

Community: The missing link in the work-family literature



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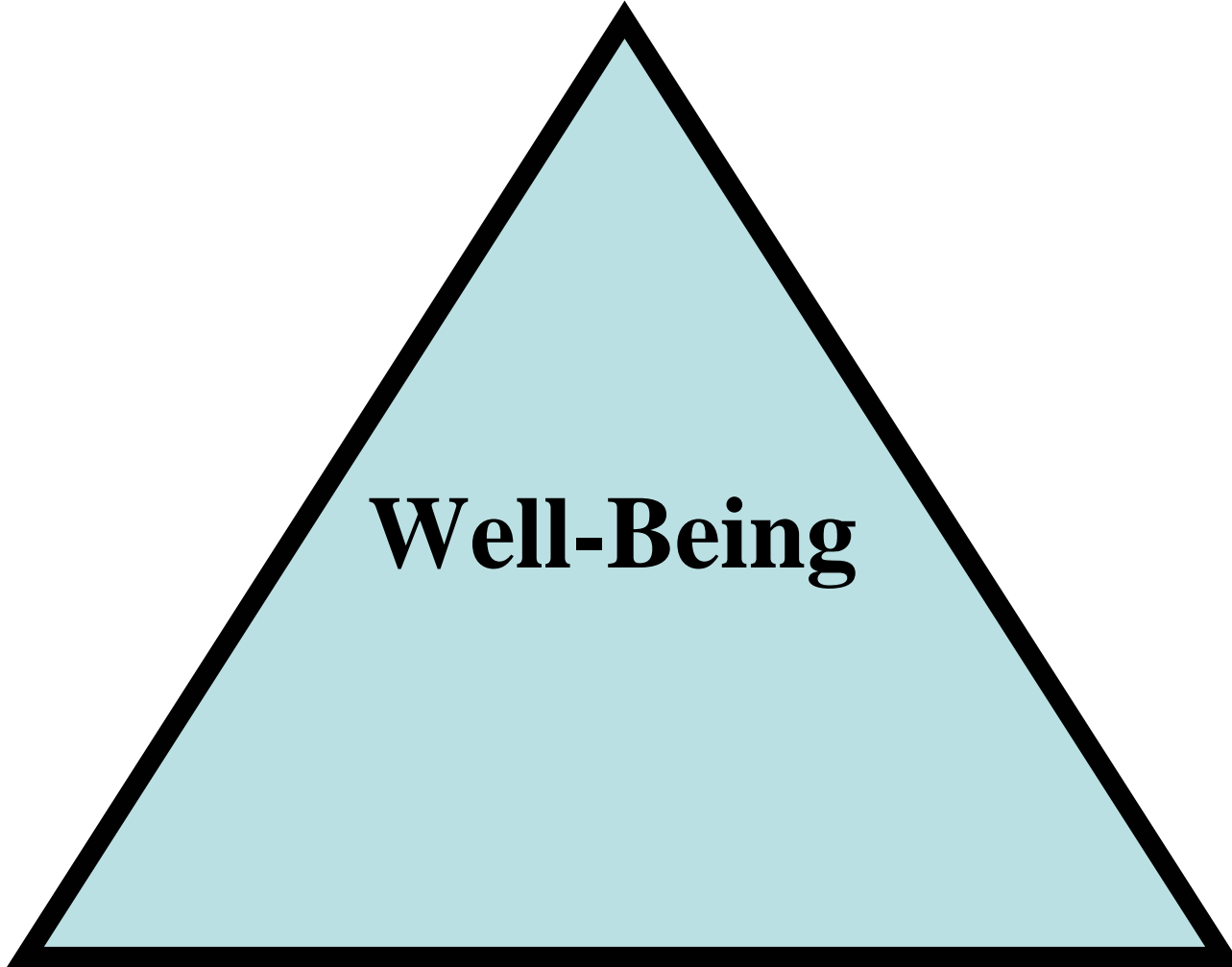
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Community is an important
missing link in the work-family
literature.

Community



Well-Being

Family

Work

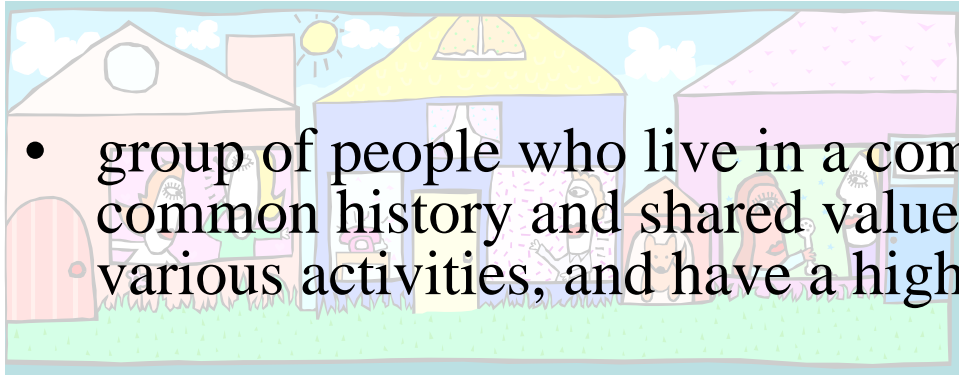
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What do we mean by community?



