WORK-FAMILY CONFLICT AMONG PUBLIC SCHOOL PRINCIPALS

A DISSERTATION

SUBMITTED TO THE GRADUATE SCHOOL

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE

DOCTOR OF EDUCATION

BY

CANDACE S. ROUSH

DISSERTATION ADVISOR: DR. LORI BOYLAND

BALL STATE UNIVERSITY

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ABSTRACT

DISSERTATION: Work-Family Conflict Among Public School Principals

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DEGREE: Doctor of Educational Leadership

COLLEGE: Teachers

DATE: July 2016

PAGES: 134

Being a school principal is not an easy job. There never seems to be enough time to devote to everything and everyone that need attention. The days are often long and mentally exhausting. Research suggests that for principals, finding a healthy balance between work and family life can be challenging. The purpose of this study was to explore the topic of how the principalship affects work-family balance. An online survey was conducted, which asked principals to report their perceptions regarding their personal levels of work-family conflict. A total of 310 principals across the state of Indiana participated in the survey. The results were analyzed both descriptively and inferentially. Principals' demographics were compared statistically to their reported levels of work-family conflict, revealing several areas of significant difference, shedding light on the topic of principals' work-family conflict. This research is important as it adds to our knowledge of the demanding role of school principal, and assists future and current principals in their efforts towards finding balance between work and family. This dissertation outlines all of the areas that were found to be statistically significant, discusses the implications of these results, provides recommendations for practitioners, and makes suggestions for further research.

Keywords: principal, work-family conflict, work-family balance

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER ONE: INTRODUCTION

This dissertation reports on the results of a survey distributed to elementary and secondary school principals across the State of Indiana. According to Olayiwola (2008), it is a common belief that being a school principal is a stressful job. "Job stress in this context refers to administrative stress by principals of unpleasant emotions such as anger, tension, frustration, depression, and nervousness, resulting from their work as principals" (p. 3). High job stress and demands may make it difficult for a principal to be able to maintain proper balance in family and marital relationships. If this is found to be true, future principals, as well as those studying the principalship, should be made aware of this potential imbalance and have access to knowledge not only about potential unforeseen work-family conflicts (WFC) placed on them, but also on possible solutions to help mitigate these imbalances after deciding to enter the field of education. The first chapter of this dissertation includes the statement of the problem and the purpose of the study. Also included are the significance of the study and other relevant information pertaining to the delimitations and definitions of the study.

Statement of the Problem

When principals decide to enter school leadership and become a principal, they are knowingly committing themselves to a greater responsibility and extended hours on the job. A principal's position denotes more stress and anxiety, as well as having their actions open to public scrutiny. According to a 2000 study, "The barriers for a person who was considering the principalship as a career received a high degree of agreement among principals, aspiring principals, and superintendents. Stress of the job was perceived as the most serious barrier by principals and aspiring principals …" (Malone, Sharp, & Thompson, p. 14). Is it possible that principals are also unwittingly committing themselves to a higher level of work-family conflict

because of stress, as well as other factors, such as the changing role of the principal? Being a principal has evolved over the years due to many different factors. "Across America, principals are charged with leading schools with diminished resources, increased expectations for student achievement, changing demographics, and increased accountability and connectivity, often referred to as '24/7' access from central office personnel, parents, students, and school board members" (Wells, 2013, p. 335). There is a lack of available information in the area of work-family conflict among principals; therefore, my research could be beneficial in helping someone decide if they truly want to become a school principal. It would be beneficial if the data on perceived work-family conflict could be broken down into different demographic data for principals, such as age, experience, number of children they have, and size of the school. This information could also be helpful to principal professional development and graduate programs designed to help educate principals in the area of work-family conflict.

Principals take on greater responsibilities, such as instructional leadership, school safety, overseeing student learning, and managing the daily operations of the school. There can be a great deal of stress and anxiety spent on these duties that might spill over into the home environment. If the principal makes a decision that does not connect with the community, he or she might show more stress at home and often turn to their spouse for consolation. For example, if a school field trip taken over a weekend goes wrong and the principal must be informed to manage an issue, then it could turn the principal and his family's peaceful weekend into disarray. Therefore, principals might agree to extra responsibilities themselves, but they may not realize the extra stress and anxiety it could put on their families.

Along with extended responsibilities, principals also willingly take on extended work hours to attend extracurricular activities, such as sporting events and school board meetings. Do

these extended hours take time away from the leisure time they are accustomed to spending with their spouse and children? Household duties may also take a backseat to the new duties that are placed on principals due to extended evening hours, which may in turn, trigger more conflict at home. What are these unforeseen work-family conflicts, and would it be beneficial for potential principals to know how current principals view their jobs before making the decision to enter the field? These types of unpredictable circumstances may contribute to divorce and family strife, and it would be advantageous to know the risks before making this career move. As for divorce, Portman (2005) found, "Husband's working hours continues to decrease the risk of divorce, whereas wives' working hours increase the risk" (p. 184). Women can be particularly affected. According to Greenstein (1995), "For non-traditional women, number of hours employed per week is significantly related to marital disruption ($p = .008$). Higher levels of paid work involvement are generally associated with high levels of marital disruption" (p. 40). "Non-traditional," in this case, refers to women who do not believe in the traditional norms of the husband as the sole financial contributor.

Apart from having little family time, principals still often have to consider the public spotlight. When principals go out with their family, they are often under a public microscope and open to scrutiny. School principals must appear to be above any possible reproach and must be careful about what they do and say while under the public's watchful and critical eye. Their reputation can be damaged if they are seen doing any questionable activities, even if the rest of the community can partake in these activities without anyone noticing. For example, if a principal likes to visit the country club at the local golf course on the weekend and have an alcoholic drink, this could become a public issue if witnessed by a community member who decides to make an issue out of it. Even the principal's circle of friends could ascend into a

political issue if someone deems it a problem. Every moment of the principal's life in public is on display for the community to discuss and criticize. This topic will be explored in more detail in chapter two.

Do principals think about all of these potential hidden risks when deciding to join the field of educational leadership? Principals have the ability to provide students in their schools with a better future; therefore, it can be viewed as a highly rewarding position. It was worth the time to study these unforeseen risks and allow aspiring principals the option to choose a different career choice if they decide the costs outweigh the benefits.

Purpose of the Study

The purpose of this study was to give new and prospective school principals a better idea of any unforeseen family and marital dilemmas that might arise from choosing to become a principal. The study could also be used in principal training for the purpose of educating principals about the potential work-family conflict levels. I explored principals' perceptions about WFC and the potential relationships to demographic indicators, such as gender, age, experience, and school size. In addition, I asked principals if they chose a position at a certain grade level (elementary or secondary) because they perceived it as less demanding and allowed them more personal time at home with their families. Cunningham and Cordeiro (2003) stated, "It is generally agreed that the high school principalship is the most demanding job, followed by the middle school, and then the elementary principalship, and this is reflected in the difference in principal pay scales" (p. 135). According to Cusick (2003), "Administrators, particularly those in secondary schools, do not just work days, they work three or four nights a week" (p. 11). Exploring this topic further provided useful information to help future principals make important decisions regarding their lifelong careers.

I investigated the relationship between female principals and levels of work-family conflict. It could be considered harder on the family unit to have the wife away from the home. According to a study from the University of Michigan, women still perform more of the housework in the home (Anonymous, 2008). I sought to investigate if principals spend more or less time on household duties and if divorced principals perceive that their career choice contributed to their divorce. This information could be exceptionally beneficial to future principals.

Demographic studies show that the percent of female principals is higher at the elementary level than the secondary level. According to the National Center for Education Statistics, "The percentage of public school principals who were female was 52 percent overall, 64 percent in primary schools, 42 percent in middle schools, 30 percent in high schools, and 40 percent in combined schools" (Bitterman, Goldring, & Gray, 2013, p. 3). This type of breakdown was not available for Indiana principals. However, female principals made up approximately 47 percent of Indiana's principals, and males made up approximately 53 percent in the 2012-2013 school year (Indiana Department of Education, 2015). This study attempted to further explore the gender distribution of principals by determining if female principals' reported more work-family conflict than male principals. Research indicates society places more emphasis on the need for females, rather than males, to be home and perform domestic duties such as cooking, cleaning, and child-rearing (Coronel, Moreno, & Carrasco, 2010). By choosing an elementary level position rather than a secondary level, are females deliberately not committing themselves to as many evening and weekend events that are expected at the high school level?

Finally, I intended to discover if principals had their families attend evening events with them. I investigated if principals brought their children and spouses to events in order to be able to still fulfill their family duties while also meeting the demands of the job. Specifically, I investigated if families had lower levels of work-family conflict as long as they were together, even if it was at a high school basketball game.

Significance of the Study

The results from this study have the potential to help future principals make informed choices to mitigate potential problem areas associated with this career choice. This information will give principals, or perspective principals, the opportunity to build stronger family relationships by watching out for the potential pitfalls of the principal's position. Principals could then choose to follow, or not to follow, in the footsteps of those who have gone before them.

The results from this study could also influence recommendations for policy development. For example, if the results from the study reveal that principals experience high levels of work-family conflict leading to high turnover and burnout, educators might use this data for policy development. Recommendations from this study could encourage mentoring programs, the hiring of additional assistants, or the seeking of additional help in the home, as well as other ideas. Principals might also use this information to help call for action to redefine the roles of the principal.

In summary, this research has significance in identifying potential problems with the principalship and seeking out methods to help prevent these problems. After looking at the results, prospective principals might decide to switch grade levels, seek outside help with duties

in the home, ask for an assistant principal to help with duties, or decide to enter a different career field altogether.

Along with helping the principal choose which grade level to lead to help balance their family and professional life, the results from the study could also help principals determine if they should attempt to bring their families to more school sponsored events. One of my goals was to investigate if principals, who had an assistant principal or another administrator to help them with their duties, experienced a lower level of work-family conflict. This is an area of study in which no research has been found to my knowledge. Therefore, my research could help fill a unique gap in the literature on the principalship.

Research Questions

The purpose of this study is to explore the impact of a principal's role and responsibility on his or her perceived level of work-family conflict. To address this topic, I investigated the following research questions.

1. Does the gender of a principal have an impact on the perceived levels of work-family conflict?

2. Does the age of a principal have an impact on the perceived levels of work-family conflict?

3. Does the marital status of a principal have an impact on the perceived levels of work-family conflict?

4. Do principals, who perceive their jobs contributed to their divorce or separation, show a difference in reported levels of work-family conflict compared to principals who do not?

5. Do principals who have working spouses have different levels of perceived work-family conflict compared to principals who do not have working spouses?

6. Does the number and age of children living in the principal's home have an impact on the perceived levels of work-family conflict?

7. Do a principal's years of experience have an impact on the perceived levels of work-family conflict?

8. Does the grade level of principalship have an impact on the perceived levels of work-family conflict?

9. Do principals who report selecting their grade level of principalship in order to spend more time with their family show a difference in perceived levels of work-family conflict than principals who did not report making this choice?

10. Does the size of the school have an impact on the perceived levels of work-family conflict?

11. Does the classification of the school, such as rural, urban, or suburban, have an impact on the perceived levels of work-family conflict?

12. Does the number of hours a principal works per week have an impact on the perceived levels of work-family conflict?

13. Does taking their family to school events and activities have an impact on a principal's perceived levels of work-family conflict?

14. Do principals who report the position has a high degree of public scrutiny; show a difference in perceived levels of work-family conflict than those who do not report a high degree of public scrutiny?

15. Do reported hours principals spend on household duties have an impact on their perceived levels of work-family conflict?

16. Do principals, who have an assistant or another administrator with whom to share their workload, show a difference in perceived levels of work-family conflict compared to principals who do not?

17. Do principals, who feel the principalship is more stressful than teaching, indicate different levels of work-family conflict than those who do not feel the principalship is more stressful than teaching?

Delimitations

The study does not cover post-secondary school principals who work at colleges and universities because the intent was to maintain focus on school principals in grades K-12. In another attempt to keep the scope of the study from getting too large, superintendents and other district level administrators were not part of the survey. Although a study of the entire Nation would be ideal, this study was delimited to only Indiana school principals from all grade levels K-12. Finally, while exploring the number of principals who perceived that their job played a role in their divorce, it was not taken into account any other issue as a determining factor as a cause for their divorce.

Definitions

- *School Principal*- A school principal refers to a principal of a school in kindergarten through 12th grade.

- *Home Environment* - The home environment refers to the personal and private life of the principal and his or her immediate family members or other members living in the household.

- *Extracurricular Activities* - Extracurricular refers to any school-sponsored event that takes place after the hours of the regular school day.

- *Household Duties*- Household duties refer to the daily duties required to maintain a home in the school principals' immediate family such as cleaning, laundry, and cooking.

- *Grade Level of Administration*- Grade level of administration refers to elementary (grades K-6) or secondary principals (grades 7-12).

- *Family Relationships*- Family relationships loosely refer to the overall quality of the relationship between a principal and his or her immediate family members or other members living in the household.

- *Work-Family Conflict*- "[WFC is] a form of inter-role conflict where the demands of work and family roles are incompatible. WFC occurs when an individual has to perform multiple roles such as workers, spouse, and in many cases, parent, because each of these roles requires time, energy and commitment" (Ergeneli, 2010, p. 680). Work-family conflict has two directions: work interference with family and family interference with work. There are also three different forms of work-family conflict: time-based, strain-based, and behavior-based conflict. (Carlson, Kacmar, and Williams, 2000)

Summary

In summary, my study explored the important topic of how the principal's roles and responsibilities may impact his or her levels of work-family conflict. Many people try to prioritize various dimensions of their lives in order of importance, and most people would put their families at the top of the list. If a job or career is capable of jeopardizing this priority list and could possibly be damaging to the family union, then it is worth knowing the facts before sitting down with one's family to discuss the options. Principals could make a better and more educated decision about their careers if they had the results from this study. They would be able to evaluate other principals' perceptions about the role and the possible hidden risks in order to

determine if school leadership is the right decision for their life. After evaluating any hidden

risks, potential school principals can use the information to help guide their decision-making.

Current or perspective principals could choose to enter a different level of administration, choose

to bring their families to school sponsored events, or even decide not to enter school

administration all together.

      The data from this study could also show that the principalship has minimal impact on

work-family conflict; however, the results would still be beneficial. More people might choose

to become a school principal if they know there are few, or no, consequences on their family life

and marriage. My results could help clarify any misconceptions about the life of a school

principal. In either case, the information obtained from this study will be beneficial to current or

perspective principals.

