated work-family conflict, only a small set of relevant literature was obtained and the search phrases were adjusted to incorporate broader key terms.

The conceptualisation and definition of the anticipated work-family conflict (AWFC) construct

A description of the field of research that AWFC extends from is useful to conceptualise the construct. Inter-role conflict is the conflict that arises when compliance with the demands of one role makes participation in another role more difficult (Greenhaus & Beutell, 1985). Work-family conflict is a type of inter-role conflict that has received increased attention in recent years (Byron, 2005). Greenhaus et al. (1985) defined WEC as an inter-role conflict between work and family roles where the pressures of both domains are mutually incompatible. Three major forms of WPC have been identified: (a) Time-related conflict; (b) Strain-related conflict; and (c) Behaviour-related conflict. Time related conflict arises when the time that a role demands interferes with the demands of another role. Strain-related conflict is a stress-related symptom, such as depression and fatigue, caused by a role that reduces the individual's ability to meet the demands of another role. Behaviour-related conflict occurs when the individual is unable to adjust behaviour to contextual demands (e.g., shifting from a commanding executive role at work to the role of a nurturing father at home).

AWFC is a recent extension of the WFC. construct and there is therefore limited literature regarding students and their AWFC. How students see the world and anticipate balancing their work and family roles in the future is thought to affect decisions they make about their future careers and families. For the purpose of this study, AWFC is defined as an anticipated inter-role conflict between the student's future work and family roles where the perception of pressure from both domains is that they will be mutually incompatible (adapted from Greenhaus et al., 1985).

Directionality of work-family conflict (WFC)

There are two directions of WFC (Byron, 2005): (a) Work conflicting with family demands (WCF) and (b) family conflicting with work demands (FCW). WCF has been found to have work-related antecedents, such as the number of hours an employee spends at work, whereas FCW was found to have non-work related antecedents, such as support provided by the individual's spouse (Byron, 2005). Judge, Hies and Scott (2006) found that hostility and guilt emotions were positively related to work conflicting with family (WCF) at home and family conflicting with work (FCW) at work. Various specific organisational withdrawal outcomes, such as lateness at work and absenteeism were found by Hammer, Bauer and Grandey (2003) to differ between genders in terms of significance of directionality and organisational withdrawal outcomes. Results from their sample of 359 dual-earner couples indicated that WCF was related to lateness to work for wives whilst absence from work was related to FCW for husbands. Frone, Yardley and Markel (1997) expanded previous research that linked the outcomes of WCF and FCW. Their findings suggested that WCF and FCW were related reciprocally and mediated via work overload, work distress and increased parental overload. Furthermore, demographic, individual and cultural variables, such as coping-style and role-expectations, have been associated with both distinguished directions of conflict (Byron, 2005).

Anticipated work-family conflict (AWFC)

The anticipation of WFC is a subsection of WFC that has received little attention. Students who prepare for their future career may anticipate conflict between work and family roles and may subsequently adjust their work or family aspirations to avoid such conflict (Weer et al., 2006). AWFC is the belief that future demands from the work and family domains are bound to be mutually incompatible.

Cinamon (2006), with reference to the WFC literature, proposed two directions of AWFC: (a) anticipated work conflicting with family (AWCF) and (b) anticipated family conflicting with work (AFCW). His study was conducted using a sample of 358 students from two different universities in Israel (a country with a national culture which holds family central to individual identity). Students were found to experience AFCW to a greater extent than AWCF (Cinamon, 2006). Weer et al. (2006), in contrast, measured anticipated work-family conflict (AWFC) as a unitary construct in their research amongst 259 undergraduate business college students. Two of their items measured AWCF, two items measured AFCW and one item measured global anticipation of conflict between the roles. Similarly, several other studies measured AWFC as a unitary construct, without distinguishing the two directions identified by Cinamon (2006), as can be seen in Table I. Some studies measured constructs very similar to AWFC such as anticipated career-marriage conflict (ACMC) that focused on students' anticipated conflict in their romantic relationships compared to the focus on child-rearing (Barnett, Gareis, James & Steele, 2003). They, too, assumed that young adults may not be able to distinguish the directionality of WPC that they anticipated and therefore measured the construct as a global measure.

Proposition 1: Anticipated work-family conflict (AWFC) has two directions.

Table 1
Empirical research of AWFC

Study	Relevant variables	Findings
Weer, Greenhaus, Colakoglu & Foley, 2006	<ul style="list-style-type: none"> - AWFC - Maternal Employment (ME) - Family-altering strategies (FAS) - Career-altering strategies (CAS) 	<ul style="list-style-type: none"> - Women had higher AWFC than men - ME was positively related to AWFC for men - ME not significantly related to AWFC for women - No significant relationship between CAS and AWFC - Significant relationships between AWFC and FAS
Cimamon, 2006	<ul style="list-style-type: none"> - Anticipated work conflicting with family (AWCF) and anticipated family conflicting with work (AFCW) - Gender - Parental role-sharing (RS) - Self-efficacy to manage future work-family conflict (SE-FWFC) 	<ul style="list-style-type: none"> - Both directions of AWFC existed - Significantly higher AFCW than AWCF - Women had higher AWCF and AFCW and lower SE-FWFC - Egalitarian RS related to reduced AWFC - SE-FWFC negatively related to AWCF and AFCW
O'Shea & Kirrane, 2008	<ul style="list-style-type: none"> - Attitudes to manage the work-family interface - Parental Employment - Parental Education 	<ul style="list-style-type: none"> - Participants from dual-earner families had significantly more positive attitudes than participants from single-earner families - A positive significant relationship found between paternal education level and positive attitude to manage the work-family interface
Bu, & McKeen, 2000	<ul style="list-style-type: none"> - AWFC - Gender - Nationality (Canadian vs Chinese) 	<ul style="list-style-type: none"> - Female students had a higher level AWFC than male students - Canadian students had a higher level AWFC than Chinese students - In order of highest level of AWFC – Canadian women, Canadian men, Chinese women and then Chinese men.
Livingston, Burley, & Springer, 1996	<ul style="list-style-type: none"> - AWFC - Gender 	<ul style="list-style-type: none"> - Women experienced relatively low levels of AWFC compared to men
Hallett & Gilbert, 1997	<ul style="list-style-type: none"> - AWFC 	<ul style="list-style-type: none"> - No differences in AWFC of students who prefer role-sharing compared to students who prefer conventional sex role relationships
Barnett, Gareis, James & Steele, 2003	<ul style="list-style-type: none"> - Anticipated career-marriage conflict (ACMC) - Maternal employment (ME) - Family-altering strategies (FAS) - Maternal education - Negative affect (NA) - Gender 	<ul style="list-style-type: none"> - ME and FAS both significant predictors of ACMC, although weak correlations - Higher ME related to less ACMC and visa versa. - Students who planned to have fewer children and at later stages of their life had lower ACMC than the converse - No significant relationship between maternal education and ACMC - No significant relationship between NA and ACMC - No significant relationship between gender and ACMC

Antecedents of anticipated work-family conflict (AWFC)

Social-cognitive theory can be used to explain differences in adults' perception of work-family conflict (Hussey & Bandura, 1999), as well as the work-family conflict that students anticipate to experience in the family they plan to form in their adulthood (Ali & Saunders, 2006). Hussey et al. applies social cognitive theory by suggesting that self-concepts are formed through a combination of various social experiences. Socialisation may therefore influence the expectations that students form of potential WFC in their own futures. Social influences may also shape students' self-efficacy to manage future WFC (SE-FWFC), their positive affect (PA) and negative affect (NA). These dispositions may influence the students' self-concepts and their level of AWFC. Positive affect (PA) can be defined as the frequency of positive mood states (e.g.. alertness, enthusiasm, activity), whereas negative affect (NA) is a state of unpleasurable engagement and subjective distress and is often projected through negative mood states such as disgust, fear, guilt, nervousness and contempt (Watson, Clark & Tellegen, 1988). Social-cognitive theory contributes to the conceptualisation of the causal relationship that may exist between AWFC and its antecedents.