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A *community* is a



- group of people who live in a common territory, have a common history and shared values, participate together in various activities, and have a high degree of solidarity

- group of people who are socially interdependent, who participate together in discussion and decision making, and who share certain practices.

- sharing association involving two or more human beings.



(cited by Voyandoff, 2001, p, 138).



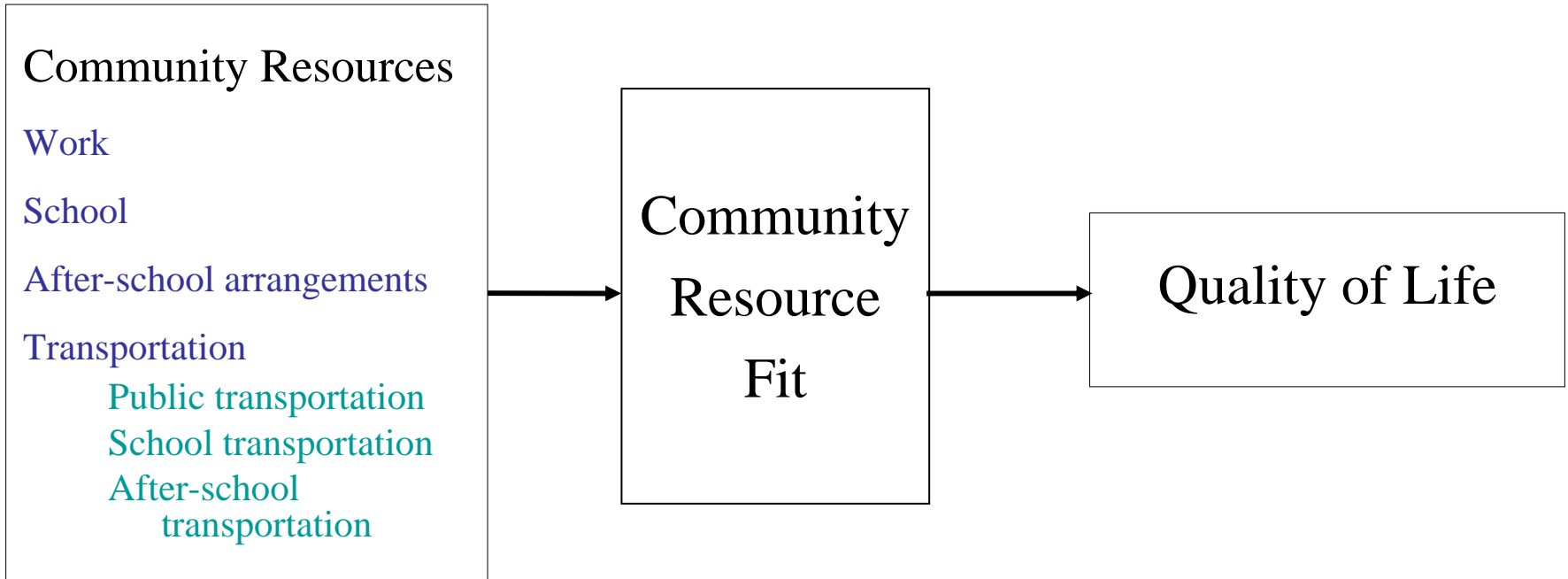
RESIDENTIAL COMMUNITY

Real geographical community that shapes family life and work (Bookman, 2005, p. 144).

What do we mean by community resources?

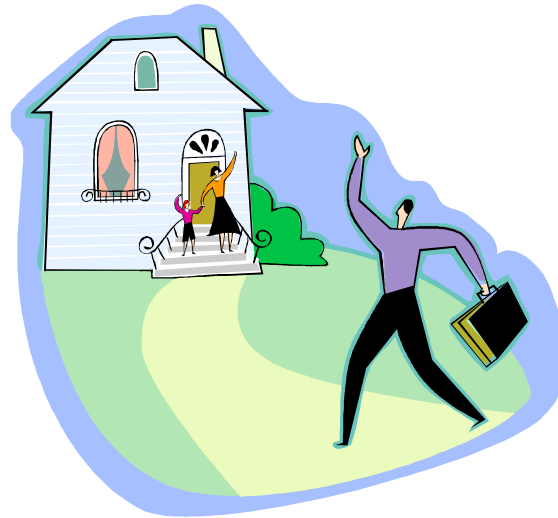
COMMUNITY RESOURCE FIT

is the extent to which resources are available
and well-matched to the needs of working
families