CHAPTER TWO – LITERATURE REVIEW

To begin this chapter, I took a deeper look into the role of the principalship. The principalship is recognized as a critically important position. Researchers have found that effective principals are key to school and student success (Marzano, Waters & McNulty, 2005, Leithwood, Seashore, Anderson, & Wahlstrom, 2004; Dhuey & Smith, 2014). The school principal is responsible for much more than just the day-to-day operations of the school. "Senator John Kerry (D-MA) observed, 'Every school in this country that works begins with the leadership in the school itself'" (as cited in Goodwin, Cunningham, & Childress, 2003, p. 32). Why does it begin with leadership? The reason is that the principal is paramount in setting and establishing the vision for the school and the goals and objectives to help meet that vision. Spady and Schwahn (2001) define vision as, "The clear, concrete picture of what you want your organization to look like when accomplishing its purpose and operating at its absolute or ideal best" (as cited in Marx, 2006, p. 103). Setting the vision of the school is only one of the many tasks a principal must accomplish. A great deal of emphasis is placed on the principal for overseeing the organization and all of the many sub components that fall under their job description. As a former high school principal, I can personally attest to this pressure. "Today, principals are expected to be experts in all aspects of administration, leadership, and education. These high demands make it more challenging to succeed and sustain longevity as a principal" (Fleck, 2008, p. 28). "More and more the principalship is becoming less of an isolated executive activity and more of a flexible leadership endeavor that draws upon the best skills and assets of an entire school leadership team" (Markle & VanKoevering, 2013, p. 11). A principal helps to create an effective leadership team made up of a group of trusted teachers who meet regularly to

discuss school improvement initiatives. One way to help develop a thriving leadership team is to recruit and retain the right teachers.

Harris et al. (2010) stated principals, "Affect the instructional quality of the schools through the recruitment, development, and retention of teachers" (as cited in Horng, Klasik, & Loeb, 2010, p. 491). A great principal recognizes that teachers are the backbone to a successful school. Whitaker (2003) stated, "As school leaders, we must recognize that no matter what programs we introduce or seek to strengthen, our most important work is to improve the people in our schools. Nothing makes as much difference as the quality of our teachers" (p. 12). Hiring the right staff is not enough; principals also have to work on developing a relationship with them. Price (2011) stated, "One way to improve learning in schools is to focus on improving the relationships between principals and their staff that produce satisfied and committed, and therefore more effective, teachers" (p. 69). This relationship is essential to moving a school in the right direction towards the school vision.

Along with hiring the right teachers and developing the right relationships, the principal, as manager of the school, is responsible for the day-to-day operations and finance of the school. The emphasis is shifting towards more responsibility and accountability for student achievement. In Indiana, a great deal of pressure is placed on student achievement, including the school-wide letter grade, teacher evaluation, and even the teacher's salary. Because student achievement has become the top priority, the principal ultimately feels the pressure to continue to make changes in their school in hopes of achieving better results. In order to accommodate for this shift in responsibility, principals are turning toward policies to help improve achievement. "Figlio and Sass (2010) show that when entering a school, a new principal is most likely to change the policies related to teacher incentives, curriculum… they further show that the most effective

principals focus on policies that boost performance of low-achieving students" (as cited in Dhuey & Smith, 2014, p. 662). Principals must have the mindset to always be on the leading edge and prepared for what is handed down from the federal and state level. A good principal never feels satisfied with the "status quo" and is always striving to revolutionize the education world in hopes of providing the best education to their students.

In fact, the "School principalship has been undergoing major changes for several years" (Krüger, Van Eck, & Vermeulen, 2005, p. 242). This change has grown to encompass even more duties and responsibilities. "The principal's role has thus grown to include that of entrepreneur, community organizer, and negotiator in addition to that of instructional and moral leader" (White-Smith & White, 2009, p. 262). This can become especially demanding for female principals who still feel the need to meet their traditional roles of child-rearing while trying to obtain a successful career. Erickson (1985) summed it up when he stated, "The female principal/wife may try to play "superwoman," in an effort to meet all the demands of her various roles" (p. 291).

Stress in the Principalship

Athanasoula-Reppa and Lazaridou (2008) "argue that the role of principal is extremely complex and fraught with stress and conflict" (p. 68). The extended work hours and time commitments can place more stress on school principals, and it can lead to burnout. "Burnout on the job has serious consequences for principals who provide the vision and energy for change and growth; it is difficult to be the energetic leader when one is feeling the emotional exhaustion from the job" (Wells, 2013, p. 339). Wells et al., (2011) reported that "Building principals listed diminished resources as their primary stress, followed by personal stressors such as keeping up with email communication, insufficient time to get the job done, work-life balance, loss of

personal time, job expectations, and feeling overwhelmed with the responsibilities of the job" (as cited in Wells, 2013, p. 338).

How are skill levels related to job stress? In 1995, Thomas and Tymon stated that those individuals who experienced a high skill recognition level in which they attributed their success to their own abilities were related to lower stress levels and higher confidence (as cited in Ergeneli, Ilsev, & Karapınar, 2010). "Those who tend to focus on deficiencies and tasks that are necessary tend to show a higher level of stress" (Ergeneli et al., 2010, p. 683). For this reason, "Frontline principals must develop a high tolerance for conflict, and—for their continued mental and physical health—they must learn to leave school stresses at school" (Tingley, 2008, p. 44). Although this is easier said than done, if one does not learn to manage their stress, it can lead to health complications. Sorenson (2007) states, "The health consequences for stress include psychological, physiological, and medical issues, all of which may result in attitudes toward the work and interfere with the ability to be successful on the job" (as cited in Wells, 2013, p. 338)

Adding to the principal's stress is the constant visibility and scrutiny of being in the public eye. The administrator is susceptible to public scrutiny, during school hours and while out and about in the community. "Public scrutiny—that is holding someone or some situation up for examination and comment—has the capacity to teach about the boundaries of what is and what is not acceptable" (Fox, 1999, p. 825). The school principal can be seen as a public figurehead when out in the community. Tingley (2008) stated it well when he said, "Teachers may be able to go into the classroom and close the door, but school principals are often in the public eye. Reporters may very well be in the principal's office asking her what she's going to do about poor state test scores or overcrowded classrooms" (p. 3). Principals are often required to attend community events and when asked about it in Gilson's (2008) survey, 38.7% of

principals surveyed indicated they spent between 10% and 30% of their week attending community events in light of public expectation. Attending numerous school and community events has become expected in the principal's world, and it should be considered when deciding to enter school administration. "Furthermore, despite the need for autonomy, principals saw in their preferred future an increase in their responsibility for increasing community involvement and building cohesiveness between the school and the community" (Goodwin et al., 2003, p. 31).

These extra community events result in more hours on the job and the potential for more stress. Principals can be considered building level managers, and Mayo, Sanz-Vergel, Cooper, and Pastor et al. (2011) found "There is a positive correlation between the number of hours managers spent at work and their level of emotional stress" (p. 338). Stress also affects the personal life of a school principal. According to Donnelly (2013), "Up to half of primary school principals say they are on medication for conditions including blood pressure, depression, anxiety and sleep loss, amid growing concern about workplace stress" (p. 8). Beisser, Peters, and Thacker (2014) found that "Stress level had an effect on the administrators' abilities to model a healthy lifestyle for their school; as stress levels increased, the administrators' perceived individual ability to model a healthy lifestyle decreased" (p. 245).

How the Principalship Affects the Family

Now that we have a little better understanding of the responsibilities and stresses placed on school principals, we are going to look at how the principalship affects the family and the marriage. When examining literature on this topic, I discovered there is very little information explaining the influence of being a school principal on the family and marriage. One reason for this lack of information is that there are some barriers to finding research among school principals. Could it be that school principals are too busy? Newby, Watson, and Woodliff,

found that "Busy individuals are often reluctant to participate in survey-based data collection efforts" (as cited in Leaptrott & McDonald, 2011, p. 17). School principals are less likely to participate in research in which a sensitive topic is involved or they do not find credible. It was found that principals wanted to know the research was well thought out before participating or allowing anyone else in their school to participate (Befort et al., 2008). Befort et al. also found that one of the rewards that help to encourage principals to participate in research is knowing that the research will "leave a lasting impression and may influence future decisions to participate in research" (p. 584).

There is a lack of information about the principalship and the effects on the family and marriage and an imperative need to gain insight into this issue. Therefore, I looked at other occupations to discover how some of the same attributes principals portray would affect the family or marriage. For example, can a similar situation be found in the business world with a CEO or manager who is under a great deal of stress and working many long hours? Messersmith (2007) states, "aggressive and unrealistic deadlines for managerial and technical projects increase work–family conflict by forcing employees to bring additional work home at night and on weekends" (as cited in Mayo et al., 2011, p. 334). "Often seasonal fluctuations in job requirements, ad hoc projects and countless other requirements of the employer can require the time and attention of managers during off duty hours. As a result, the manager's family and work roles overlap during both work and non-work periods" (Leaptrott & McDonald, 2011, p. 4).

If managers had more freedom, would they change their long work hours? A study by Mayo et al. (2011) found that "Managers with high job control would be highly committed to their jobs, and despite having the freedom to cut in the number of hours, they chose to remain on

their jobs long hours and the larger the manager's span of control, the more housework is absorbed by the spouse" (p. 345). The spouse may not necessarily want this extra housework placed upon them, and it tends to have a strong negative impact on the spouse's family satisfaction. The spouse might feel that the extra workload is impeding on their family time. When a manager is happy and highly committed to their job, it could lead one's spouse to believe they care more about their job than about their family. This could ultimately increase the level of work-family conflict.

A different study by Pasewark and Viator (2006), found that "…accounting officials feel dissatisfied with their work when work priorities interfere with family activities…" (p. 159). They also found that when a schedule is flexible it prevents work-family conflict and allows employees to remain in the profession. They found that females are more likely to leave their job because of work-family conflict. There are many possible reasons for this that will be discussed later on in the chapter.

The medical profession is another similar career field to school administrators since doctors often work long hours and fall under a great deal of stress. An interesting study of Pakistani doctors found that work life balance is a major contributor toward job satisfaction and females are more satisfied than males (Malik, Saleem, & Ahmad, 2010). When there is an imbalance and disruption to family life it is known as "work-family conflict" (WFC). Ergeneli et al. (2010) describes WFC:

> [WFC is] a form of inter-role conflict where the demands of work and family roles are incompatible. WFC occurs when an individual has to perform multiple roles such as workers, spouse, and in many cases, parent, because each of these roles requires time, energy and commitment. (p. 680)

An interesting study by Adkins and Premeaux in 2012 found that workers with more children exhibited higher overall levels of WFC than did those with fewer children. The study also found as work hours increased, work-family conflict increased as well until it hit a point and started decreasing. Why would it decrease? The study suggests, "That once hours of work reach a certain level, employees may make accommodations, such as seeking additional childcare or other assistance to reduce WFC" (p. 387). This information could be very beneficial for future school principals.

In November of 2005, Fortune magazine had an article about top CEO's and surveyed them about work-family balance. Roa and Indla (2010) cited the study's findings.

While 49% of respondents were self-confessed workaholics, 64% of respondents stated that at this stage of life, they would choose more time over money. The most profound result was that 87% of the respondents agreed that the companies that restructure senior management jobs in ways that would both increase productivity and make more time for a life outside the office would have a competitive advantage in attracting talent. (p. 295)

Fortune 500 company, Xerox, had their CEO, Anne Mulcahy, meet with a group of women in 2012 to discuss the issue of work-life balance. "No one can have it all", Mulcahy said. "(But) make no mistake. You can have a serious career and a life." (Bissell, 2012, p. 1). While Mulcahy took off work for a couple of years to raise her children, other female CEO's chose to remain in their positions while having children.

In 2012, Yahoo CEO Marissa Mayer, announced she was pregnant. This fortune 500 company CEO stated that she would only take off two weeks of work and would still work during her time off with the baby. Alison Konrad, professor of organizational behavior at the

University of Western Ontario's Richard Ivey School of Business, where she's also the Corus

Entertainment Chair in Women in Management, stated:

> I don't know how [Ms. Mayer] is going to combine her work and her family - that's really
>
> up to her. But the fact that she is going forward, full speed ahead with both a very
>
> responsible and high visibility job and having a baby at the same time is a great example
>
> that gives young women hope that they can have it all. (Boesveld, 2012, p. A1)

Not everyone was happy with Konrad's decision, and an internet firestorm was created. Many

other women came out against the decision saying that she should not give up bonding time with

her new baby and women should not allow pressure and workaholism to get in the way of raising

their families. "Workaholism" can do more harm than good, and striving for balance is essential

for executives, their families, their organization, and employees, experts maintain" (Anonymous,

2009, p. 15).

Although there are not many studies on school principals and how their jobs affect the

family and marriage, I found other valuable studies that will give the reader a basic foundation of

knowledge on the subject of work-family conflict. The research can be broken down into four

categories that will all be discussed more in-depth. The first category does not have an emphasis

on gender but rather a general overview on how being a principal affects the individual and

ultimately the family and marriage. The second category, where the majority of the research was

collected, focuses primarily on women and how they face more barriers to being a principal.

"Although attitudinal barriers exist, several research studies point out that female administrators

are just as capable as their male counterparts" (Whitaker & Lane, 1990, p. 12). The third

category tends to focus on men and how their roles have changed over the years to become more

domesticated in order to adapt to the new female roles. The final category will focus on the

combination of men, women and couples who tend to compete against one another

professionally and examine how this affects the family and marriage.

How the Principalship Affects the Individual

First, principals must be prepared for the time commitment when accepting the job.

Archer stated, "Administrators must cope with the fact that many of them will spend up to 60

hours per week on the job" (as cited in Gilson, 2008, p. 84). Clark (1992) humoredly summed it

up when he quoted the USA today's article calculation of a typical day for someone who is well-

rounded and determined to follow experts recommendations of spending:

> 30 minutes a day on exercise, 45 minutes a day on personal grooming, 2-4 hours a day on
>
> their children and spouse, 45 minutes reading the newspaper, 1.5 hours commuting, 7-10
>
> hours for working, 1-2 hours for housekeeping and chores, 50 minutes for sex and
>
> intimacy, plus another 15 minutes for such activities as cooking and eating dinner, taking
>
> care of plants, reading a book, listening to music and sleeping. It is all doable—in a 42
>
> hour day. (Outlook section, para. 2)

The effects on children and marriage have started to become more obvious to society and

according to Tingly (2008), "Between sports events and school performances, a high school

principal can expect to be out two or three nights a week and for some, the time commitment is a

deal breaker. Many teachers are unwilling to give up family time for new responsibilities" (p. 4).