Various socialisation related variables have been investigated in relation to AWFC (Weer et al., 2006; Cinamon, 2006; O'Shea & Kirrane, 2008) based on social-cognitive theory (SCT) that postulates that children's self-concepts are influenced by social models and social persuasion. These variables include maternal employment patterns, parental role-sharing models and parental level of education and are investigated as social antecedents of AWFC in this study. This is followed by an investigation of the personal disposition variables self-efficacy to manage work-family conflict, positive affect and negative affect as antecedents of AWFC.

Maternal employment patterns

Weer et al. (2006) found that male students' AWFC was positively related to maternal employment but that female students' AWFC was not related to maternal employment patterns. Whether the male and female students experienced family life with their employed mother as a positive or negative experience was not measured. The employed mothers may have had insufficient coping skills to balance both their work and home responsibilities. Furthermore, Greenhaus et al. (1985) found that husbands of professional women experienced more WFC

than husbands of non-professional women which could help to explain the findings of Weer et al. (2006). The male students may have observed increased stress that their fathers experienced due to the professional working role that their mothers assumed, increasing their own AWFC. In contrast, Barnett et al. (2003) showed that both female and male students, whose mothers were employed during their childhood, anticipated less work-family conflict than students whose mothers were not employed during their childhood. Their findings were later supported by O'Shea and Kirrane (2008).

All three above mentioned studies (Weer et al., 2006; Barnett et al., 2003; O'Shea and Kirrane, 2008) did not distinguish between directionality of conflict (anticipated work conflicting with family and anticipated family conflicting with work) as related to maternal employment. O'Shea and Kirrane (2008) expanded their analysis of maternal employment patterns by examining whether both parents participated in a career; both parents participated in a job; one parent participated in a career and the other in a job; and whether one parent participated in a career whilst the other parent stayed at home. Interestingly, traditional mixed families (father in a career and the mother in a job) that the students were raised in, was the most strongly related to low AWFC, whilst a single earning parent (whilst their spouse stayed at home) was related to the highest levels of AWFC.

Proposition 2(a): Students whose mothers were employed during their childhood experience a higher level of AWFC.

Parental models of sharing domestic and child-rearing responsibilities

The extent to which a student's parents share household chores and child-rearing responsibilities may be associated with AWFC (Cinamon, 2006; Cunningham, 2001). Cunningham (2001) found that students were influenced the most by their parents' domestic role-sharing pattern as adolescents. Cinamon (2006) found no relationship between AWFC and the extent that parental models shared household duties. He did, however, find that an egalitarian child-rearing model was negatively related to anticipated work-conflicting with family demands (AWCF). This could be due to the fact that dual-earner couples could afford domestic help. Interestingly, Larsen (2004) found that egalitarian parental models were related to parental educational attainment. High education levels of parents within European countries were positively related

to egalitarian models with sharing of domestic and child-rearing whereas low skilled parents typically conformed to the traditional division of domestic and child-rearing responsibilities.

Proposition 2(b): Students whose parents shared domestic responsibilities will experience a lower level of AWFC .

Proposition 2(c): Students whose parents shared child-rearing responsibilities will have a lower level AWFC.

Parental levels of -ducation

Based on social-cognitive theory, it is reasonable to assume that parental education may affect the attitudes that parents have towards work. Larsen (2004) found that parental education was related to parental models of egalitarianism. Similarly, parental education may affect students' perception of their own future career and how this may impact on their future work and family interaction. O'Shea and Kirrane (2008) found that the AWFC of the students in their sample (N = 4 782) did not significantly differ in terms of their mothers' educational level, but a significant negative relationship was found between the students' paternal level of education and AWFC. However, the direction of the relationship of the two correlations did not differ. Mothers' and fathers' education levels were categorized into primary education, second level education, third level education and postgraduate education levels (O'Shea & Kirrane, 2008). Barnett et al. (2003) investigated maternal education level as an antecedent of anticipated career-marriage conflict (ACMC) and found no significant relationship. Similarly, Ali and Saunders (2006) found that students' paternal level of education was predictive of students' college expectations compared to no variance explained by students' maternal level of education to predict their college expectations. Based on the current affirmative action legislation in South Africa, more women are in senior positions within companies and educational differences in terms of the dominance of the number of male students compared to female students have reduced by as much as 10% in MBA qualifications at business schools over the past five years (Mathur-Helm, 2005). It is therefore plausible to entertain the concept that maternal education level may influence the pressures that women in South Africa experience, their WFC as well as the AWFC experienced by the children they raise.

Proposition 2(d): AWFC will be lower for students whose father has a higher level education.

Proposition 2(e): A WK. will be lower for students whose mother has a higher level education.

Self-efficacy to manage future work-family conflict

Self-efficacy is an individual's belief that their actions will lead to desired effects, even in the face of adversity (Bussey & Bandura, 1999). Hennessy and Lent (2008) found a negative relationship between self-efficacy beliefs and work-family conflict in their study of working mothers in the United States (N=159). Furthermore, the combination of self-efficacy and role stress was found to be a strong predictor of WFC. Self-efficacy displayed a unique variance in terms of predicting WFC and role satisfaction. It is therefore reasonable to assume that self-efficacy may play a role in students' AWFC. Although Weer et al. (2006) suggest that self-efficacy is a useful construct to understand the relationship between maternal employment and AWFC, they did not measure self-efficacy in their study. Their assumption was that maternal employment during a student's childhood fostered their self-efficacy to manage WFC in their own futures (SE-FWFC). Cinamon's (2006) findings supported Weer et al.'s (2006) assumption. Cinamon (2006) conducted her study of AWFC inclusive of the measurement of self-efficacy to manage future work-family conflict and found it to be negatively related to A WFC.

Proposition 3(a): SE-FWFC significantly explains variance in AWFC

Positive affect and negative affect

High positive affect is when a person is characterized by total concentration, high levels of energy and enjoyable engagement with others (Watson, Clark & Tellegen, 1988). Positive affect has been found to be a significant predictor of physical health (Pettit, Kline, Genco & Joiner, 2001) and considering the negative health-related effects of WFC, it may be important to investigate the relationship between PA and AWFC. Low levels of positive affect, in contrast, are when a person is in a state of lethargy and sadness. Negative affect is not the same construct as low positive affect (Watson et al., 1988). High negative affect (NA) is often projected through negative mood states such as disgust, fear, guilt, nervousness and contempt, whereas low negative affect projections are characteristics such as serenity and calmness.