Our approach focuses on cognitive appraisals

THREE FAMILY FORMS



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Two-Phase Research Project

Phase One

Develop and evaluate an overall measure of
community resource fit

Development of the Community Resource Fit (CRF) Scale

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- Waltham has a broad range on SES.
- Waltham has a median household income of \$54,000.
- 7.0% of the population live below the poverty line, and 1.9% receive public assistance and 17.1% are minorities
- Waltham is more racially diverse than many towns in the Greater Boston Metropolitan Area

SAMPLE CHARACTERISTICS

	Mothers		Fathers	
Work Hours				
Dual-earner	37.5	(11.6)	47.6	(9.4)
One main breadwinner	10.6	(16.29)	41.2	(24.4)
Single-parent	43.0	(8.8)	50.0	(--)
Per capita household income				
Dual-earner	24,371		(9,889)	
One main breadwinner	19,044		(7,149)	
Single-parent	15,956		(10,261)	

Mothers

Number of children

Dual-earner	2.1	(0.8)
One main breadwinner	2.4	(0.7)
Single-parent	1.8	(0.7)

Here a few of the questions that we asked:

- Where (do/does) your school-age child(ren) spend (his/her/their) time after school?
- What are (his/her) usual weekly child-care after-school arrangements?
- For your school-age child(ren), how (do/does) (he/she/they) get to and from school and to and from their after-school arrangements?
- Do your child(ren)'s transportation arrangements vary from day to day or at different times of year?



- How does your school-age child(ren)'s schedule – start times and end times, early release days, holidays and so on – work with your family's scheduling needs?
- How does the local transportation schedules work with your family's other scheduling needs?
- What features of your community affect your ability to coordinate family schedules? Here we mean the schools, the after-school programs, the transportation system, and so on?



SCALE DEVELOPMENT

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SCALE PSYCHOMETRICS

	Mothers	Fathers
Alpha	.856	.896
Mean	4.90	4.97

SIX CATEGORIES OF RESOURCE FIT

ALPHA

	Mothers	Fathers
Work	.77	.80
Public transportation	.91	.81
School	.73	.69
School Transportation	.77	.73
After-School Programs	.88	.85
After-school Transportation	.95	.91

Because all study participants lived in Waltham, there was insufficient variance on several of the community resource fit subscales to include them in our analyses.

WORK RESOURCE FIT

SCHOOL RESOURCE FIT

WORK RESOURCE FIT

How satisfied are you with the:

way your work schedule fits with your child's
schedule

the flexibility available at your workplace to
handle emergencies

your ability to work at home if necessary

your ability to bring your child to work if
necessary



SCHOOL RESOURCE FIT

How satisfied are you with the:

time your child's school starts in the morning

time your child's school lets out in the afternoon

scheduling of extracurricular and other events

communication between school and parents ❖

Two-Phase Research Project

Phase Two

- How does community resource fit affect mothers' and fathers' quality-of -life (QOL) indicators?
 - psychological distress
 - job disruptions
 - work interfering with family
 - family interfering with work
 - life satisfaction
 - marital-role, parent-role, and job-role quality❖
- Do these relationships differ by parent sex? Or by family form?

METHOD

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RESULTS

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Family Structure:

Two Parent: Full-time employed

Two Parent: One primary breadwinner

Single Parent

Community Resources

Work

School

After-school arrangements

Transportation

Public transportation

School transportation

After-school
transportation

Community
Resource
Fit

Quality of Life

Mothers

- All mothers in two-parent families regardless of employment status ($n = 58$)
- Employed mothers in two-parent families ($n = 38$)
- Single mothers ($n = 25$)

All mothers in two-parent families regardless of employment status ($n = 58$).

Married mothers who are satisfied with the extent to which their child's school is meeting their needs, also tend to be also more positive about their family relationships – their marital relationship as well as their relationship with their school-age child.

Employed Mothers in Two-Parent Families ($n = 38$)

	Distress	WFC	FWC	JRQ	JobD	MRQ
Work Resource Fit	-.535***	-.738***	-.337*	.511**		
School Resource Fit					-.337*	.330*

Among single mothers ($n = 25$), there were few significant correlations with either resource fit subscale.

For mothers of school-age children, the effect of resource fit depends primarily on their marital status

Most fathers were married and employed

All Fathers

	Distress	WFC	FWC	JRQ	JobD	MRQ
Work Resource Fit		-.398**		.693**		
School Resource Fit	-.429**			.329*		

CONCLUSIONS

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1. We have developed a 36-item community-resource fit measure that has excellent psychometric properties and warrants further study.
2. This measure appears to be comprised of 6 subscales which are moderately intercorrelated. Each subscale had excellent psychometric properties.
3. Even with very small samples we found interesting patterns of results with multiple QOL indicators. ❖

4. In this sample we found that community resource fit is most strongly related to QOL indicators among married mothers.
5. The results for fathers and mothers were similar for work resource fit, but not for school resource fit.
6. Future research should include a large sample of participants who reside in range of communities (e.g., inner city, exurban, suburban, rural). With a large and more heterogeneous sample, we will be better able to detect relationships between the full range of community resource fit subscales and outcomes of interest. ❖