Does it have to be a deal breaker? "Some evidence suggests that young adults possess some

degree of awareness regarding the influence of some of these variables on their ability to fulfill

their career and family plans" (Cinamon, 2006, p. 203). With a greater awareness, one could

argue that a principal can make better decisions to help perform their work duties and still spend

time with their family. A greater awareness for principals was the essence of this entire study.

How the Principalship Affects Women

The discussion of families and WFC leads me to the second topic of how the family and marriage are affected when women decide to enter the career field. Kowalski and Stouder found in a 1999 study of female superintendents that there are multiple career barriers that prevent women from becoming principals. Professional barriers can be described as, "Events or conditions, as much internal to the person, as those of his/her environment, that make professional progress difficult" (Coronel et al., 2010, p. 221). Eight barriers were found in Kowalski and Stouder's literature that effect women's decision to enter administration. Their research surveyed female superintendents and asked them if they had experienced any of these barriers. Interestingly, 23% of the respondents reported not encountering any of the eight. Of the remaining respondents, 38% reported they had experienced gender discrimination. The other barriers commonly found in this study were the lack of family support, lack of employment opportunity, lack of collegial support, familial responsibilities, lack of self-confidence, racial/ethical discrimination, and personal lack of tenacity. Familial responsibilities were found to be a barrier to 46% of the respondents surveyed (Kowalski & Stouder, 1999).

Making women feel forced to choose between family and career can keep women from entering the administrative field. Sharp et al.'s (2004) study acknowledges that "Domestic relationships may restrain many women from pursuing higher levels of responsibility, and increased time demands may cause family problems" (p. 25). Many traditional women tend to feel it is their role to rear the children and often decide to delay their decision or choose not to enter administration. Coronel et al.'s (2010) study of work-family conflicts found that while women feel their family is a barrier to their professional career choices, they are still more dedicated to their families than their careers and that some household responsibilities are not

worth giving up. Some women do not even aspire to career promotions because it would require them to give up more family time especially when mothers have infants and young children at home (p. 230). This is a decision that has to be made by each individual.

Even when women decide to enter the workforce, they can still be subject to discrimination. Not only are women discriminated against for the housewife stereotype, but they are also subject to biased social attitudes regarding performance. For example, women were described by Whitaker and Lane (1990) as being "Too emotional, not task-oriented enough, too dependent on feedback and evaluations of others, and lacking independence" (p. 12). This could be one of the reasons women are behind men in attaining leadership positions in both K-12 and higher education (Dunbar and Kinnersley, 2011).

A 2001 article by Young and McLeod, found that women make up approximately 26% of secondary school principals and 52% of elementary principals in the USA (as cited in Kruger et al., 2005). Why do women make up more of the elementary principal positions? Could it be because more women teach in the elementary schools and advance to the principalship? Alternatively, could it be that women chose elementary because it has less time commitments in the evening hours attending athletic events and they can spend that time home with their families? Lunenburg (2010) states the following:

> On the average, elementary school principals work fifty-one hours a week, from seven to nine hours a day. High school principals average about fifty-three hours a week, dividing forty-two hours during the day and eleven hours on school-related activities in the evening. (p. 5)

Krüger et al. (2005) found that "Not only do women leaders have a significantly higher percentage of premature leaving than male leaders, but also that premature departures often go

together with labor conflicts" (p. 246). "Thompson and Cavallaro (2007) state that work–family boundaries are more permeable for women. Compared to men, therefore, they are more likely to view their jobs as a threat to their family roles" (as cited in Ergeneli et al., 2010, p. 682). The reason mentioned for this could be due to personal characteristics and factors within the organization and culture.

On a positive note, women's aspirations have continued to expand over time, and this "socialization" has grown since women's lives and circumstances have changed (Riehl & Byrd, 1997, p. 48). For example, Mendes, Loureiro, Crippa, de Meneses Gaya, García-Esteve, & Martín-Santos (2012) found that working mothers experience less sadness, depression, and anger than stay-at-home mothers. Along with having less depression, sadness, and anger, women find themselves successful in their new positions. With females being able balance male and female characteristics, female principals have also noted that having a mentor was important to their success (Dunbar & Kinnersley, 2011). Some women prefer to share their experience with like-minded individuals, which might include having a female mentor who understands their experiences and has conflicting roles between family and work. Chaddock (2004) believes, "Women thrive on friendships of other women, and we can live and work much more effectively if we find people with whom we can share our sorrows, concerns, and joys" (p. 173).

Changing Roles of Men in the Family

Now that we know women can thrive in a new role, let us look at the third topic of how men perform in their changing roles. Society is starting to change, and men have had shifted roles over the years and are starting to share in more responsibilities in the home. "In considering work-family conflict as a management and occupational health issue, insufficient attention has been paid to the impact on family relation and interactions, especially in regard to

the impact of a father's work" (Lau, 2010, p. 365). Are fathers picking up more of the workload

in dual career families? Studies suggest the answer is no. According to Batolva and Cohen (as

cited in Lachance-Grzela & Bouchard, 2010):

> …Intermittent conventionally male tasks represent quite a small portion of all work to be
>
> done around the house, as such work often requires little time to complete (e.g., taking
>
> out the garbage) or must be undertaken much less frequently (e.g., mowing the lawn or
>
> household repairs), in comparison to routine tasks that need to be done daily (e.g.,
>
> cooking and cleaning up after meals. (p. 769)
>
> When it comes to men, Dodson and Borders (2006) stated, "Adherence to traditional

gender roles and societal pressure to conform can lead to high levels of internal conflict and

conflict with others" (pp. 284-285). Along with internal conflict, Ergeneli et al. (2010) suggest

that:

> Men perform their jobs in a manner congruent with society's expectations. Since work
>
> responsibilities are part of their social role identity (Grandey et al., 2005) and they do not
>
> feel as responsible as women do when they are unable to perform family roles, men may
>
> not necessitate either work or home responsibilities. (p. 691)

With fewer and fewer traditional male roles, such as farming and outdoors duties, men are

expected to help more around the house, and the domestic roles have become more blurred over

the years. "Although the progression is found to be more prominent among women than among

men, an overwhelming majority of men are supportive of their wives' employment, suggesting

men have begun to desert the idea of being the main providers" (Zuo & Tang, 2000, p.39). Even

when men do change roles and become the primary caregivers, they are still often faced with

gender discrimination issues. Garcia (2012) states the following:

Almost twenty years after the passage of the FMLA, which provides for gender-neutral

family leave, companies continue to offer less generous paternity leave benefits. Men

continue to face discrimination when they request time to provide care and

discouragement when they try to use the leave that is technically available to them.

When men do take time to provide care, particularly for a newborn, they are viewed as

secondary, not primary, caregivers. These policies and attitudes perpetuate a gendered

division of labor and keep men from participating fully in family life. (p. 1)

One possible solution for men is to look at the positions being vacated by women. It is

suggested that, "As more women enter male-dominated careers, more men may need to consider

female-dominated careers, especially those with a shortage of workers (e.g., teaching, nursing)"

(Dodson & Borders, 2006, p. 283). What is this impact of role reversals going to have on the

family and marriage?

Work-Family Conflict Outside of Education

This question brings about the fourth topic, which is work-family conflict outside of the

educational field. There has been much research dedicated to this topic, and many factors have

been found to have an effect on different levels of work-family conflict. One factor was the level

of education attainment. As discussed in Schieman and Glavin's (2011) study, education levels

tended to report higher levels of work-family conflict. The study found that "Supervisor duties

and income contribute to the education-based differences in work-family conflict" (p. 1352).

This suggests that the more educated a person is, the more duties are placed on them because of

being in a supervisor role and the more income they receive. Ergeneli et al. (2010) noted that

individuals with high levels of work-family conflict tend to be less satisfied with their job.

Schieman and Galvin's (2001) study also observed, "That the following are associated with more

work-family conflict: longer hours (50-plus), pressures, instability, not working a regular

daytime shift, and being required to work overtime without notice" (p. 1352).

Many individuals who face WFC tend to experience "role blurring" in which they bring

their work home with them. It was found that those who bring their work home with them are

more likely to have college or graduate degrees (Schieman & Glavin, 2011). Some of the factors

that reduce WFC are the ability to control one's schedule, job autonomy, and non-routine

working. Since principals tend to also possess these qualities, one might assume that it lowers

their WFC level. Having a flexible schedule is an important ingredient to lowering WFC. An

interesting WFC study on Turkish men and women by Ergeneli et al. (2010) found that women

would be unprepared for their workload if they ignore negative views of a situation and are not

able to be flexible with the demands of their role interactions. The study showed that women

should prepare for some setbacks, such as gender discrimination.

Female stereotypes still exist even though women have been in the workforce for many

decades. Whitaker and Lane (1990) describe it as "Men are socialized to persevere and seek

professional success while women are socialized to nurture and support others as they assume

the traditional role of mother and caretaker of the home" (p. 12). In spite of these stereotypes,

women are still showing growth in leadership positions. This growth in aspiration and the ability

of females to function more effectively can be part of a larger concept called androgyny. This

comes when females face the external conflict of serving their job and their family at the same

time. An "Androgynous school principal reacts to a given situation without regard to the cultural

stereotypes for male and female behavior. He or she feels equally comfortable hugging a child

or reprimanding a staff member" (Erickson, 1985, p. 288). A person needs to be able to react to

a situation without focusing on how they're supposed to act according to their perceived gender. It is the ability to find "A natural balance between male behaviors and female ones" (p. 288).

How does this balance affect the marriage and family? Kaufman (2000) did a study in which he found that, "Men with egalitarian attitudes were less likely to divorce than traditional men, whereas women with egalitarian attitudes were more likely to divorce than their traditional counterparts" (p. 136). Egalitarian means that one believes all people are equal and deserve equal rights. Blurring roles and marital conflict have become more evident over the previous years. "Family instability too increased sharply, as did the likelihood that children would be raised, at least for part of childhood, in a household with only a single parent, usually the mother" (Bianchi, 2011, p. 16). The reality is that parents are spending less time on family than ever before, and this "parent deficit" has taken a toll on America's children leading to a rise in latchkey children and an increase in risky or antisocial behavior such as skipping school, using alcohol or drugs, stealing something or hurting someone (Aizer, 2004, p. 1847). With both genders competing for the same jobs, children and marriages often take a back seat to financially providing for the family. In Sharp et al.'s (2004) survey, "Superintendents were asked if they thought that women who have families put them before their careers" (p. 31). It was found that 50% of participants agreed and 50% disagreed with the question. Also, a little over half of the respondents felt that women may choose not to apply for a superintendent's position because of the time commitment and spending too much time away from home (Sharp et al., 2004). There does seem to be more evidence that shows WFC can affect women more than WFC can affect men. Greenglass et al. found that "When role conflict was considered from three aspects (professional versus spouse, professional versus parent, and professional versus self), all three

aspects were related to job satisfaction for women only" (as cited in Ergeneli et al., 2010, p. 681).

Summary

Although literature shows that women seem to be less satisfied than men with their professional job, the culture still seems to be going through a change process with men and women's roles shifting. Women are adapting more to the professional lifestyle while men are adapting more to the domestic lifestyle. Hopefully, a balance will be found in order to maximize family happiness while maintaining successful careers. This statement begs to ask the question if principals can interconnect work with family. Do principals who often take their families to after school activities with them experience lower levels of work-family conflict?

This study was necessary to explore this and other questions to gain a better insight into the world of the school principal. With the small amount of information available on the work-family conflict of school principals, it is essential to have a better understanding in order to allow new and aspiring principals to make informed decisions regarding whether or not to enter the principalship. Do the responsibilities placed on principals have a greater impact on perceived levels of work-family conflict? Is there a difference between male and female principal's levels of work-family conflict? This study investigated these questions and more.

CHAPTER THREE - METHODOLOGY

Principals enter the field eager to have a positive impact on student's lives. They want to use their position to help close the achievement gap by raising student success. What they don't always think about are the possible hidden costs that being a school principal might put on the family and marriage. Would fewer principals choose to enter the field if they discovered the role contributed to higher levels of work-family conflict? On the other hand, would more principals choose to enter the field if they discovered that being a principal does not have a significant impact on work-family conflict levels? I sought to explore this topic and share my findings with current and potential school principals in order to help them make informed decisions concerning their future.

The findings from this study could help principals decide if they would like to enter the field and could help them decide what administrative grade level to focus on. Principals might decide to become an elementary principal over secondary, or vice-versa, if the findings show there are lower levels of work-family conflict at a particular grade level. Principals might find that bringing their families with them to after school activities helps to lower work-family conflict and thus makes the extra effort worthwhile. It is important for principals to be able to balance their career with their family life and this study may offer suggestions to help make that balancing act a little easier. At the very least, this knowledge could help current and perspective principals decide if being involved in school administration is right for their life. Like most career fields, there is an abundance of research on the principalship. However, current research about the school principalship tends to focus on the educational side of the profession and little about the personal side of the profession.

Research Design

According to Gay, Mills, and Airasian (2006), "Educational research is the formal, systematic application of the scientific method to the study of educational problems" (p. 7). I conducted a survey of Indiana school principals to investigate if being school principal impacts levels of work-family conflict. My survey is included in Appendix A. The instrument was a cross-sectional survey in which data was gathered from a sample of Indiana principals at one specific time in order to obtain a good representation of the beliefs of a larger population of school principals. The data gathered from the survey was analyzed using descriptive and inferential statistics in order to understand participants' levels of work-family conflict and any relationships to their demographics. I decided that a quantitative methodology was the best fit for my research questions. I determined a survey approach would be the most effective method of collecting, administering, and scoring the data.

Description of the Sample

Per the Indiana Department of Education (2015), Indiana had a population (N) of 1924 principals at the K-12 level for the 2014-2015 school year. According to table 4.2 in *Educational Research Competencies for Analysis and Application,* the desired sample size (n) would be a minimum of 320 participants (Gay et al., 2006). Therefore, I hoped to obtain results from at least 320 principal respondents.

Development of the Instrument

In order to answer the research questions in this study, data needed to be collected and this was accomplished through a survey instrument (see appendix A). More specifically, the survey instrument is an attitude scale. According to *Educational Research Competencies for Analysis and Applications,* "An attitude scale, "determines what an individual believes, perceives, or feels about self, others, activities, institutions, or situations" (Gay et al., 2006, p.