Although no literature was found that relates A WPC with positive affect, drawing from the proposition that self-efficacy to manage future WFC is negatively related to AWFC, it is reasonable to expect that high levels of positive affect may be related to low levels of AWFC. This assumption is extended from the work-family enrichment literature, that emphasizes the spillover effect that one role can have on another role (Carlson, Kumar, Wyne & Grzywacz, 2006). One study was found that indicated no significant relationship between NA and anticipated career-marriage conflict (ACMC) (Barnett et al., 2003). Nevertheless, personal dispositions of positive affect or negative affect may have a spillover affect on the way students envisage their future work and family demands. The lack of studies in this domain necessitates Further investigation.

Proposition 3(b): PA is a significant predictor of AWFC.

Proposition 3(c): NA helps predict students' A WFC.

Outcomes of anticipated work-family conflict (AWFC)

A high level of AWFC may be related to various outcome variables, such as the student changing their family or work plans to accommodate for work and family demands that they believe may occur in their future.

Family-altering strategies (FAM)

Weer et al. (2006) found that students with high levels of AWFC intended to delay marriage, avoid having children and limit the number of children they have. Men were more likely than women to decide against having children at all. The study conducted by Barnett et al. (2003) supported these findings. Their study sample consisted out of 324 college seniors (N=324) and measured family-altering strategies in terms of expected age the student intends to marry and the expected age they intended to start a family. The results indicated a significant positive relationship between the anticipation of career-marriage conflict (ACMC) and expected age of both marriage and childbearing.

Proposition 4(a): AWFC helps predict the number of children students plan to have.

Proposition 4(b): AWFC helps predict the age at which students plan to have children.

Career-altering strategies (CAS)

Career-altering strategies include the reduction of career aspirations by students to accommodate future family aspirations (Weer et al., 2006). No relationship has been found between AWFC and career-altering strategies. The latter may be due to students who were focused on their career at that time in their lives. This focus may shift at a later age in their lives and may have already shifted for young women who have decided not to study so that they can focus on and fulfill their marriage and family intentions. There is limited research that measures the relationship between AWFC and the outcome variable, career-altering strategies. Weer et al.'s (2006) assumption that there may be a causal relationship merits further investigation as it appears to be a logical deduction.

Proposition 4(c): AWFC significantly explains variance in CAS.

METHOD

There are four subsections in this chapter. Firstly, the research design is reviewed. This is followed by a detailed description of the participants in this study. The third section consists of a presentation of the method followed to collect the data. Finally, a definition and explanation of the different scales used to measure the constructs is presented.

Research Design

This quantitative study adopts a descriptive research design as it describes the relationship between the construct anticipated work-family conflict (AWFC) and various proposed antecedents and outcome variables. A cross-sectional self-report survey was applied with the intention of presenting a description of the sample at a given point in time.

Participants

The sample consisted of Commerce (N=962) students at UCT. A total of 991 (N=991) completed questionnaires were returned via email (N=6440). The student ages ranged between 17 years and 28 years. The majority of the students were 21 years of age (N=166) ($SD = 1.86$). There was slightly more female respondents (N=433) than male respondents (N=404). The remaining number of respondents did not complete this survey item. Of the total amount of Commerce students that responded to this item (N=838), (N=292) 35% were White. (N=310) 37% were Black, (N=90) 1% were Coloured and (N=115) 14% responded as 'Other'. A small number of students (4%) preferred not to state their race (N=31). The majority of students (89%) intended to marry and have children (N=742) in the future, but were not married yet. Most of the students were raised by a mother-figure that worked full-time (58%) (N=483) and a father-figure that worked full-time (85%) (N=716).

The students (N=862) predominantly indicated that their mothers had a university degree or diploma (N=336) whilst some indicated that their mothers did not complete Grade 12 (N=131). Similarly, most of the students' (N=859) paternal education levels consisted of a degree or diploma (N=307) whilst few indicated that their paternal education was lower than Grade 12 (N=74). Paternal education at post-graduate level (N=255) was also common as well as maternal education at postgraduate level (N=161).

Parental sharing of household chores (N=859) was mostly conducted by their mothers (N=439) whilst a large number of students indicated that their 'domestic worker' (N=286) conducted most of their household chores. Only a small number of students indicated that their parents shared household tasks equally (N=92). Fathers who conducted most of the house work were marginal (N=7). Similarly, of the total number of respondents to this item (N=858), the majority of students (65%) indicated that their mother figures were responsible for most of the child-rearing responsibilities (N=557). Some students (26%) indicated that 'both parents' (N=221) shared child-rearing responsibilities equally and only a few students (9%) had indicated that their father figure, a child-minder or another family member assumed most of the child-rearing responsibilities during their childhood (N=16; N=28 and N=32, respectively).

Data Collection Procedure

A self-report survey was sent to the Commerce students through the university email facility. Many of the items were scales adapted from previous literature and had five-point Likert rating scale response options. Prior to administration of the survey, the Ethical Committee approved the integrity of the survey items and the Dean of the Commerce Faculty was contacted to obtain consent to send out the survey to all Commerce students. A form was attached to the survey that provided the students with procedural instructions, the purpose of the survey and a declaration of confidentiality. Furthermore, one of the students won a R500 gift voucher prize that was intended to encourage students to complete the survey. The student who won the prize was selected through drawing his name randomly out of a box. Responses were checked for errors and surveys with missing or incomplete data were eliminated from the study. Respondents who did not meet the unmarried and child-less requirements were removed from the sample.

Measures

Anticipated work-family conflict was measured by adapting Gutek, Searles and Klepa's (1991) eight item measure of work-family conflict to the future tense (N=962). Four of the items measured anticipated work conflicting with family demands (AWCF) and four of the items measured anticipated family conflicting with work demands (AFCW). A 5-point Likert response scale was used to measure the construct, with 1 being 'strongly disagree' and 5 being 'strongly agree'. Students were expected to think about their expectations of future conflicts

between work and family demands. In Gutek et al. (1991), the coefficient alphas were .81 and .79 for work conflicting with family (WCF) and family conflicting with work (FCW), respectively. An example of an item from the scale is "After work, I will come home too tired to do some of the things I'd like to do".

Six items with the highest factor loadings of the ten-item Self-efficacy for Work-Family Conflict Management Scale (SE-WFC) (Hennessy & Lent, 2008) were adapted to future tense to measure the respondent's *self efficacy for managing future work-family conflict (SE-FWFC)*. Three of the items measured the students' self-efficacy for managing future work conflicting with family responsibilities (SE-FWCF) and three items measured the students' self-efficacy for managing future family conflicting with work responsibilities (SE-FFCW). An example of an item includes "I am confident that you could invest in your job even when under heavy pressure due to family responsibilities". A ten-point response option to each item, ranging between 0 = Complete lack of confidence and 9 = Totally confident, was used to measure the construct. Hennessy and Lent (2008) reported Cronbach alphas of .90 for SE-FWCF and .89 for SE-FFCW.

Family-altering strategies were measured by three items based on research by Weer et al. (2006). The first item questioned students regarding their intention to have children in the future. The second item assessed at what age students intended to start having children. Following their response to the second item, the third item assessed how many children students intended to have. Response options to the first item included 'yes', 'no' and 'unsure'. The second item was open-ended and the third item gave students response options ranging between one and seven children.

Career-altering strategies were measured through the use of a single self-formulated item that assessed whether students made a conscious decision to restrict career aspirations to devote more time to family demands. A five-point Likert scale was used.

Positive affect (PA) and *negative affect (NA)* were assessed by including the positive and negative affect schedule (PANAS) in the survey (Watson et al. 1988). Students' positive and negative affect during the past 7 days were assessed. The PANAS consists of twenty items. Ten items form a part of a scale that measures positive affect (PA) and the other ten items

measure negative affect (NA). Each PA item presents a positive mood descriptor such as "excited" whereas NA items present a negative mood descriptor such as "distressed". The items required students to choose from a five-point response scale that ranged between 'very little' and 'extremely' to rate the degree to which they had experienced each mood descriptor over the past 7 days. In Watson et al. (1988) they found the PA Cronbach alpha coefficient to be .88 and the NA Cronbach alpha coefficient to be .85.

Marital status was divided into (a) Married with children; (b) Married without children; (c) Divorced with children; (d) Divorced without children; (e) Widowed with children; (f) Widowed without children; (g) Single, but I intend to marry and have children; (h) Single, but I intend to marry and not have children; (i) Single and I don't intend to marry or have children; and (j) Unsure.

The student's *parental employment patterns* during the student's childhood were questioned. Students were asked to indicate whether each of their parents were in part- or full-time employment during their childhood (Weer et al., 2006).

Parental highest level of education categorized responses into the following options: (a) first level education (did not complete Grade 12); (b) second level education (highest attainment Grade 12); (c) third level education (highest attainment a university degree or diploma) and (d) postgraduate education (a postgraduate degree obtained) for each of the student's parents (O'Shea & Kirrane, 2008).

Parental sharing of household responsibilities was measured by one item with five responses that the respondents could choose from. The response options indicated whether 'my mother figure', 'my father figure', 'both my parents', 'another family member' or the 'domestic worker' conducted most of the house-work. The item and first three response options were adapted from Cinamon (2006) to include the fourth and fifth response options. Response option one represents the traditional model whereas the third response option represents an egalitarian model.

Parental shoring of childcare responsibilities was measured in a similar way to parental sharing of household responsibilities. Similarly all item with live response options were adapted from Cinamon (2006) and administered to the students to indicate whether 'my mother figure', 'my father figure', 'both my parents', 'another family member' or the 'child-minder' assumed most of the child-rearing responsibilities.

University of Cape Town

RESULTS

There are five parts in this section. The result of the factor analysis is the first part. Factor analysis examines the dimensionality of the scales used in this study. Subsequently the second part of the results section is the reliability analysis, with the use of Cronbach's coefficient alpha, to determine the acceptability of the measure to deliver consistent results. Thirdly, a correlation analysis is conducted to examine the intercorrelation amongst all variables. The correlation matrix indicates the significance, direction and strength of each relationship. The fourth part of this section is a multiple regression analysis that is used to determine the causal relationship between anticipated work-family conflict (AWFC) as the dependent variable, and multiple independent antecedent variables, as well as simple regression analyses of AWFC as the independent variable with career-altering strategies (CAS) and family-altering strategies (FAS), respectively, as the dependent outcome variables. Lastly, ANOVA is the final part to this section that examines the differences across groups.

Dimensionality of the Scales

Exploratory factor analysis was used to assess the dimensionality of the scales. Given the objective of detecting structure, the principle axis method with varimax normalized rotation was used. Kaiser criterion (retaining Eigenvalues > 1) was applied and scree plots were scrutinized. One factor for *anticipated work-family conflict* (A RTC) emerged. This was contrary to the expectation of finding two distinct directional factors. The eighth item had a low factor loading and was removed from the scale. The seven remaining items loaded on a single factor and had an Eigenvalue exceeding 2 ($\lambda^2=961$). Implementing the application of principle component analysis showed two distinct factors, however, as the principle axis method is better suited to detecting structure, the principle axis result was accepted. These findings did therefore not support proposition 1.

Items measuring both self-efficacy to manage future work conflicting with family (SE-FWCF) and self-efficacy to manage future family conflicting with work (SE-FFCW) loaded on one factor. The use of the principle axis method revealed the same result as AWFC. The unidimensional scale was therefore labeled *self-efficacy to manage future work-family conflict* (SE-FWa)(Eigenvalue of 3.03; $N=926$).

Principle axis factoring loaded the *positive affect* (PA) items and the *negative affect* (NA) items onto two distinct factors after varimax normalized rotation (see Table 2). All twenty PANAS items (10 PA and 10 NA) were kept as all the factor loadings were above .49 (N=855). An examination of the scree plot supported a two factor structure.

Table 2

Factor Matrix of the two factors (positive and negative affect schedule – PANAS)

PANAS descriptor	Positive Affect	Negative Affect
Interested	0.639	-0.086
Alert	0.511	0.027
Excited	0.639	-0.109
Inspired	0.705	-0.097
Strong	0.661	-0.156
Determined	0.707	-0.018
Attentive	0.643	-0.059
Enthusiastic	0.786	-0.045
Active	0.659	-0.114
Proud	0.640	-0.133
Irritable	-0.188	0.492
Distressed	-0.104	0.579
Ashamed	-0.072	0.492
Upset	-0.182	0.614
Nervous	0.059	0.595
Guilty	-0.038	0.507
Scared	-0.001	0.699
Hostile	-0.076	0.539
Jittery	-0.033	0.583
Afraid	-0.077	0.704

Note. Extraction Method: Principal Axis Analysis. Rotation Method: Varimax normalization. An Eigenvalue of 5.049 for the PA scale and an Eigenvalue of 2.951 for the NA scale with a cumulative explained variance of 40%. N = 855

Reliability Analysis

Internal reliability of each scale was measured using Cronbach's coefficient alpha and is presented on the diagonal of Table 3. All the scales obtained a Cronbach alpha coefficient above .7 which is an acceptable level (Hair, Black, Babin, Anderson, & Tatham, 2006). A strong Cronbach alpha coefficient of .75 was obtained for the .4{41^C7 scale, with an average inter-item correlation of .31.

Correlation Analysis

Similar to the findings of Weer et al., (2006), the correlations between AWFC and its associated variables were significant. (see Table 3). The Pearson correlation coefficient was used.

Table 3

Means, standard deviations, correlations and Cronbach alpha coefficients for all variables.