129). There are many different types of instruments to collect data, but I chose to use an

existing, widely used, and highly valid and reliable work-family conflict scale developed by

Carlson, Kacmar, and Williams in 2000. I received permission directly from the authors to use

this instrument. The instrument measured six categories of work-family conflict, including

Time-Based Work Interference with Family, Time-Based Family Interference with Work, Strain-

based Work Interference with Family, Strain-based Family Interference with Work, Behavior-

based Work Interference with Family, and Behavior-based Family Interference with Work.

"Time-based conflict occurs when an employee's work schedule interferes with his/her

home life" (Lambert, Kelley, & Hogan, 2013, p. 401). Excessive time constraints can make it

difficult to comply with responsibilities. For example, a parent might miss their child's first

school play because of work demands placed on them.

> Netemeyer, Boles, and McMurrian (1996) explain strain-based conflict as the following:
>
> Strain-based conflict occurs when strain created by the work (family) role interferes with
>
> performing family (work) responsibilities. For example, irritability and anxiety created
>
> by work interfere with performing family duties and vice versa. (p. 401)

I can say from experience that at the end of a long tiring day as a principal, it was often hard to

come home and give my children the same energy because I was too exhausted. Karesk and

Kristof stated (as cited in Lambert et al., 2013):

> Chronic work and/or family strain can result in emotional exhaustion, depersonalization,
>
> and other dysfunctional symptoms that can wreak havoc with job motivation and
>
> performance. (p. 399)

> Behavior-based conflict occurs when behaviors learned or found to be effective on the

job may not be effective at home or vice versa. Edwards and Rothbard stated, "Behavior-based

conflict does not necessarily involve conflicting demands from multiple roles but simply entails

some sort of behavioral interference when performing different roles" (as cited in Dierdorff &

Ellington, 2008, p. 884). "For example, while a correctional officer must be cautious and

suspicious when questioning inmates returning to their cells from work detail, this role behavior

may be inappropriate at home with a partner or children" (Lambert et al., 2013, p. 401). I was

fortunate enough to gain permission to use this pre-developed work-family conflict scale survey

instrument, which has been used widely in the field. The survey collected quantitative data and

was comprised of six dimensions listed earlier, each including three questions - a total of 18

questions plus the seventeen essential demographic questions (Appendix A). Work-family

conflict responses "… were made on a Likert-direction scale with the anchors being strongly

agree (5) and strongly disagree (1)" (Carlson et al., 2000, p. 256). Each of the six categories

ranged from 3 to 15 points, and a response of four or five on an individual question indicated

higher levels of work-family conflict.

Validity

According to Mertler and Charles (2005), "Validity is an essential quality in research data

and seeks to determine if we actually measured what we intended to measure, based on the focus

of the research" (p. 148). Carlson et al. (2000) found their scale of work-family conflict to have

high validity.

> Each of the scales in the six dimensional model showed discriminate validity, internal
>
> consistency, and invariance of the factor structure across samples. In addition, each of
>
> the scales differentially related to various antecedents and consequences of work–family
>
> conflict, further suggesting the potential predictive validity of the scales. (p. 269)

The survey questions were also scrutinized to make sure they were easy to understand

and did not use vocabulary that is uncommon to school principals. Since school principals have

a high level of education, the questions were suited for an appropriate higher level of

understanding.

Reliability

According to Mertler and Charles (2005), "Reliability, a second essential characteristic of

data, refers not to authenticity but to consistency" (p. 150). Consistency means that the test is

stable and, if given multiple times, it would likely give the same results. Reliability can be

expressed as a coefficient between 0.00 and 1.00. A perfect reliable survey would have a

reliability coefficient of 1.00. "The more reliable a test is, the more confidence we can have that

the scores obtained from the test are essentially the same scores that would be obtained if the test

were readministered to the same test takers" (Gay et al., 2006, p. 139). The reliability for the

Carlson et al. (2000) work-family conflict scale fell between .83 and .91 in each of the six

measures using the Cronbach alpha. This means the instrument has high reliability; therefore,

the data it generates will be consistent.

Data Collection

I used a questionnaire to ask Indiana principals about their perceived levels of work-

family conflict. Email addresses were obtained by a public information request to the Indiana

Department of Education. Following IRB approval, the survey link including a cover letter and

informed consent was emailed to every Indiana principal. The survey was made available online

using Qualtrics, and principals were given three weeks to respond before the data was analyzed.

After a three-week period, response rates were determined to be too low, so I sent a reminder

email with the link to all principals, and an additional two weeks were given.

Although it would have been more personal to hand mail the questionnaire rather than send emails, collecting and analyzing data was much faster and more cost efficient since the surveys were electronic. The surveys were kept anonymous and not tracked in any way.

I used a work-family conflict scale that had already been developed by Carlson et al. (2000) and I created my own specific set of demographic questions to help answer my research questions. These demographic questions had specific traits I used in order to compare survey answers. For example, I explored if gender, number of children, work hours, and many other demographics might impact the perceived levels of work-family conflict. Each of the steps in the data collection process were carefully considered and examined for necessity.

I conducted the research efficiently and productively in order to obtain the most accurate results. In order to make the data collection process smoother, I developed a cover letter to accompany the survey, which included the informed consent approved by the Institutional Review Board (IRB). The cover letter explained what was being studied and why the results were important to future principals; along with assuring the respondents that their identity would remain anonymous.

Data Analysis

Mertler and Charles (2005) explain that analysis helps do four things: (a) describe the data clearly; (b) identify what is typical and atypical among the data; (c) bring to light differences, relationships, and other patterns existent in the data; and ultimately (d) answer research questions or test the hypothesis. Since the data is a sample of the entire population, the information found from the research can be used to analyze the data and to formulate and produce conclusions.

I aimed to find what was typical and atypical among that data by looking at descriptive statistics such as the frequency of response, median, and standard deviation for the survey questions. Then, in order to examine the differences between the means for each of the work-family conflict variables, appropriate statistical analysis, including T-tests and ANOVAs, were performed to test for statistical significance.

I also visually inspected the descriptive data to identify any potential patterns. For example, principals who tend to show a lower level of work-family conflict could also show a higher rate of bringing their families with them to after school activities. These types of patterns could be valuable in helping retain current principals and help prevent high levels of work-family conflict in future principals.

When presenting the results, I provided detailed accounts of the response rate for each question on the survey along with the overall percent of surveys returned. The response rate helps validate the results of the survey and ultimately authenticate the answers to the research questions. The presentation of the data also included tables, visually representing the information obtained from the results, as well as written summaries describing the results.

Limitations

This study had several limitations; therefore, these results should be considered exploratory. One limitation of the study was the ability to know how much of a factor divorce or separation played in the overall level of work-family conflict. Principals answered a demographic question asking about marital status. For example, a divorced principal's answers could skew the overall work-family conflict data if the principal had experienced high work-family conflict while married and then responded with less work-family conflict after going through a divorce.

Secondly, the survey was limited to only Indiana principals. The survey does not account for principals outside of the state, or superintendents who have been former principals. This could be important because principals with high levels of work-family conflict might have chosen to become a superintendent in order to help lower their level of work-family conflict. From personal experience, I really enjoyed being a high school principal. One of main reasons I chose to become a superintendent was to help cut down on the large amount of extra-curricular duties in hopes of lowering my level of work-family conflict.

The survey could have been perceived as too personal, and some principals may have chosen not to answer specific questions, or to answer them in a more positive way than they really felt. The nature of this subject is very personal, and, even though, the survey was kept anonymous, some principals still may have felt uncomfortable with answering questions about their private life. The readers should be cognizant of this factor.

Finally, I had a difficult time finding previous literature on this subject area. There was quite a bit of information on work-family conflicts and comparing men and women, but there was very little information about this topic in the field of education. I did not have current research articles about the topic, and, therefore, could not expound on any existing data dealing with school principals and work-family conflict. I had to start from scratch and could not compare the results from this survey to those of already existing surveys.

Summary

In summary, the data collection process was essential in obtaining accurate results to answer my research questions. Each step in the data collection process helped prepare me for the next step and was used as a guiding tool to keep me focused and continuously moving forward.

As each step was vetted, the next step followed naturally in order to obtain the desired results from the survey. One without the other would cause a flaw in the process and skew the results.

I was fortunate to receive permission to use a respected pre-developed work-family conflict survey by Carlson et al. (2000). I only added survey questions designed to gather descriptive and demographic data based on my research questions. Once the instrument was formed, it was sent out to principals and the data was collected. After the data was collected, it was ready to be analyzed and processed for results. The final results were used to answer research questions and seek patterns among subgroups of respondents.

CHAPTER FOUR - RESULTS

As stated in chapter one, the goal of this study was to investigate perceived levels of work-family conflict among high school principals. I developed a list of research questions to discover how different demographics of principals might influence their perceived levels of work-family conflict. I designed a survey to help answer the research questions and distributed it using the Qualtrics program to all principals in the state of Indiana. This survey can be found in Appendix A. In this chapter, I described an overview of the participants and their demographic information followed by the results that go along with each research question, and a summary of the data analysis.

Participants

My study measured perceived work-family conflict levels of principals and compared results based on different demographic indicators. For example, I wanted to see if principals of a specific age showed more work-family conflict than principals of another age or if principals with children reported higher levels of work-family conflict than those without children. I chose seventeen different demographic questions to use when comparing perceived levels of work-family conflict and used those to write the seventeen research questions.

Overall Response

From a public records request, the Indiana Department of Education reported that there were 1,924 public school principals in the state of Indiana. The survey that I created was emailed to these principals with a response rate of 16.11% ($n = 310$).

Gender

Participants were asked to indicate gender. When asked about their gender, there were

304 total responses, with 50% (*n* = 152) responding as male and 50% (*n* = 152) as female. Table

1 depicts that there was an even gender distribution of respondents in my study.

Table 1

Participants' Gender

	Total	
Gender	*n*	%
Male	152	50.0
Female	152	50.0
Total	304	100.0

Age

There were 306 responses on the question about participant's age. The results in Table 2

suggest that most respondents 41.5% (*n* = 127) were in the 41-50 age category, with 25.8% (*n* =

79) being in the 31-40 age category; 23.5% (*n* = 72) in the 51-60 age category; 7.8% (*n* = 24)

being in the 61-70 age category; and 1.3% (*n* = 4) in the under 30 age category.

Table 2

Participants' Age

	Total	
Age	*n*	%
Under 30	4	1.3
31-40	79	25.8
41-50	127	41.5
51-60	72	23.5
61-70	24	7.8
Total	306	100.0

Marital Status

There were 303 responses on the question about participant's marital status as shown in Table 3. Of those, 85.5% ($n = 259$) responded that they were married; 7.6% ($n = 23$) were divorced; 4.6% ($n = 14$) were single; 1% ($n = 3$) were living with a partner; 1% ($n = 3$) were divorced but remarried; and .3% ($n = 1$) were widowed.

Table 3

Participant's Marital Status

Marital Status	Total	
	n	%
Married	259	85.5
Single	14	4.6
Divorced	23	7.6
Widowed	1	.3
Living with Partner	3	1.0
Divorced but remarried	3	1.0
Total	303	100.0

Did the Principal's Job Contributed to Divorce or Separation?

When respondents were asked if they felt their job as a principal contributed to their divorce or separation, 26 responded. Of those respondents, 50% ($n = 13$) responded "no," while 30.8% ($n = 8$) responded "yes," and 19.2% ($n = 5$) responded, "I do not know." These results are shown in Table 4.

Table 4

Did the Participant's Job Contribute to Divorce or Separation?

	Total	
Response	*n*	%
Yes	8	30.8
No	13	50.0
I do not know	5	19.2
Total	26	100.0

Spouse or Partner has a Job

Respondents were asked if their spouse or partner had a job and out of 262 who responded, 79.8% (*n* = 209) indicated that their spouse or partner had a full time job. Table 5 indicates while full time spouses or partners did make up the majority, 11.5% (*n* = 30) reported that their spouse or partner had a part time job, and 8.8% (*n* = 23) responded that their spouse or partner did not have a job.

Table 5

Participant's Spouse or Partner has a Job

	Total	
Spouse or Partner has a Job	*n*	%
Full Time	209	79.8
Part Time	30	11.5
None	23	8.8
Total	262	100.0

Number of Children

Respondents were asked about the number of children they have. Table 6 depicts that the

majority, 47.4% (n = 143), responded that they have two children and 23.2% (n = 70) have three

children. Of the remaining respondents, 9.6% (n = 29) reported they have no children; 9.6% (n =

29) responded that they have one child; 7.3% (n = 22) have four children; 2.6% (n = 8) have five

children; and .3% (n = 1) have six children.

Table 6

Participant's Number of Children

Number of Children	Total	
	n	%
0	29	9.6
1	29	9.6
2	143	47.4
3	70	23.2
4	22	7.3
5	8	2.6
6	1	.3
Total	302	100.0

Age of Children

When comparing principals' work-family conflict with their demographic data, it was

important to know how many children they had and the ages of their children. Do principals

with young children show different levels of perceived work-family conflict than those with

older children? A breakdown appears in Table 7 showing a majority of respondents' children

were older than eighteen years of age 45.9% (n = 119), and the next largest group fell between

the ages of ten and fifteen 27.3% (n = 71).

Table 7

Participant's Age of Children

	1st child		2nd child		3rd child		4th child		5th child		6th child		7th child	
Age	n	%	N	%	N	%	n	%	n	%	n	%	n	%
1	5	.02	4	.02	3	.03								
2	2	.01	2	.01	2	.02	1	.03						
3	5	.02	6	.03	1	.01								
4	4	.02	5	.02	5	.05	1	.03						
5	2	.01	5	.02	2	.02								
6	9	.03	8	.04	3	.03	1	.03	1	.1				
7	9	.03	4	.02	5	.05								
8	9	.03	13	.06	4	.04	1	.03						
9	5	.02	7	.03	1	.01	1	.03	1	.1				
10	14	.05	11	.05	3	.03	1	.03	1	.1	1	.3		
11	11	.04	10	.04	4	.04	2	.07						
12	9	.03	12	.05	2	.02	2	.07	2	.22				
13	12	.05	4	.02	3	.03	2	.07						
14	12	.05	11	.05	6	.06	3	.10						
15	13	.05	7	.03	2	.02	2	.07	1	.1				
16	6	.02	9	.04	3	.03			1	.1				
17	3	.01	13	.06	6	.06	1	.03						
18	10	.04	8	.04	4	.04								
18+	119	.46	91	.40	35	.37	11	.38	2	.22				
Total	259	100	230	100	94	100	29	100	9	100				

Years of Experience

When principals were asked about their years of experience as an administrator, 33.9% (n

= 98) stated they had between six and ten years of experience, followed by 22.8% (n = 66) who

stated they had between zero and five years of experience. For those more veteran principals, 21.1% (*n* = 61) stated they had between eleven and fifteen years of experience; 11.1% (*n* = 32) reported between sixteen and twenty years of experience; and 11.1% (*n* = 32) stated they had greater than twenty years of experience (see Table 8).