Variable	M	SD	1	2	3	4	5
1. CAS	2.276	1.077	-				
2. AWFC	2.756	0.616	0.14***	(.75)			
3. SE-FWFC	6.343	1.194	-0.15***	-0.30***	(.86)		
4. PA	3.358	0.833	-0.14***	-0.18***	0.33***	(.89)	
5. NA	2.277	0.786	0.09*	0.16***	-0.18***	-0.21***	(.84)

Note. * $p < .05$; ** $p < .01$; *** $p < .001$. CAS = Career-altering strategies, AWFC = Anticipated work-family conflict, SE-FWFC = Self-efficacy to manage future work-family conflict, PA = Positive Affect, NA = Negative affect. *N*s ranged between $N = 855$ and $N = 951$.

Multiple Regression

Multiple linear regression analysis was conducted between anticipated work-family conflict (AWFC) and its proposed antecedents (see Table 4). Approximately 10.2% of the variance in the dependent variable (AWFC) was explained by SE-WFC, PA and NA ($R^2 = .102$; $p < .001$; $N=845$). The overall effect size was classified as small ($f^2=0.114$), but just short of medium in terms of Cohen's (1992) criteria (small effect size = $p=0.02$: medium effect size = $f^2=0.15$). SE-WFC makes the strongest significant contribution ($\beta = -.250$, $p < .001$) to explaining student's AWFC, followed by NA ($\beta = .109$, $p < .01$). PA did not significantly predict students' AWFC in this model. The tolerance value of each independent variable is high (above .86) indicating that there was no multi-collinearity. A normal probability plot of residuals was plotted to test the assumption of normality, linearity, outliers, independence and homoscedasticity of residuals (Tabachnick & Fidell, 2007). The results from this regression model therefore support proposition 3(a) and 3(c), but are not consistent with proposition 3(b). The high correlation between PA and SF-WFC (as seen in the correlation matrix) could explain the result.

A simple linear regression was conducted with *Career-altering Strategies (CAS)* as the dependent outcome variable and AWFC as the independent variable. AWFC explains 1.7% of the variance ($R^2 = .017$; $p < .001$) of CAS (N=857). The contribution of AWFC to predict CAS was significant ($\beta = .132$, $p < .001$). The effect size estimate ($f^2=0.017$), however, is small in terms of Cohen's (1992) criteria (small effect size $f^2=0.02$). Proposition 4(c) is therefore supported by the results.

A simple linear regression was conducted with the outcome variable *number of children students anticipated having (NUMCHLD)* as the dependent variable and AWFC as independent variable. AWFC significantly predicts NUMCHLD ($\beta = .101$, $p < .01$). A variance of 1% is explained ($R^2 = .010$; $p < .01$) (N=837). The effect size ($f^2=0.010$), which is below the threshold for a small effect ($f^2=0.02$), indicates the low power of this result and suggests caution interpreting the statistical significance that supports the acceptance of proposition 4(a).

There was no significant prediction ($p = .417$) by AWFC as independent variable of the *age at which students intended to have their first child (FSTCHLD)* as dependent outcome variable (N = 760) in a simple linear regression. Proposition 4(b) was therefore not supported by the findings, as the students' level of AWFC does not cause them to significantly alter the age at which they intend to start having children.

Table 4

Multiple Regression Analysis: DV = AWFC

Variables	β	Standard error	P
SE-FWFC	-.250	.035	.000***
PA	-.064	.035	.067
NA	.109	.033	.001**

Note. AWFC = Anticipated work-family conflict. SE-FWFC = Self-efficacy to manage future work-family conflict. PA = positive affect. NA = negative affect. * $p < .05$. ** $p < .01$. *** $p < .001$.

Analysis of Differences across Groups

ANOVA was used to investigate whether AWFC differs across groups of students with different demographic properties as well as across students with different social backgrounds.

Gender and race

ANOVA was used to analyse the level of AWFC across gender and race groups. The one-way ANOVAs revealed that the levels of AWFC differed significantly across both gender ($p = .041$) and race ($p = .049$). In terms of gender, *female students* had significantly lower levels of AWFC ($M = 2.72, SD = 0.62$) than *male students* ($M = 2.80, SD = 0.60$). The average AWFC score for each gender and race group is indicated by *AI*. Differences across race groups were also significant ($p = .049$). Coloured students experience the highest level of AWFC ($M = 2.85, SD = .59$), followed by White students ($M = 2.81, SD = .58$), Indian students ($M = 2.77, SD = .57$) and lastly Black students ($M = 2.68, SD = .66$).

Difference amongst students with different background variables

Interestingly, significant differences in terms of AWFC were not found between different groups of: socio-economic status; maternal employment patterns; maternal and paternal education levels; and whether students' parents participated in role-sharing. Propositions 2(a-e) were therefore not supported by the research results.

A summary of the findings is presented in Table 5.

Table 5
Summary of findings in terms of the research propositions

Proposition number	Description	Findings
Proposition 1	AWFC has two directions	Not supported
Proposition 2(a)	Students whose mothers were employed during their childhood experience a higher level of AWFC	Not supported
Proposition 2(b)	Students whose parents shared domestic responsibilities will experience a lower level of AWFC	Not supported
Proposition 2(c)	Students whose parents shared child-rearing responsibilities will have a lower level AWFC	Not supported
Proposition 2(d)	AWFC will be lower for students whose father has a higher level education	Not supported
Proposition 2(e)	AWFC will be lower for students whose mother has a higher level education	Not supported
Proposition 3(a)	SE-FWFC significantly explains variance in AWFC	Supported
Proposition 3(b)	PA is a significant predictor of AWFC	Not Supported
Proposition 3(c)	NA helps predict students' AWFC	Supported
Proposition 4(a)	AWFC helps predict the number of children students plan to have	Supported
Proposition 4(b)	AWFC helps predict the age at which students plan to have children	Not supported
Proposition 4(c)	AWFC significantly explains variance in CAS	Supported

DISCUSSION

This study extended the literature on anticipated work-family conflict (AWFC). Antecedents and outcomes of AWFC in the South African context were identified and this discussion reflects the findings.

Directionality

A confirmatory factor analysis was used to investigate the directionality of AWFC (A WCF and AFCW). Contrary to expectation, based on findings in other studies that used the same WFC scale converted into future tense (Cinamon, 2006; Gutek et al. 1991), the two directions of AWFC were not distinguished by the sample students in this study. The results therefore indicated that students do not perceive a difference in terms of their future work conflicting with their family (A WCF) or their future family conflicting with their work (AFCW) demands. The four items measuring AFCW and AWCF were subsequently combined into a single scale measuring anticipated work-family conflict (AWFC). A unitary scale of the variable AWFC, that does not distinguish between AWCF or AFCW, has been used in many other studies (Weer et al., 2006; O'Shea & [inane, 2008; Bu et al., 2000; Livingston et al., 1996).

A similar result was obtained for the scales that measured the two directions of self-efficacy to manage future work-family conflict (SE-FWFC). These two directions are self-efficacy to manage future work conflicting with family demands and self-efficacy to manage future family conflicting with work demands (SE-FFCW and SE-FWCF), respectively. The application of this scale on our sample students did not distinguish between the two directions of conflict as it had in previous studies (Hennessy et al., 2008). The results therefore indicated that both AWFC and SE-FWFC were each perceived by students as unidirectional. These two similar results may indicate that students do not perceive one direction of conflict to be separate or different from another direction of conflict. Perhaps these findings can be attributed to the lack of insight of students, who have not yet experienced WFC, to envisage the distinction of one type of conflict compared to the other. They have not yet experienced the distinct pressures that participation in work roles and family roles could have on one another. This result appears to confirm Barnett et al.'s (2003) assumption that the distinction would not be clear to students.

Antecedents of AWFC

Contrary to proposition 2, there was no significant difference found in terms of the AWFC of students with different background variables.

Maternal Employment

Whether a student's mother was employed during their childhood and whether the student's mother stayed at home, did not correspond to a significant difference in the student's level of AWFC. Weer et al. (2006) had found that female students differed significantly in their AWFC in terms of their mother's employment patterns, but no significant difference was found in the A WIT. of male students. Weer et al. (2006) speculated that perhaps female students are influenced by whether their mother successfully coped with work-family conflict, not merely whether their mothers were employed during their childhood. In this study we tested the students' perception of whether both their mother and father successfully coped with competing work-family demands with a single self-report item. No significant relationship was found between perception of parental coping with WPC and student's AWFC, which contradicts Weer et al. (2006)'s explanation of their result. Our finding also contradicts other findings that indicate maternal employment as significantly related to AWFC (Barnett et al., 2003; O'Shea & Kirrane, 2008). The students in this study appear to see their own future work-family conflict as removed from their childhood family experience of maternal employment and the subsequent expectations of competing work and family demands.

Parental role-sharing

There was no significant difference found in terms of AWFC of students whose parents shared domestic responsibilities or child-rearing responsibilities. The finding that there is no significant relationship between parental sharing of domestic responsibilities and AWFC is in accordance with results by Cinamon (2006). The result of no significant difference in terms of AWFC of students whose parents share child-rearing responsibilities was surprising, as it contradicted findings in previous literature (Cinamon, 2006; Larsen, 2004) and appears to be counter logic. Perhaps the South African culture of the reliance on domestic help and the changes in South Africa in terms of equitable careers of men and women caused the students to perceive the role-sharing dynamics of their parents to be outdated and unrelated to their own future family roles, expectations and AWFC. Furthermore, one can speculate that participation

in role-sharing did not necessarily decrease work-family conflict for all parents. Although some research found that fathers who participate in sharing household responsibilities can increase their mental health (Barnett & Hyde. 2001), the expectations of home role participation could also lead to increased work-family conflict between couples who follow more equitable role-sharing practices. Conflict could, for example, occur due to disagreement about which tasks each parent is responsible for and to what degree.

Paternal levels of education

A similar result was found in terms of the students' maternal and paternal education level, which contradicts findings by O'Shea and Kirrane (2008) who found a significant negative relationship between students' paternal level of education and AWFC. O'Shea and Kirrane's (2008) finding of no significant relationship between maternal level of education and AWFC was confirmed in this study. O'Shea and Kirrane (2008) suggested that increased parental education enhanced egalitarian role-sharing which in turn influenced their children's gender role-sharing expectations and thereby reducing their level of AWFC. This reasoning does not apply to the results of this study as there was no significant difference in terms of AWFC of students whose parents participated in role-sharing. In contrast to O'Shea and Kirrane's (2008) findings, this study found no significant relationship between paternal level of education and AWFC. Both maternal and paternal education is unrelated to the students' level of AWFC of Commerce students at UCT. The lack of job opportunities in South Africa could explain this findings as students realise that education is necessary to secure future job prospects regardless of their parents' level of education and whether this contributed to work-family conflict for their parents. In addition, students may be aware that increased resources due to secure employment could enable them to afford child-care facilities and domestic assistance.

These results indicate that the students in this sample did not perceive the social influence of their parent's employment patterns, role-sharing or education as impacting on their own expectations of future work-family interaction and the possible conflict this could entail. Three personal disposition antecedents were also investigated in relation to their influence on AWFC. These include self-efficacy to manage future work-family conflict (SE-FWFC), positive affect (PA) and negative affect (NA).

Self-efficacy to manage (future work-family conflict (SE-FWFC)

The findings of this study indicated that *SE-FWFC* is significantly predictive in explaining the variance of *AWFC* ($\beta = -.250, p < .001$). Therefore, the more a person has the belief that they will be able to manage work family conflict in the future, the less they anticipated work-family conflict. Self-efficacy is the belief that intended actions will lead to desired consequences (Bussey & Bandura, 1999) and therefore the students' belief that they can manage future work-family conflict decreases their anticipation thereof. This result was supported by findings by Cinamon (2006). Whether the student's *SE-FWFC* belief is realistic, should be considered when determining consequences related to *AWFC*. Students with a high *SE-FWFC* and subsequent low *AWFC* may therefore be ill prepared for *WFC* in their future when they realise that the competing demands of time, effort and stress between their work and family roles are more cumbersome than they anticipated. In contrast, existing literature has found self-efficacy to be related to increased workplace success (Judge & Bono, 2001). Perhaps even the students with unrealistic expectations, but high self-efficacy, will adapt more easily to the reality of *WFC* in their future.

Positive Affect (PA)

Positive affect was not significantly predictive of *AWFC* ($\beta = -.064, p = .067$) when investigated in the multiple regression analysis model together with the other personal variables (*SE-FWFC* and *NA*). In the correlation analysis, however, *PA* was significantly related to *AWFC* ($r = -.18, p < .001$). This result indicates that a more complicated interaction exists between the personal variables and *AWFC* and will require further investigation in future research. Positive affect, when measured independently, is significantly related to students *AWFC* and a spillover of positive mood to future projections of role interaction is therefore assumed. The student's disposition to *PA* as a consistent characteristic becomes important. *PA* has been shown to have long-term benefits in terms of growth and resilience as it encourages learning, social integration and physical well-being (Fredrickson & Lusada, 2005). Increased social integration may lead to an extended social support network which in turn will enable the individual to cope with future multiple role demands successfully. *PA* influences students' perceptions of future *WFC* as well as increasing perceived ability to cope with future *WFC*.

Negative OM

NA had significantly predicted the student's AWFC ($\beta = .109, p < .01$). This finding contradicts previous literature findings (Barnett et al., 2003) that indicated a non-significant relationship between NA and anticipated career-marriage conflict (ACMC). Perhaps the result of this study differs from Barnett et al. (2003) because the focus shifted from marriage to family. The result in this study confirms a spill-over effect of negative emotion to the student's level of AWFC, whereby an increase in the student's disposition to NA may lead to an increase in their AWFC. The relationship, however, was weak and can therefore be seen as influenced by other constructs. The significant prediction may be attributed to the possibility that the students with high NA have a false belief or emotional continuity, whereby they believe that current emotions will be propagated into their future and hence lead to increased anticipation of future WF311. Perhaps the persistence of negative emotions may lead to social isolation and thereby a lack of reliance on a social support structure, which may render the concept of work and family interaction to be a potential source of conflict.

Outcomes of AWFC

The outcome variables investigated as possible consequences of AWFC in proposition 4 were career-altering strategies, having children at a later age in their lives and the number of children students intended to have.