Table 8

Participant's Years of Experience

	Total	
Years	*n*	%
0-5	66	22.8
6-10	98	33.9
11-15	61	21.1
16-20	32	11.1
Greater than 20	32	11.1
Total	289	100.0

Grade Level of Current Principalship

Another demographic question important to know was the current grade level respondents were assigned. This was needed in order to be able to later compare respondents' levels of reported work-family conflict with different grade-level assignments. For example, do secondary principals experience different levels of perceived work-family conflict than principals at the elementary level? Table 9 depicts that 287 principals responded to this question. A majority, 51.2% (*n* = 147), indicated that they were at the elementary level; while 13.6% (*n* = 39) were at the middle school level; 20.6% (*n* = 59) were at the high school level; 12.9% (*n* = 37) were at junior and senior high grade levels; and 1.7% (*n* = 5) oversaw all grade levels PreK-12.

Table 9

Participant's Current Grade Level of Principalship

	Total	
Grade Level	*n*	%
Elementary	147	51.2
Middle	39	13.6
High	59	20.6
Jr & Sr High	37	12.9
All Grades	5	1.7
Total	287	100.0

Reason for Choosing Grade Level

Principals were asked on the survey to select a reason for being a principal at their current grade level, and principals were allowed to choose multiple responses. Of the 310 respondents, 42.4% (*n* = 167) indicted they chose their grade level because they taught at this level and felt most comfortable at this level. Of the remaining choices, 29.4% (*n* = 116) chose their grade level to make an impact on that level of education; 17.8% (*n* = 70) chose their grade level simply because there was an opening at that grade level; 6.6% (*n* = 26) chose their grade level in order to spend more time with their family; and 3.8% (*n* = 15) chose their grade level because of the salary at that level. Table 10 presents these results.

Table 10

Participant's Reason for Choosing Grade Level

	Total		Percent of cases
Reason	*n*	%	
Spend more time with family	26	6.6	8.4
Taught at this level and feel most comfortable	167	42.4	53.9
There was an opening at this level	70	17.8	22.6
Salary at this level	15	3.8	4.8
To make more of an impact at this level of education	116	29.4	37.4
Total	394	100.0	127.1

Note. Percent of cases is created when participant's can choose from multiple responses

Size of the School

Principals were asked to identify the size of their schools, and 45% (*n* = 130) stated their schools had between 251 and 500 students. The next largest percentage, 26.6% (*n* = 77), was those who had schools between 501 and 750 students. Of those remaining, 10% (*n* = 29) of principals stated they had between 751 and 1000 students; 6.2% (*n* = 18) stated they had between 0 and 250 students; 1.4% (*n* = 4) had between 2001 and 3000 students; and 1% (*n* = 3) had between 3001 and 4000 students. Table 11 presents these results.

Table 11

Participant's Size of School

Number of Students	Total	
	N	%
0-250	18	6.2
251-500	130	45.0
501-750	77	26.6
751-1000	29	10.0
1001-2000	28	9.7
2001-3000	4	1.4
3001-4000	3	1.0
Total	289	100.0

School Classification

Principals indicated that 44.1% (*n* = 127) were leading in rural schools, while 28.1% (*n* = 81) were in urban schools, and 27.8% (*n* = 80) were in suburban schools (see Table 12).

Table 12

Participant's School Classification

	Total	
Classification	*N*	*%*
Urban	81	28.1
Suburban	80	27.8
Rural	127	44.1
Total	288	100.0

Average Hours Worked

Is a principal's time commitment to their job an important factor in perceived work-family conflict? When principals were asked how many hours per week they worked, 41.4% (*n* = 120) stated they worked between 51 and 60 hours per week. After that, 40% (*n* = 116) of principals who stated they worked between 61 and 70 hours per week, while 7.9% (*n* = 23) of principals indicated they worked between 40 and 50 hours per week. Surprisingly, 7.6% (*n* = 22) stated they worked between 71 and 80 hours per week, 2.4% (*n* = 7) stated they worked between 81 and 90 hours per week, and .7% (*n* = 2) stated they worked greater than 90 hours per week. These results are shown in Table 13. I use these demographic statistics to determine how they relate to perceived levels of work-family conflict later on in this chapter.

Table 13

Participant's Average Hours Worked

	Total	
Hours	*N*	*%*
40-50	23	7.9
51-60	120	41.4
61-70	116	40.0
71-80	22	7.6
81-90	7	2.4
Greater than 90	2	.7
Total	290	100.0

Take Family to School Events and Activities

When principals were asked if they often take their families to school events and activities, 48.1% (*n* = 138) stated yes; 45.3% (*n* = 130) said no; and 6.6% (*n* = 19) stated this does not apply to them (see Table 14).

Table 14

Participants Take Family to School Events and Activities

	Total	
Response	*N*	*%*
Yes	138	48.1
No	130	45.3
N/A	19	6.6
Total	287	100.0

Position is Open to Public Scrutiny

Principals were asked if they felt their job was open to a great deal of public scrutiny and 96.2% ($n = 277$) indicated yes, with only 3.8% ($n = 11$) responded no (see Table 15).

Table 15

Participants Perceive their Position is Open to Public Scrutiny

	Total	
Response	*N*	%
Yes	277	96.2
No	11	3.8
Total	288	100.0

Hours Spent on Household Duties

My research looked at not only how many hours principals worked but also how many hours principals spent on household duties. Of the 287 principals that responded, 43.2% ($n = 124$) stated that they spend between 0 and 10 hours per week on household duties, and 41.8% ($n = 120$) spend between 11 and 20 hours on household duties. From there, the responses declined, with 10.8% ($n = 31$) reporting spending between 21 and 30 hours per week; 2.8% ($n = 8$) spending between 31 and 40 hours per week; .7% ($n = 2$) spending between 41 and 50 hours per week; and .7% ($n = 2$) who feel they spend greater than 50 hours per week. Table 16 presents these results.

Table 16

Participant's Hours Spent on Household Duties

	Total	
Hours	*N*	%
0-10	124	43.2
11-20	120	41.8
21-30	31	10.8
31-40	8	2.8
41-50	2	.7
Greater than 50	2	.7
Total	287	100.0

Types of Household Duties

When it comes to exactly what type of household duties were being performed, 13.6% ($n = 240$) of the responses relates to doing dishes; 12.4% ($n = 218$) do laundry; 12.0% ($n = 212$) clean the house; 11.9% ($n = 210$) cook; 10.8% ($n = 191$) do home maintenance; 11.4% ($n = 201$) shop; 8.5% ($n = 149$) take care of children; 12.5% ($n = 220$) do yard work; and 6.9% ($n = 122$) perform vehicle maintenance. Participants were allowed to choose multiple options and results are shown in Table 17.

Table 17

Participant's Types of Household Duties

	Total		Percent of Cases
Duties	*n*	%	
Dishes	240	13.6	77.4
Laundry	218	12.4	70.3
House cleaning	212	12.0	68.4
Cooking	210	11.9	67.7
House maintenance	191	10.8	61.6
Shopping	201	11.4	64.8
Taking care of children	149	8.5	48.1
Yard work	220	12.5	71.0
Vehicle maintenance	122	6.9	39.4
Total	1,763	100.0	568.7

Note. Percent of Cases is created when participant's can choose from multiple responses

Assistant Principal or Another Administrator

Principals were asked if they had an assistant principal, or another administrator, to share their workload with. Of the 290 responses depicted in Table 18, 57.9% (*n* = 168) stated they did have another administrator to share their workload, while 42.1% (*n* = 122) stated they did not.

Table 18

Assistant Principal or Another Administrator

Response	n	%
Yes	168	57.9
No	122	42.1
Total	290	100.0

Is the Principalship More Stressful than Teaching?

Principals were asked to compare their levels of stress to that of teaching. Of the respondents, 89.9% ($n = 259$) said that being a principal was more stressful than teaching; .7 % ($n = 2$) reported that being a teacher was more stressful; and 9.4% ($n = 27$) stated that both were equally stressful (see Table 19).

Table 19

Principalship More Stressful than Teaching

Response	n	%
Principal is more stressful	259	89.9
Teaching is more stressful	2	.7
They are equal	27	9.4
Total	288	100.0

Responses to Work-Family Conflict Questions

Questions 18-35 on the survey asked principals to respond to work-family conflict questions on a Likert-directional scale of 1 to 5 with (5) being strongly agree and (1) being strongly disagree. A response of four or five on an individual question would indicate higher levels of work-family conflict as indicated in Table 20. The survey collected quantitative data comprised of the six categories listed earlier: (a) time-based work interference with family, (b) time-based family interference with work, (c) strain-based work interference with family, (d) strain-based family interference with work, (e) behavior-based work interference with family, and (f) behavior-based family interference with work. Each of these six categories was comprised of three Likert-scale survey questions, and the means for each of these three questions were combined, providing a combined mean for each category. Therefore, the combined mean for each category could range from 3 to 15 points, with higher values indicating higher levels of work-family conflict for that category.

The first category measured time-based work interference with family and appeared to indicate a high percentage of principals who felt they experienced high levels of work interference with family. When asked if work kept them from their family activities more than they would like, 81.1% ($n = 235$) chose either agree or strongly agree. The overall mean for this question ($M = 4.00$, $SD = .975$) indicates agreement. When asked if the time they must devote to their job kept them from participating equally in household responsibilities and activities, 71.6% ($n = 207$) chose either agree or strongly agree, with the participants' mean ($M = 3.83$, $SD = 1.135$) suggesting agreement. When asked if they had to miss family activities due to the amount of time they spent on work responsibilities, 71.1% ($n = 206$) chose either agree or strongly agree, and the mean again suggests agreement ($M = 3.73$, $SD = 1.096$).

The second category focused on measuring time-based family interference with work and appeared to show much lower levels of work-family conflict in this category. When asked if the time principals spent on family responsibilities often interfered with work responsibilities, 53.7% ($n = 154$) disagreed or strongly disagreed, and the participants' overall mean indicates a neutral response ($M = 2.73$, $SD = 1.132$). When asked if the time they spent with their family often caused them not to spend time in activities at work that could help their career, 51.8% ($n = 150$) disagreed or strongly disagreed ($M = 2.72$, $SD = 1.128$), and the mean again suggests neutrality. When asked if they had to miss work activities due to the amount of time they must spend on family responsibilities, 76.7% ($n = 221$) disagreed or strongly disagreed, and the participants' mean indicates disagreement ($M = 2.11$, $SD = .947$).

The third category measured strain-based work interference with family. When asked if they were often too frazzled to participate in family activities/responsibilities upon returning home from work, the mean reveals a neutral response ($M = 3.24$, $SD = 1.112$), with 51% ($n = 148$) responding that they agreed or strongly agreed. When asked if they were often too emotionally drained after work that it prevented them from contributing to their family, 61.7% ($n = 179$) agreed or strongly agreed, with participants' overall mean again indicating a neutral response ($M = 3.48$, $SD = 1.114$). However, when asked if due to all of the pressures at work, they were sometimes too stressed to do the things they enjoy, 77% ($n = 221$) agreed or strongly agreed, and the mean reveals a response of agreement ($M = 3.84$, $SD = 1.110$).

The fourth category measured strain-based family interference with work. When principals were asked if they were often preoccupied with stressful family matters at work, 77.5% ($n = 224$) disagreed or strongly disagreed ($M = 2.04$, $SD = .962$), suggesting disagreement. When asked if they were often stressed by family responsibilities and had a hard

time concentrating on their work, 82.7% (n = 239) disagreed or strongly disagreed, and the mean suggests disagreement (M = 1.89, SD = .881). When asked if family-based tension and anxiety often weakened their ability to do their job, 84.5% (n = 245) disagreed or strongly disagreed, with participants' mean response again indicates disagreement (M = 1.86, SD = .877).

The fifth category measured behavior-based work interference with family. When principals were asked if the problem-solving behaviors they used in their jobs were not effective in resolving problems at home, 57.2% (n = 165) responded with disagree or strongly disagree, with the mean indicating a neutral response (M = 2.60, SD = .968). When asked if behavior that is effective and necessary for them at work would be counterproductive at home, 49.3% (n = 142) disagreed or strongly disagreed (M = 2.75, SD = .990), which suggests neutrality in response. When asked if behaviors they perform that make them effective at work do not help them to be a better parent or spouse, 58.6% (n = 170) disagree or strongly disagree, with the mean again in the neutral range (M = 2.55, SD = .903).

The sixth and final category measured behavior-based family interference with work. Principals were asked if behaviors that work for them at home do not seem to be effective at work, and 57.6% (n = 167) disagreed or strongly disagreed, with an overall neutral response (M = 2.50, SD = .849). When asked if behaviors that are effective and necessary for them at home would be counterproductive at work, 57.6% (n = 167) disagreed or strongly disagreed (M = 2.50, SD = .866), again suggesting an overall natural response. Finally, when asked if the problem-solving behavior that works for them at home does not seem to be as useful at work, 62.8% (n = 182) disagreed or strongly disagreed, with participants' mean suggesting disagreement (M = 2.42, SD = .803).

In summary, when examining the mean responses from the entire group of principal participants, time-based work interference with family was the category with the highest level of work-family conflict reported, with a combined mean and standard deviation of $M = 11.55$ and $SD = 2.69$. These results are presented in Table 20.