Career-altering strategies (CAS)

Career-altering strategies was found to be a significant outcome variable in this study. The more a student anticipated work-family conflict, the more the student lowered their career aspirations. The relationship, however, was low in statistical power, but is nevertheless an important finding in terms of knowledge of potential negative consequences of AWFC. As the sample consisted of students, the results could be influenced by range restriction, as no non-student young adults are included. Young adults who decided against studying towards a career were not included in this study. The finding in this study contradicts previous research findings of no relationship between AWFC and CAS (Weer et al., 2006). This could be due to cultural influences particular to the South African context.

Family-altering strategies (1145)

Interestingly, AWFC did not influence the age at which students preferred to start a family. This finding contradicts the Finding by Weer et al. (2006) who found that high levels of AWFC was related to delaying marriage. Perhaps the multicultural context in South Africa makes it difficult to estimate whether AWFC had changed the student's perception of the best age to have children. Different cultures favour different ages of starting a family which makes the investigation of a universal change in these plans a difficult task. Furthermore, other factors could also have an influence on the age at which students wish to start a family. Some students, for example, may wish to start a family at an earlier stage in their lives whilst they still have the physical resources to participate in physical activities with their children. Others may decide to delay having children until they have the financial resources to better provide for their children. Weer et al. (2006) also found that AWFC influenced the number of children students intended to have. This study's results supported the findings of Weer et al. whereby AWFC significantly predicted the number of children students intended to have. This may be due to the sample consisting of students who by studying indicate their personal sense to take responsibility for their futures. The equation might be made that more children equals more responsibility and financial resources thus reducing the number of children they plan to have to avoid conflict.

Grow? differences

Weak, but significant, gender differences were found. Female students had significantly lower levels of AWFC than men which is in accordance by the findings of Cinamon (2006) who found weak gender differences in her research. Cinamon (2006), however, found that women experienced higher levels of AWFC than men. This result supports the findings by Livingston et al. (1996) who also found women to experience higher AWFC than men. Furthermore, Cinamon (2006) had found that male students had significantly higher SE-FWFC than female students. The same result was yielded by this study. Cinamon's result of significantly higher AWFC for women combined with significantly lower SE-FWFC makes sense. A person with lower self-efficacy would logically anticipate a higher degree of work-family conflict as they do not feel confident that they would be able to manage the potential work-family conflict in their future. Interestingly, the results of this study indicate that women experience significantly

lower AWFC than men, yet women have lower SE-FWFC than men. It is therefore highly possible that other variables attributed to the seemingly contradictory findings.

As with gender differences weak but significant racial differences were found in terms of level of AWFC. Although no other research was found in the South African context to explain racial differences, cultural differences have been cited in Ku and McKeen (2000) in their study of AWFC amongst Chinese and Canadian students. Chinese students were found to expect less difficulty in balancing work and family demands than Canadian students. Further research pertaining to the WFC dynamics of the different racial groups in South Africa, may provide valuable insights that explain the differences in AWFC experienced.

University of Cape Town

SUGGESTIONS FOR FUTURE RESEARCH

This study expanded the gap in the literature pertaining to AWFC, its antecedents and outcome variables, and suggests a few areas that necessitate further exploration:

- 1) A longitudinal research design would provide valuable information regarding whether student's anticipated work-family conflict changes over time. The current study used a cross-sectional research design which limits the inference of causal relationships.
- 2) Further studies of anticipated work-family conflict could include measures of parental role attitudes and family structures. The latter combined with information of the student's own role expectations would enable the confirmation or contradiction of social-cognitive theory. This study found no relation between Family and childrearing practices the students experienced and their anticipation of work-family conflict. Perhaps today's changing family structures, increased flow of information and multicultural influences decrease the influence of parental models on their children.
- 3) Further studies should investigate the directionality of anticipated work-family conflict in the South African context. As directionality of anticipated family conflicting with work (AFCW) and anticipated work conflicting with family (AWCF) was not distinguished in the current study, it would be an important confirmation if this result was obtained by another study. A suggestion would be to include students who study a more specific area of study, as Commerce includes a wide range of business qualifications.
- 4) Young school-leavers that have decided to enter the workforce without studying should be included in a study of anticipated work-family conflict and career-altering strategies. It is possible that individuals who have a high anticipation of work-family conflict decide against studying to avoid future WFC.
- 5) Cinamon (2006) states that anticipated work-family conflict is an extension of the work-family conflict literature. More literature pertaining to work-family conflict experienced in the South African domain would be beneficial and may enhance our understanding of the

anticipated work-family conflict construct. Does parental level of education, for example, influence parental role-sharing or WPC in the South African context?

- 6) Although some personal characteristics were measured as antecedents of anticipated work-family conflict, the confirmation of self-efficacy to manage future work-family conflict as explaining moderate variance in terms of students' anticipation of work-family conflict, indicate that other personality variables should be explored as antecedents of anticipated work-family conflict. Independence, for example, could well be an antecedent of anticipated work-family conflict since students who are highly independent may anticipate higher work-family conflict as they may not wish to follow norms held by other members of their generation.
- 7) Career-altering strategies and family-altering strategies should be investigated in greater detail in future research. Perhaps family-altering strategy questions should be reconstructed to incorporate whether students had adjusted their family strategies due to anticipated work-family conflict instead of measuring the ideal age they would like to start a family.

IMPLICATIONS FOR PARENTS, UNIVERSITY PERSONNEL AND ORGANISATIONS

Empirical findings have linked work-family conflict to negative outcomes such as absenteeism, an increase in turnover intention, burnout, stress and a reduction in organisational commitment (Allen, Herst, Bruck & Sutton, 2000). It is therefore in the organisation's best interest to equip students with the skills necessary to avoid such conflict. In addition, the anticipation of work-family conflict has been found in this study to affect students' future career plans and the number of children they intend to have. With the current growing skill shortage (Frank, Finnegan & Taylor, 2004) organisations could well lose potential talent as students lower their career aspirations to avoid future work-family conflict. Career counselors should be aware of anticipated work-family conflict and the effect this may have on students' career choices. Similarly, the outcome of altered family plans may lead to internal conflict for the student at a later stage in their lives or conflict in the student's future relationships.

The findings that different parental role-sharing models, parental education and maternal employment did not influence the students' anticipated work-family conflict, should not detract from parental responsibility to prepare students with the skills they need to avoid and manage the demands that participation in multiple roles may place on the student in the future. Knowledge of anticipated work-family conflict and its outcome variables should help parents, teachers and university staff manage this variable and identify individuals who are affected by their anticipation of work-family conflict.

The personal antecedents identified (self-efficacy to manage future work-family conflict; positive affect; and negative affect) will enable school and university programs to enhance self-efficacy to manage future work-family conflict and positive affect in students. A vehicle for such programs could be motivational speakers and self-awareness workshops. Students who have high levels of negative affect could be counseled to encourage their awareness of the relationship between negative affect and anticipated work-family conflict as well as the positive benefits associated with positive affect and self-efficacy in terms of future success.

Students could potentially engage in discussions regarding conflict in balancing work and family roles, exploring both potential directions of the conflict, even though they may not yet have experience of work conflicting with family or family conflicting with work. An awareness of both types of conflict and their different antecedents (Byron, 2005) may help students identify the cause of work-family conflict more efficiently in their future or avoid such conflict by making organisational choices that sustain their preferred lifestyle. As future business leaders, students will be able to recognise the effects of work-family conflict of the employees they manage and support employees to reduce such conflict.