Table 20

Participants' Responses on Work-Family Conflict Questions

	n	*M*	*SD*
Time-based Work-family Conflict			
Category 1: Time-Based Work Interference with Family			
Participants' Work Keeps Them from Family Activities More Than They Would Like	290	4.00	.975
Participants' Time They Must Devote to Their Job Keeps Them Participating Equally in Household Responsibilities	289	3.83	1.135
Participants Have to Miss Family Activities Due to the Amount of Time They Must Spend on Work Responsibilities	290	3.73	1.096
Category 1 - Combined mean responses for Category 1 question	290	11.55	2.680
Category 2: Time-Based Family Interference with Work			
Participant's Time They Spend on Family Responsibilities Often Interferes with Their Work Responsibilities	287	2.73	1.132
Participant's Time They Spend with Their Family Often Causes Them Not to Spend Time in Activities at Work That Could Help Their Career	290	2.72	1.128
Participants Have to Miss Work Activities Due to the Amount of Time They Must Spend on Family Responsibilities	288	2.11	.947
Category 2 - Combined responses for all category 2 questions	290	7.52	2.639
Strain-based Work-family Conflict			
Category 3: Strain-Based Work Interference with Family			
When Participants' Get Home from Work They Are Often Too Frazzled to Participate in Family Activities/Responsibilities	290	3.24	1.112
Participants' Are Often So Emotionally Drained When They Get Home from Work That It Prevents Them From			

Contributing to Their Family	290	3.48	1.114
Due to All of the Pressures at Work, Participant's Come Home Too Stressed To Do the Things They Enjoy	287	3.84	1.110
Category 3 - Combined responses for all category 3 questions	290	10.52	2.930

Category 4: Strain-Based Family Interference with Work

Due to Stress at Home, Participants Are Often Preoccupied with Family Matters at Work	289	2.04	.962
Participants Are Often Stressed from Family Responsibilities, They Have a Hard Time Concentrating on Their Work	289	1.89	.881
Participant's Tension and Anxiety from Family Life Often Weakens Their Ability to Do Their Job	290	1.86	.877
Category 4 - Combined responses for all category 4 questions	290	5.79	2.460

Behavior-based Work-family Conflict
Category 5: Behavior-Based Work Interference with Family

Participants' Problem-Solving Behaviors used in the Job are not Effective in Resolving Problems at Home	288	2.60	.968
Participants' Behavior that is Effective and Necessary at Work Would be Counterproductive at Home	288	2.75	.990
Participants Behaviors that Make Them Effective at Work Do Not Help Them to Be Better Parents and Spouses	290	2.55	.903
Category 5 - Combined responses for all category 5 questions	290	7.87	2.44

Category 6: Behavior-Based Family Interference with Family

Participant's Behaviors that Work for Them at Home are not Effective at Work	290	2.50	.849
Participant's Behavior that is Effective and Necessary for Them at Home Would Be Counterproductive at Work	290	2.50	.866
Participant's Problem-Solving Behaviors Used at Home Does Not Seem to be As Useful at Work	290	2.42	.803
Category 6 - Combined responses for all category 6 questions	290	7.42	2.23

Although it is interesting to see the overall results of the principals as a whole group, in order to answer my research questions, I compared different demographic data with responses on the work-family conflict scale questions. The next section will go into detail about the research questions.

Results by Research Questions

My first research question asked if the gender of a principal had an impact on the perceived levels of work-family conflict. Using the combined means for each group of questions, I ran an Independent Sample T-Test on males versus females on each of my six categories of work-family conflict (see Table 21). The results indicate that both groups agreed that time-based work interference with family has the highest levels of perceived work-family conflict, and strain-based family interference with work has the lowest levels of perceived work-family conflict. However, for the strain-based work interference with family category, female principals ($M = 11.19$, $SD = 2.61$) reported statistically significantly higher levels than male principals ($M = 9.84$, $SD = 3.09$) at the $p < .001$ level. This indicates that female participants experienced a signficantly higher level of strain-based work inteference with family than male participants.

Table 21

Statistics for Gender

Work-family Conflict Categories	Male Principals			Female Principals					
	n	M	SD	n	M	SD	df	t	sig
Time-based work interference with family	145	11.86	2.60	143	11.28	2.73	286	1.83	.068
Time-based family interference with work	145	7.43	2.49	143	7.62	2.79	286	-.63	.532
Strain-based work interference with family	145	9.84	3.09	143	11.19	2.61	286	-3.99	.000***
Strain-based family interference with work	145	5.94	2.52	143	5.62	2.42	286	1.11	.269
Behavior-based work interference with family	145	7.96	2.46	143	7.78	2.44	286	.61	.544
Behavior-based family interference with work	145	7.59	2.22	143	7.24	2.24	286	1.3	.194

*$p < .05$, **$p < .01$, ***$p < .001$.

My second research question attempted to determine if the age of a principal had an impact on the perceived levels of work-family conflict. A one-way ANOVA test indicated all age groups agreed that time-based work interference with family had the highest levels of perceived work-family conflict (see Table 22). Significant differences were found between three different age categories in relation to reported work-family conflict levels, all at the $p < .05$ level. Post hoc test results, as reported in Table 23, revealed that 41-50 year-old principals ($M = 6.18$, $SD = 2.72$) experienced a higher level of strain-based family interference with work at the $p < .05$ level than the 51+ age group ($M = 5.32$, $SD = 2.00$). Post hoc tests also indicated a statistically significant difference at the $p < .05$ level between the same two age groups in the

behavior-based family interference with work category. The results suggest that 41-50 year-old

principals (*M* = 7.8, *SD* = 2.14) indicated a higher level of behavior-based family interference

with work than the 51+ age group (*M* = 7.42, *SD* = 2.22). When comparing time-based family

interference with work, principals under 41 years of age (*M* = 7.87, *SD* = 2.65) reported higher

levels of work-family conflict than principals over 51 (*M* = 6.91, *SD* = 2.23) at the *p* < .05 level.

Table 22

ANOVA statistics for Age Groups

		Sum of Squares	df	Mean Square	F	P
Likert score time-based work interference with family	Between Groups	5.29	2	2.65	.37	.69
	Within Groups	2070.43	287	7.21		
	Total	2075.72	289			
Likert score time-based family interference with work	Between Groups	48.005	2	24.00	3.51	.03*
	Within Groups	1964.326	287	6.84		
	Total	2012.331	289			
Likert score strain-based work interference with family	Between Groups	12.62	2	6.31	.74	.48
	Within Groups	2463.80	287	8.59		
	Total	2476.41	289			
Likert score strain-based family interference with work	Between Groups	38.38	2	19.19	3.22	.04*
	Within Groups	1712.37	287	5.97		
	Total	1750.75	289			
Likert score behavior-based work interference with family	Between Groups	25.19	2	12.60	2.13	.12
	Within Groups	1697.83	287	5.92		
	Total	1723.02	289			
Likert score behavior-based family interference with work	Between Groups	32.74	2	16.37	3.35	.04*
	Within Groups	1401.94	287	4.89		
	Total	1434.68	289			

*p < .05, **p <.01, ***p <.001.

Table 23

Tukey HSD Comparison for Age

	(I) Age Recorded	(J) Age Recorded	Mean Diff (I-J)	Std. Error	*p*	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Likert score time-based work interference with family	Under 41	41-50	.1492	.3728	.970	-.7497	1.0482
		51+	.3517	.4231	.791	-.6687	1.3721
	41-50	Under 41	-.1492	.3728	.970	-1.0482	.7497
		51+	.2024	.3878	.937	-.7326	1.1375
	51+	Under 41	-.3517	.4231	.791	-1.3721	.6687
		41-50	-.2024	.3878	.937	-1.1375	.7326
Likert score time-based family interference with work	Under 41	41-50	.1303	.3904	.982	-.8104	1.0711
		51+	.9578	.3780	.036*	.0457	1.8696
	41-50	Under 41	-.1303	.3904	.982	-1.0711	.8104
		51+	.8275	.3518	.058	-.0194	1.6741
	51+	Under 41	-.9578	.3780	.036*	-1.8699	-.0457
		41-50	-.8275	.3518	.058	-1.6744	.0194
Likert score strain-based work interference with family	Under 41	41-50	-.5077	.4294	.559	-1.5431	.5275
		51+	-.2862	.4432	.889	-1.3555	.7830
	41-50	Under 41	.5077	.4294	.559	-.5275	1.5431
		51+	.2215	.4020	.927	-.7468	1.1898
	51+	Under 41	.2862	.4432	.889	-.7830	1.3555
		41-50	-.2215	.4020	.927	-1.1898	.7468
Likert score strain-based family interference with work	Under 41	41-50	-.4867	.3651	.457	-1.3665	.3931
		51+	.3732	.3439	.626	-.4568	1.2033
	41-50	Under 41	.4867	.3651	.457	-.3931	1.3665
		51+	.8600	.3275	.028*	.0715	1.6484

51+	Under 41	-.3733	.3439	.626	-1.2033	.4568
	41-50	-.8600	.3275	.028*	-1.6484	-.0715
Likert score behavior-based work interference with family	Under 41	41-50	-.2994	.3590	.790	-1.1650	.5661
	51+	.4061	.3716	.621	-.4904	1.3026
	41-50	Under 41	.2994	.3590	.790	-.5661	1.1650
	51+	.7055	.3315	.100	-.0929	1.5039
	51+	Under 41	-.4061	.3716	.621	-1.3026	.4904
	41-50	-.7055	.3315	.100	-1.5039	.0929
Likert score behavior-based family interference with work	Under 41	41-50	-.5782	.3132	.187	-1.3335	.1771
	51+	.1742	.3476	.944	-.6641	1.0126
	41-50	Under 41	.5782	.3132	.187	-.1771	1.3335
	51+	.7524	.3135	.051	-.0033	1.5082
	51+	Under 41	-.1742	.3476	.944	-1.0126	.6641
	41-50	-.7525	.3135	.051	-1.5082	.0033

*$p < .05$, **$p < .01$, ***$p < .001$.

For my third research question, I ran an Independent Sample T-Test on married versus single principals in each of the six categories of work-family conflict (see Table 24). The one category where results suggest a significant difference at the $p < .05$ level is time-based work interference with family. Single principals ($M = 10.72$, $SD = 2.51$) reported statistically significantly lower levels of work-family conflict than married principals ($M = 11.65$, $SD = 2.69$).

Table 24

Statistics for Marital Status

Work-family Conflict Categories	Married			Single					
	n	*M*	*SD*	*n*	*M*	*SD*	*df*	*t*	*p*
Time-based work interference with family	250	11.65	2.69	37	10.72	2.51	285	1.96	.044*
Time-based family interference with work	250	7.54	2.66	37	7.49	2.62	285	.12	.915
Strain-based work interference with family	250	10.47	2.96	37	10.84	2.81	285	-.70	.472
Strain-based family interference with work	250	5.74	2.44	37	6.19	2.66	285	-1.03	.343
Behavior-based work interference with family	250	7.86	2.52	37	8.08	1.89	285	-.51	.529
Behavior-based family interference with work	250	7.38	2.26	37	7.76	2.09	285	-.96	.316

*$p < .05$, **$p < .01$, ***$p < .001$.

My fourth research question was a subset of the previous question. I wanted to determine if principals who stated they were divorced also perceived their job as contributing to their divorce. While the majority of respondents indicated their job did not contribute to their divorce (*n* = 13), a Kruskal Wallis and chi-squared test indicated no significant differences between the groups that responded "yes," and the groups that responded "no."

My fifth research question attempted to determine if principals with working spouses had different levels of perceived work-family conflict compared to principals who did not have working spouses. A one-way ANOVA (Table 25) and a Post Hoc test (Table 26) suggests a

statistically significant difference at the *p* < .01 level between behavior-based family interference

with work for principals whose spouses did not have a job (*M* = 8.7, *SD* = 2.27) and principals

whose spouses worked full time (*M* = 7.14, *SD* = 2.13).

Table 25

ANOVA Statistics for Spouse Employment

		Sum of Squares	df	Mean Square	f	p
Likert score time-based work interference with family	Between Groups	9.88	2	4.94	.699	.498
	Within Groups	1732.66	245	7.07		
	Total	1742.54	247			
Likert score time-based family interference with work	Between Groups	3.43	2	1.72	.242	.785
	Within Groups	1737.89	245	7.09		
	Total	1741.32	247			
Likert score strain-based work interference with family	Between Groups	18.19	2	9.10	1.034	.357
	Within Groups	2155.66	245	8.80		
	Total	2173.86	247			
Likert score strain-based family interference with work	Between Groups	9.78	2	4.89	.819	.442
	Within Groups	1462.66	245	5.97		
	Total	1472.44	247			
Likert score behavior-based work interference with family	Between Groups	42.79	2	21.40	3.435	.034
	Within Groups	1525.98	245	6.23		
	Total	1568.77	247			
Likert score behavior-based family interference with work	Between Groups	64.57	2	32.29	6.613	.002**
	Within Groups	1196.04	245	4.88		
	Total	1260.61	247			

*p < .05, **p <.01, ***p <.001

Table 26

Turkey HSD Comparison for
Spouse Employment

	(I) Age Recorded	(J) Age Recorded	Mean Diff (I-J)	Std. Error	p	95% Confidence Interval Lower Bound	Upper Bound
Likert score time-based work interference with family	Full time	Part time	-.59596	.5456	.520	-1.8824	.6905
		None	.19148	.5858	.943	-1.1899	1.5729
	Part time	Full time	.59596	.5456	.520	-.6905	1.8824
		None	.78744	.7546	.550	-.9919	2.5668
	None	Full time	-.19148	.5858	.943	-1.5729	1.1899
		Part time	-.78744	.7546	.550	-2.5668	.9919
Likert score time-based family interference with work	Full time	Part time	.37879	.5464	.768	-.9096	1.6672
		None	.07927	.5867	.990	-1.3042	1.4628
	Part time	Full time	-.37879	.5464	.768	-1.6672	.9096
		None	-.29952	.7557	.917	-2.0816	1.4825
	None	Full time	-.07927	.5867	.990	-1.4628	1.3042
		Part time	.29952	.7557	.917	-1.4825	2.0816
Likert score strain-based work interference with family	Full time	Part time	.61111	.6085	.575	-.8238	2.0461
		None	.74155	.6534	.494	-.7993	2.2824
	Part time	Full time	-.61111	.6085	.575	-2.0461	.8238
		None	.13043	.8417	.987	-1.8543	2.1152
	None	Full time	-.74155	.6534	.494	-2.2824	.7993
		Part time	-.13043	.8417	.987	-2.1152	1.8543
Likert score strain-based family interference with work	Full time	Part time	-.41582	.5013	.685	-1.5978	.7662
		None	.47145	.5383	.656	-.7978	1.7407
	Part time	Full time	.41582	.5013	.685	-.7662	1.5978
		None	.88728	.6933	.408	-.7476	2.5221
	None	Full time	-.47145	.5383	.656	-1.7407	.7978
		Part time	-.88728	.6933	.408	-2.5221	.7476
	Full time	Part time	-.98316	.5120	.135	-2.1905	.2242

			Mean Diff	Std. Error	Sig.	Lower	Upper
Likert score behavior-based work interference with family		None	-1.09267	.5498	.117	-2.3891	.2037
	Part time	Full time	.98316	.5120	.135	-.2242	2.1905
		None	-.10950	.7082	.987	-1.7794	1.5604
	None	Full time	1.09267	.5498	.117	-.2037	2.3891
		Part time	.10950	.7082	.987	-1.5604	1.7794
Likert score behavior-based family interference with work	Full time	Part time	-.93771	.4533	.099	-2.0066	.1311
		None	-1.5593	.4867	.004**	-2.7070	-.4116
	Part time	Full time	.93771	.4533	.099	-.1311	2.0066
		None	-.62158	.6269	.583	-2.0999	.8568
	None	Full time	1.5593	.4867	.004**	.4116	2.7070
		Part time	.62158	.6269	.583	-.8568	2.0999

*p < .05, **p <.01, ***p <.001

My sixth research question asked if the number and age of children living in the principal's home had an impact on the perceived levels of work-family conflict. A one-way ANOVA test revealed a statistically significant difference between groups in the time-based work interference with family group. These data suggest principals with three or more children (*M* = 11.91, *SD* = 2.48) have higher levels of time-based work interference with family conflict than principals with 1-2 children (*M* = 11.37, *SD* = 2.75) at the *p* < .05 level of significance. Results also show that principals with three or more children (*M* = 5.99, *SD* = 2.38) have higher levels of strain-based family interference with work than principals without children (*M* = 5.46, *SD* = 1.79) at the *p* < .01 level. Tables 27 and 28 show these results.