University of Cape Town

FINAL NOTES

Several developments of the anticipated work-family conflict (AWFC) literature were achieved in this study. The limited literature of AWFC was extended, thereby addressing the current gap in the literature of the construct. The bi-directionality of AWFC, as identified in previous studies (Cinamon, 2006) was not distinguished by our participants. AWFC was therefore interpreted without direction and measured against a number of antecedents and outcome variables.

Personal antecedents that increase and reduce AWFC were identified. Self-efficacy to manage Future work-family conflict (SE-FWFC) emerged as a noteworthy antecedent of AWFC, thereby confirming findings of Cinamon (2006). SE-FWFC predicted AWFC and this knowledge could assist parents, teachers and lecturers to manage AWFC and reduce negative outcomes thereof. A reduction of career aspirations and number of children students intended to have are significant, but weak, outcomes of AWFC confirmed by this study. This knowledge could have implications for future research as well as the practical teaching methods of institutions that encourage the attainment of career aspirations amongst youth.

Contrary to previous findings, AWFC did not significantly differ in terms of the background variables investigated: maternal employment; parental role-sharing; and parental education levels. These findings were surprising and call for further exploration in future research. The same applies for the non-significant relationship found between AWFC and the outcome variable age at which students intended to start a family (FSTCHLD). Future research should explore the measurement of the construct in a different way.

The most important contribution of this study is the application of AWFC to the South African context. No previous literature regarding AWFC, its antecedents and outcome variables, was conducted in South Africa and this study is therefore a valuable contribution to South African empirical research.

References

- Allen, T.D., Flerst, D.E.L., Bruck, C.S., & Sutton, M. (2000). Consequences associated with work-to-family conflict: A review and agenda for future research. *Journal of Occupational Health Psychology, 5*, 278-308.
- Ali, S.R., & Saunders, J.L. (2006). College expectations of rural Appalachian youth: An exploration of social cognitive career theory factors. *The Career Development Quarterly, 55*, 38-51.
- Barnett, R. C., Gareis, K.C., James, & Steele, J. (2003). Planning ahead: College seniors' concerns about career-marriage conflict. *Journal of Vocational Behavior, 62*, 305-319.
- Barnett, R.C., & Hyde, J.H. (2001). Women, men, work, and family. *American Psychologist, 56*, 871-796.
- N., & McKeen, CA. (2000). Work and family expectations of the future managers and professionals of Canada and China. *Journal of Managerial Psychology, 15*, 771-794.
- Hussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and differentiation. *Psychological Review, 106*, 676-713.
- Byron, K. (2005). A meta-analytic review of work-family conflict and its antecedents. *Journal of Vocational Behavior, 67*, 169-198.
- Carlson, D.S., Kacmar, K.M., Wayne, JH ., & Grzywacz, J.G. (2006). Measuring the positive side of the work-family interface: Development and validation of a work-family enrichment scale. *Journal of Vocational Behavior, 68*, 131-164.
- Cinamon, R.G. (2006). Anticipated work-family conflict: Effects of gender, self-efficacy and family background. *The Career Development Quarterly, 54*, 202-215.
- Cohen, J. (1992). A power primer. *Psychological Bulletin, 112*, 155-159.

- Cunningham, M. (2001). The influence of parental attitudes and behaviors on children's attitudes toward gender and household labor in early adulthood. *Journal of Marriage and IUD**, 63, 111-122.
- Frank, F.D., Finnegan, R.P., & Taylor, C.R. (2004). The race for talent: Retaining and engaging workers in the 21st century. *Human Resource Planning*, 27, 12-25.
- Fredrickson, B.L., & Losada, M. (2005). Positive affect and the complex dynamics of human flourishing. *American Psychologist*, 60, 678-686.
- Frone, M.R., Yardley, J.K., & Markel, K.S. (1997). Developing and testing an integrative model of the work-family interface. *Journal of Vocational Behaviour*, 50, 145-167.
- Greenhaus, J.H., & Beutell, N.J. (1985). Sources of conflict between work and family roles. *Academy of Management Review*, 10, 76-88.
- Greenhaus, J.H., & Powell, G.N. (2006). When work and family are allies: A theory of work-family enrichment. *Academy of Management Review*, 31, 72-92.
- Gutek, B.A., Searle, S., & Klepa, L. (1991). Rational versus gender role expectations for work-family conflict. *Journal of Applied Psychology*, 76, 560-568.
- Hair, J. F., Black, W.C., Babin, B.J., Anderson, R.E., & Tatham, R.L. (2006). *Multivariate data analysis* (6th ed.). New Jersey: Pearson Education Inc.
- Hallett, M.B., & Gilbert, L.A. (1997). Variables differentiating university women considering role-sharing and conventional dual-career marriages. *Journal of Vocational Behaviour*, 50, 308-322.
- Hammer, J.H., Bauer, T.N., & Grandey, A.A. (2003). Work-family conflict and work-related withdrawal behaviours. *Journal of Business and Psychology*, 17, 419-436.
- Hennessey, K.D., & Lent, R.W. (2008). Self-efficacy for managing work family conflict: Validating the English language version of a Hebrew scale. *Journal of Career Assessment*, 16, 370-383.

Judge, T.A., & Bono, J.F. (2001). Relationship of core self-evaluation traits—self-esteem, generalized self-efficacy, locus of control, and emotional stability—with job satisfaction and job performance: A meta-analysis. *Journal of Applied Psychology*, 86, 80-92.

Judge, T.A., Hies, R., & Scott, B.A. (2006). Work-family conflict and emotions: Effects at work and at home. *Personnel Psychology*, 59, 779-814.

Larsen, T.P. (2004). Work and care strategies of European families: Similarities or national differences?. *Social Policy and Administration*, 38, 654-677.

Livingston, M.M., Burley, K., & Springer, T.P. (1996). The importance of being feminine: Gender, sex role, occupational and marital role commitment, and their relationship to anticipated work-family conflict. *Journal of Social Behavior and Personality*, 11, 179-192.

O'Shea, D., & Kirrane, M. (2008). The transmission of work-related attitudes: A social learning analysis. *Journal of Managerial Psychology*, 23, 524-557.

Mathur-Helm, B. (2005). Equal opportunity and affirmative action for South African women: a benefit or barrier? *Women in Management Review*, 20, 56-71.

Pettit, W.P., Kline, J.P., Gencoz, T., & Joiner, I.E. (2001). Are happy people healthier? The specific role of positive affect in predicting self-reported health symptoms. *Journal of Research in Personality*, 35, 521-536.

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics (5th ed.)* Boston: Pearson Education.

Watson, D., Clark, L.A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS Scales. *Journal of Personality and Social Psychology*, 54, 1063-1070.

Weer, C.A., Greenhaus, J.L., Colakoglu, S.N., & Foley, S. (2006). The role of maternal employment, role-altering strategies, and gender in college students' expectations of work-family conflict. *Sex Roles*, 55, 535-544.