When looking at the age of the children, data show that there was a statistically significant difference at the *p* < .05 level in the time-based work interference with family for principals who have a two-year-old (*M* = 13.86, *SD* = 1.35) and principals who have a 13-year-old (*M* = 10.81, *SD* = 2.36). Tables 29 and 30 show these results.

Table 27

ANOVA Statistics for Number of Children

		Sum of Squares	*Df*	Mean Square	*f*	*p*
Likert score time-based work interference with family	Between Groups	47.05	2	23.52	3.51	.030*
	Within Groups	6028.25	899	6.71		
	Total	6075.30	901			
Likert score time-based family interference with work	Between Groups	32.54	2	16.27	2.51	.082
	Within Groups	5840.60	899	6.50		
	Total	5873.14	901			
Likert score strain-based work interference with family	Between Groups	20.84	2	10.42	1.23	.294
	Within Groups	7648.63	899	8.51		
	Total	7669.47	901			
Likert score strain-based family interference with work	Between Groups	41.48	2	20.74	3.99	.019*
	Within Groups	4667.82	899	5.19		
	Total	4709.30	901			
Likert score behavior-based work interference with family	Between Groups	11.53	2	5.76	1.04	.355
	Within Groups	4995.74	899	5.56		
	Total	5007.26	901			
Likert score behavior-based family interference with work	Between Groups	5.46	2	2.73	.60	.552
	Within Groups	4129.15	899	4.59		
	Total	4134.62	901			

*p < .05, **p <.01, ***p <.001

Table 28

Tukey HSD Comparison for Number of Children

	(I) Age Recorded	(J) Age Recorded	Mean Diff (I-J)	Std. Error	*p*	95% Confidence Interval	
						Lower Bound	Upper Bound
Likert score time-based work interference with family	No ch	1-2 ch	.27409	.2150	.410	-.2307	.7788
		3+ ch	-.27615	.2118	.393	-.7732	.2210
	1-2 ch	No ch	-.27409	.2150	.410	-.7788	.2307
		3+ ch	-.55023	.2078	.022*	-1.0380	-.0625
	3+ ch	No ch	.27615	.2118	.393	-.2210	.7732
		1-2 ch	.55023	.2078	.022*	.0625	1.038
Likert score strain-based family interference with work	No ch	1-2 ch 3+ ch	-.26661	.1820	.372	-.7026	.1693
			-.52637	.1705	.006**	-.9346	-.1182
	1-2 ch	No ch	.26661	.1820	.372	-.1693	.7026
		3+ ch	-.25976	.1985	.471	-.7351	.2156
	3+ ch	No ch	.52637	.1705	.006**	.1182	.9346
		1-2 ch	.25976	.1985	.741	-.2156	.7351

Note: CH=children
p < .05, ***p* <.01, ****p* <.001

Table 29

ANOVA Statistics for Age of First Child

		Sum of Squares	df	Mean Square	f	p
Likert score time-based work interference with family	Between Groups	156.842	18	8.713	1.277	.196
	Within Groups	4114.148	603	6.823		
	Total	4270.990	621			
Likert score time-based family interference with work	Between Groups	184.118	18	10.229	1.478	.091
	Within Groups	4173.201	603	6.921		
	Total	4357.320	621			
Likert score strain-based work interference with family	Between Groups	168.000	18	9.333	1.147	.302
	Within Groups	4906.637	603	8.137		
	Total	5074.637	621			
Likert score strain-based family interference with work	Between Groups	151.429	18	8.413	1.395	.127
	Within Groups	3637.227	603	6.032		
	Total	3788.656	621			
Likert score behavior-based work interference with family	Between Groups	66.287	18	3.683	.625	.881
	Within Groups	3552.543	603	5.891		
	Total	3618.830	621			
Likert score behavior-based family interference with work	Between Groups	50.345	18	2.797	.575	.918
	Within Groups	2934.453	603	4.866		
	Total	2984.797	621			

Table 30

Games-Howell Comparison for Age of Children

	(I) Age Recorded	(J) Age Recorded	Mean Diff (I-J)	Std. Error	*P*	95% Confidence Interval	
						Lower Bound	Upper Bound
Likert score time-based work interference with family	2	1	2.857	1.052	.465	-1.491	7.204
		3	1.774	.934	.890	-2.056	5.604
		4	1.990	.711	.409	-.932	4.913
		5	1.524	1.122	.990	-3.387	6.434
		6	1.766	.640	.441	-.947	4.479
		7	.968	.743	.996	-2.031	3.967
		8	1.524	.675	.718	-1.253	4.300
		9	1.857	.751	.592	-1.194	4.908
		10	2.502	.767	.187	-.514	5.518
		11	2.894	.726	.052	-.015	5.803
		12	1.820	.625	.371	-.859	4.499
		13	3.048	.723	.036*	.125	5.970
		14	2.138	.701	.282	-.692	4.968
		15	2.337	.748	.244	-.639	5.314
		16	1.594	.726	.754	-1.345	4.533
		17	3.031	.820	.080	-.185	6.247
		18	1.994	.693	.369	-.842	4.829
		18+	2.353	.536	.088	-.287	4.993

*p < .05, **p <.01, ***p <.001

My seventh research question asked if the years of experience of a principal had an impact on the perceived levels of work-family conflict. A one-way ANOVA test did not reveal any statistically significant differences between the groups.

My eighth research question asked if the grade level of principalship had an impact on the perceived levels of work-family conflict. A one-way ANOVA test indicated a statistical

significance at the *p* < .01 level between elementary principals (*M* = 11.03, *SD* = 2.74) and

junior/senior high principals (*M* = 12.76, *SD* = 2.30) in the time-based work interference with

family conflict. These results are presented in tables 31 and 32.

Table 31

ANOVA Statistic for Grade Level

		Sum of Squares	*Df*	Mean Square	*f*	*p*
Likert score time-based work interference with family	Between Groups	111.526	4	27.881	4.02	.003**
	Within Groups	1955.492	282	6.934		
	Total	2067.017	286			
Likert score time-based family interference with work	Between Groups	20.690	4	5.173	.7520	.557
	Within Groups	1939.017	282	6.876		
	Total	1959.707	286			
Likert score strain-based work interference with family	Between Groups	5.812	4	1.453	.168	.954
	Within Groups	2435.868	282	8.638		
	Total	2441.679	286			
Likert score strain-based family interference with work	Between Groups	13.059	4	3.265	.536	.709
	Within Groups	1716.669	282	6.087		
	Total	1729.728	286			
Likert score behavior-based work interference with family	Between Groups	25.559	4	6.390	1.064	.375
	Within Groups	1693.926	282	6.007		
	Total	1719.484	286			
Likert score behavior-based family interference with work	Between Groups	25.503	4	5.876	1.181	.320
	Within Groups	1403.612	282	4.977		
	Total	1427.115	286			

*p < .05, **p <.01, ***p <.001.

Table 32

Turkey HSD Comparison for Grade Level

	(I) Age Recorded	(J) Age Recorded	Mean Diff (I-J)	Std. Error	p	95% Confidence Interval	
						Lower Bound	Upper Bound
Likert score time-based work interference with family	Elementary	Middle	-.537	.474	.790	-1.84	.77
		High	-.973	.406	.119	-2.09	.14
		Jr & Sr High	-1.730**	.484	.004	-3.06	-.40
		All Grades	-1.573	1.198	.683	-4.86	1.72
	Middle	Elementary	.537	.474	.790	-.77	1.84
		High	-.436	.543	.930	-1.93	1.06
		Jr/Sr High	-1.193	.604	282	-2.85	.47
		All Grades	-1.036	1.251	.922	-4.47	2.40
	High	Elementary	.973	.406	.119	-.14	2.09
		Middle	.436	.543	.930	-1.06	1.93
		Jr/Sr High	-.757	.552	.647	-2.27	.76
		All Grades	-.600	1.227	.988	-3.97	2.77
	Jr/Sr High	Elementary	1.730**	.484	.004	.40	3.06
		Middle	1.193	.604	.282	-.47	2.85
		High	.757	.552	.647	-.76	2.27
		All Grades	.157	1.255	1.000	-3.29	3.60
	All Grades	Elementary	1.573	1.198	.683	-1.72	4.86
		Middle	1.036	1.251	.922	-2.40	4.47
		High	.600	1.227	.988	-2.77	3.97
		Jr/Sr High	-.157	1.255	1.000	-3.60	3.29

*p < .05, **p <.01, ***p <.001

My ninth research question inquired if principals who reported selecting their grade level

of principalship in order to spend more time with their families showed a difference in perceived

levels of work-family conflict than principals who did not report making this choice. One-way

ANOVA results suggested there was no statistical significance between these groups

My tenth research question asked if the size of the school had an impact on the perceived

levels of work-family conflict. The results showed a statistical significance at the $p < .01$ level

between groups of principals in the strain-based family interference with work. Looking closer

at strain-based family interference with work, principals from schools with 0-250 students ($M =$

7.39, $SD = 2.83$) have more work-family conflict than principals from schools with 1001-2000

students ($M = 4.64$, $SD = 1.73$). Tables 33 and 34 show these results.

Table 33

ANOVA Statistic for Size of School

		Sum of Squares	Df	Mean Square	F	p
Likert score time-based work interference with family	Between Groups	66.295	6	11.049	1.56	.159
	Within Groups	1997.498	282	7.083		
	Total	2063.792	288			
Likert score time-based family interference with work	Between Groups	44.482	6	7.414	1.064	.385
	Within Groups	1965.518	282	6.970		
	Total	2010.000	288			
Likert score strain-based work interference with family	Between Groups	53.040	6	8.840	1.031	.405
	Within Groups	2417.188	282	8.572		
	Total	2470.228	288			
Likert score strain-based family interference with work	Between Groups	94.802	6	15.800	2.696	.015*
	Within Groups	1652.741	282	5.861		
	Total	1747.543	288			
Likert score behavior-based work interference with family	Between Groups	29.379	6	4.896	.824	.552
	Within Groups	1676.517	282	5.945		
	Total	1705.896	288			
Likert score behavior-based family interference with work	Between Groups	7.768	6	1.295	.257	.956
	Within Groups	1420.232	282	5.036		
	Total	1428.000	288			

*$p < .05$, **$p < .01$, ***$p < .001$.

Table 34

Turkey HSD Comparison for Size of School

	(I) Age Recorded	(J) Age Recorded	Mean Diff (I-J)	Std. Error	Sig	95% Confidence Interval	
						Lower Bound	Upper Bound
Likert score strain-based family interference with work	0-250	251-500	1.77350	.6088	.059	-.0346	3.5816
		501-750	1.34993	.6338	.338	-.5323	3.2322
		751-1000	1.35441	.7264	.506	-.8029	3.5117
		1001-2000	2.74603	.7314	.004**	.5740	4.9180
		2001-3000	1.13889	1.338	.979	-2.8353	5.1130
		3001-4000	2.05556	1.510	.822	-2.4279	6.5390
	251-500	0-250	-1.77350	.6088	.059	-3.5816	.0346
		501-750	-.42358	.3481	.887	-1.4574	.6103
		751-1000	-.41910	.4972	.980	-1.8956	1.0574
		1001-2000	.97253	.5044	.463	-.5254	2.4704
		2001-3000	-.63462	1.229	.999	-4.2843	3.0150
		3001-4000	.28205	1.414	1.000	-3.9164	4.4805
	501-750	0-250	-1.34993	.6338	.338	-3.2322	.5323
		251-500	.42358	.3481	.887	-.6103	1.4574
		751-1000	.00448	.5275	1.000	-1.5619	1.5709
		1001-2000	1.39610	.5342	.126	-.1905	2.9827
		2001-3000	-.21104	1.242	1.000	-3.8980	3.4759
		3001-4000	.70563	1.425	.999	-3.5253	4.9366
	751-1000	0-250	-1.35441	.7264	.506	-3.5117	.8029
		251-500	.41910	.4972	.980	-1.0574	1.8956
		501-750	-.00448	.5275	1.000	-1.5709	1.5619
		1001-2000	1.39163	.6414	.315	-.5132	3.2965
		2001-3000	-.21552	1.291	1.000	-4.0502	3.6191
		3001-4000	.70115	1.468	.999	-3.6591	5.0614
	1001-2000	0-250	-2.74603	.7314	.004**	-4.9180	-.5740
		251-500	-.97253	.5044	.463	-2.4704	.5254
		501-750	-1.39610	.5343	.126	-2.9827	.1905
		751-1000	-1.39163	.6414	.315	-3.2965	.5132
		2001-3000	-1.60714	1.294	.877	-5.4501	2.2358
		3001-4000	-.69048	1.471	.999	-5.0580	3.6771
	2001-3000	0-250	-1.13889	1.338	.979	-5.1130	2.8353
		251-500	.63462	1.229	.999	-3.0150	4.2843

	501-750	.21104	1.242	1.000	-3.4759	3.8980
	751-1000	.21552	1.291	1.000	-3.6191	4.0502
	1001-2000	1.60714	1.294	.877	-2.2358	5.4501
	3001-4000	.91667	1.849	.999	-4.5744	6.4077
3001-4000	0-250	-2.05556	1.510	.822	-6.5390	2.4279
	251-500	-.28205	1.414	1.000	-4.4805	3.9164
	501-750	-.70563	1.425	.999	-4.9366	3.5253
	751-1000	-.70115	1.468	.999	-5.0614	3.6591
	1001-2000	.69048	1.471	.999	-3.6771	5.0580
	2001-3000	-.91667	1.849	.999	-6.4077	4.5744

*$p < .05$, **$p < .01$, ***$p < .001$

My eleventh research question asked if the classification of the school such as rural, urban, or suburban, had an impact on the perceived levels of work-family conflict. The results of a one-way ANOVA test revealed no significant differences between the different classification groups.

My twelfth research question asked if the number of reported hours a principal worked per week had a difference on their perceived levels of work-family conflict. Results of a one-way ANOVA test indicated a statistical significance between hours worked groups in time-based work interference with family at the $p < .001$ level, as well as strain-based family interference with work at the $p < .01$ level. Time-based work interference with family comparisons tests indicated the difference was between the 40-50 work hours group ($M = 8.52$, $SD = 2.52$) and all other groups at the $p < .001$ level: 51-60 hours ($M = 11.20$, $SD = 2.29$), 61-70 hours ($M = 12.09$, $SD = 2.62$), 71-80 hours ($M = 12.64$, $SD = 2.72$), 81-90 hours ($M = 14.29$, $SD = 1.11$), and 90+ hours ($M = 15$, $SD = .00$) at the $p < .01$ level. There was also a significance found between the respondents who reported working 51-60 hours ($M = 11.2$, $SD = 2.29$) and those who worked 81-90 hours ($M = 14.29$, $SD = 1.11$) at the $p < .05$ level. With strain-based family interference with work, a Tamhane comparison was done and there was a significant difference between the 40-50

hours group at the $p < .05$ level ($M = 7.09$, $SD = 3.15$) and the 71-80 hours group ($M = 5.32$, $SD = 2.17$), and the 81-90 hours group at the $p < .05$ level ($M = 8.14$, $SD = 3.02$). There was also a difference between the 51-60 hours group ($M = 5.7$, $SD = 2.28$) and the 71-80 hours group ($M = 5.32$, $SD = 2.17$). These results are shown in tables 35 and 36.

Table 35

ANOVA Statistics for Principal's Work Hours

		Sum of Squares	df	Mean Square	f	p
Likert score time-based work interference with family	Between Groups	339.454	3	113.151	18.638	.000***
	Within Groups	1736.271	286	6.071		
	Total	2075.724	289			
Likert score time-based family interference with work	Between Groups	24.238	3	8.079	1.162	.324
	Within Groups	1988.093	286	6.951		
	Total	2012.331	289			
Likert score strain-based work interference with family	Between Groups	144.436	3	48.145	5.905	.001**
	Within Groups	2331.978	286	8.154		
	Total	2476.414	289			
Likert score strain-based family interference with work	Between Groups	43.767	3	14.589	2.44	.064
	Within Groups	1706.978	286	5.968		
	Total	1750.745	289			
Likert score behavior-based work interference with family	Between Groups	20.937	3	6.979	1.173	.320
	Within Groups	1702.084	286	5.951		
	Total	1723.021	289			
Likert score behavior-based family interference with work	Between Groups	16.879	3	5.626	.673	.780
	Within Groups	2390.901	286	8.360		
	Total	2407.779	289			

$*p < .05$, $**p < .01$, $***p < .001$.

Table 36

Tukey HSD/Tamhane Comparison for Hours Worked

	(I) Age Recorded	(J) Age Recorded	Mean Diff (I-J)	Std. Error	*p*	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Likert score time-based work interference with family	40-50	51-60	-2.678	.559	.000***	-4.28	-1.07
		61-70	-3.564	.561	.000***	-5.17	-1.96
		70-80	-4.115	.733	.000***	-6.22	-2.01
		81-90	-5.764	1.06	.000***	-8.81	-2.72
		90+	-6.478	1.81	.005**	-11.68	-1.28
	51-60	40-50	2.678	.559	.000***	1.07	4.28
		61-70	-.886	.320	.065	-1.80	.03
		71-80	-1.436	.570	.122	-3.07	.20
		81-90	-3.086	.955	.017*	-5.83	-.34
		90+	-3.800	1.75	.256	-8.83	1.23
	61-70	40-50	3.564	.561	.000***	1.96	5.17
		51-60	.886	.320	.065	-.03	1.80
		71-80	-.550	.571	.929	-2.19	1.09
		81-90	-2.200	.956	.197	-4.94	.54
		90+	-2.914	1.75	.558	-7.94	2.11
	71-80	40-50	4.115	.733	.000***	2.01	6.22
		51-60	1.436	.570	.122	-.20	3.07
		61-70	.550	.571	.929	-1.09	2.19
		81-90	-1.649	1.07	.634	-4.71	1.41
		90+	-2.364	1.82	.784	-7.57	2.84
	81-90	40-50	5.764	1.06	.000***	2.72	8.81
		51-60	3.086	.955	.017*	.34	5.83
		61-70	2.200	.956	.197	-.54	4.94
		71-80	1.649	1.06	.634	-1.41	4.71
		90+	-.714	1.97	.999	-6.37	4.94
	90+	40-50	6.478	1.81	.005**	1.28	11.68
		51-60	3.800	1.75	.256	-1.23	8.83

		61-70	2.914	1.75	.558	-2.11	7.94
		71-80	2.364	1.82	.784	-2.84	7.57
		81-90	.714	1.97	.999	-4.94	6.37
Likert score strain-based family interference with work	40-50	51-60	-1.297	.741	.760	-3.66	1.07
		61-70	-1.984	.741	.168	-4.35	.38
		70-80	-2.903	.818	.016*	-5.46	-.34
		81-90	-3.559	.998	.033*	-6.92	-.20
		90+	-1.630	4.55	1.000	-676.66	673.4
	51-60	40-50	1.297	.741	.760	-1.07	3.66
		61-70	-.687	.374	.651	-1.79	.42
		71-80	-1.606	.510	.046*	-3.20	-.01
		81-90	-2.262	.766	.251	-5.45	.93
		90+	-.333	4.51	1.000	-812.45	811.8
	61-70	40-50	1.984	.741	.168	-.38	4.35
		51-60	.687	.374	.651	-.42	1.79
		71-80	-.919	.510	.711	-2.51	.67
		81-90	-1.575	.766	.690	-4.76	1.61
		90+	.353	4.51	1.000	-811.61	812.3
	71-80	40-50	2.903	.818	.016*	.34	5.46
		51-60	1.606	.510	.046*	.01	3.20
		61-70	.919	.510	.711	-.67	2.51
		81-90	-.656	.841	1.000	-3.79	2.48
		90+	1.273	4.52	1.000	-766.88	769.4
	81-90	40-50	3.559	.998	.033*	.20	6.92
		51-60	2.262	.766	.251	-.93	5.45
		61-70	1.575	.766	.690	-1.61	4.76
		71-80	.656	.841	1.000	-2.48	3.79
		90+	1.929	4.56	1.000	-662.42	666.3
	90+	40-50	1.630	4.55	1.000	-673.40	676.7
		51-60	.333	4.51	1.000	-811.78	812.4
		61-70	-.353	4.51	1.000	-812.32	811.6
		71-80	-1.273	4.52	1.000	-769.42	766.9
		81-90	-1.929	4.56	1.000	-666.28	662.4

p < .05, **p* <.01, ***p* <.001

My thirteenth research question asked principals if taking their family to school events and activities had an impact on their perceived levels of work-family conflict. Results from a T-Test analyses showed a statistically significance difference between principals who responded "yes," they take their children to activities (*M* = 9.51, *SD* = 2.96) and those who said "no" (*M* = 10.45, *SD* = 2.73) in the behavior-based family interference with work area at the *p* < .01 level. These results suggested that principals who take their families to activities might have lower work-family conflict than those who do not. Table 37 shows these results.

Table 37

T Tests for Principals who take their Family to School Events

	Yes			No					
Work-family Conflict Categories	*n*	*M*	*SD*	*n*	*M*	*SD*	*df*	*t*	*p*
Time-based work interference with family	138	11.47	2.77	130	11.82	2.55	266	-1.06	.29
Time-based family interference with work	138	7.59	2.71	130	7.55	2.68	266	1.01	.92
Strain-based work interference with family	138	10.35	3.12	130	10.68	2.78	266	-.931	.35
Strain-based family interference with work	138	5.69	2.60	130	5.90	2.35	266	-.697	.49
Behavior-based work interference with family	138	7.62	2.52	130	8.18	2.38	266	-1.845	.07
Behavior-based family interference with work	138	9.51	2.96	130	10.45	2.73	266	-2.716	.007**

*p < .05, **p <.01, ***p <.001.

My fourteenth research question asked if principals, who reported their position had a

high degree of public scrutiny, showed a difference in perceived levels of work-family conflict

than those who did not report a high degree of public scrutiny. T-Test results indicated a

statistically significant difference in time-based work interference with family between principals

who reported they believed their positions had a high degree of public scrutiny ($M = 11.64$, $SD =$

2.67) and those who did not ($M = 9.27$, $SD = 2.10$) at the $p < .01$ level. A statistically significant

difference (p level) was also indicated at the $p < .05$ level in the category of strain-based work-

interference with family between principals who believed their position was open to a high

degree of public scrutiny ($M = 10.58$, $SD = 2.93$) than those who did not ($M = 8.55$, $SD = 2.54$), as can be seen in Table 38.

Table 38

T-Test for Principalship Open to Public Scrutiny

Work-family Conflict Categories	Yes			No					
	n	M	SD	n	M	SD	df	t	p
Time-based work interference with family	277	11.64	2.67	11	9.27	2.10	286	2.90	.004**
Time-based family interference with work	277	7.54	2.67	11	7.27	2.10	286	.330	.742
Strain-based work interference with family	277	10.58	2.93	11	8.55	2.54	286	2.28	.024*
Strain-based family interference with work	277	5.77	2.43	11	5.82	3.25	286	-.070	.944
Behavior-based work interference with family	277	7.87	2.46	11	8.00	2.28	286	-.172	.863
Behavior-based family interference with work	277	9.97	2.91	11	10.18	2.64	286	-.236	.813

*$p < .05$, **$p <.01$, ***$p <.001$.

My fifteenth research question asked if reported hours principals spend on household duties had an impact on their perceived levels of work-family conflict. One-way ANOVA results shown in table 39 and 40 indicated a statistical significance between groups in strain-based family interference with work. Post-hoc tests indicated the difference was between principals spending 0-10 hours on household duties ($M = 5.37$, $SD = 2.31$) and those spending 21+ hours on household duties ($M = 6.44$, $SD = 2.48$) at the $p < .05$ level.

Table 39

ANOVA Statistics for Weekly Hours Spent on Household Duties

		Sum of Squares	df	Mean Square	f	P
Likert score time-based work interference with family	Between Groups	33.046	2	16.523	2.361	.096
	Within Groups	1987.239	284	6.997		
	Total	2020.286	286			
Likert score time-based family interference with work	Between Groups	13.646	2	6.823	.995	.371
	Within Groups	1948.103	284	6.860		
	Total	1961.749	286			
Likert score strain-based work interference with family	Between Groups	15.814	2	7.907	.923	.398
	Within Groups	2431.935	284	8.563		
	Total	2447.749	286			
Likert score strain-based family interference with work	Between Groups	40.805	2	20.403	3.579	.029*
	Within Groups	1619.132	284	5.701		
	Total	1659.937	286			
Likert score behavior-based work interference with family	Between Groups	9.130	2	4.565	.774	.462
	Within Groups	1674.814	284	5.897		
	Total	1683.944	286			
Likert score behavior-based family interference with work	Between Groups	2.895	2	1.447	.176	.835
	Within Groups	2340.213	284	8.240		
	Total	2343.108	286			

*$p < .05$, **$p < .01$, ***$p < .001$

Table 40

Tamhane Comparison for Weekly Hours Spent on Household Duties

	(I) Age Recorded	(J) Age Recorded	Mean Diff (I-J)	Std. Error	p	95% Confidence Interval	
						Lower Bound	Upper Bound
Likert score strain-based family interference with work	0-10	11-20	-.521	.304	.241	-1.25	.21
		21+	-1.071	.432	.046*	-2.13	-.01
	11-20	0-10	.521	.304	.241	-.21	1.25
		21+	-.550	.439	.514	-1.62	.52
	21+	0-10	1.071*	.432	.046	.01	2.13
		11-20	.550	.439	.514	-.52	1.62

*p < .05, **p <.01, ***p <.001

My sixteenth research question asked if principals who had an assistant or another administrator to share their workload with showed a difference in perceived levels of work-family conflict compared to principals who did not. T-Test results in Table 41 indicated a statistically significant difference between groups in time-based work interference with family category at the $p < .05$ level. Principals who reported having an assistant or another administrator to share their workload with had a significantly higher level of work-family conflict results ($M = 11.89$, $SD = 2.66$) than principals without one ($M = 11.09$, $SD = 2.65$).

Table 41

T-Test Results - Another Administrator to Help with Duties

Work-family Conflict Categories	Yes			No					
	n	*M*	*SD*	*n*	*M*	*SD*	*df*	*t*	*p*
Time-based work interference with family	168	11.89	2.66	122	11.09	2.65	288	2.52	.012*
Time-based family interference with work	168	7.54	2.69	122	7.51	2.58	288	.088	.930
Strain-based work interference with family	168	10.35	3.05	122	10.75	2.74	288	1.185	.241
Strain-based family interference with work	168	5.69	2.51	122	5.92	2.40	288	-.777	.438
Behavior-based work interference with family	168	7.99	2.57	122	7.70	2.26	288	.975	.330
Behavior-based family interference with work	168	7.45	2.29	122	7.37	2.15	288	.396	.736

*p < .05, **p <.01, ***p <.001.

My seventeenth and final research question asked principals if they felt the principalship was more stressful than teaching and if this indicated different levels of work-family conflict. T-Test results showed significance differences between groups in time-based work interference with family. Principals who reported that being a principal was more stressful than teaching (*M* = 11.76, *SD* = 2.59) indicated a higher level of work-family conflict p < .001 than principals who believed being a principal was less stressful than teaching (*M* = 9.72, *SD* = 2.91). The results shown in Table 42 indicated a significant difference between the two groups in the strain-based

work interference with family group at the $p < .05$ level. Principals who said that being a

principal was more stressful than teaching ($M = 10.65$, $SD = 2.88$) indicated a higher level of

work-family conflict than principals who believed being a principal was less stressful than

teaching ($M = 9.28$, $SD = 3.10$).

Table 42

T-Test Principalship is More Stressful than Teaching

Work-family Conflict Categories	More Stressful			Less Stressful					
	n	*M*	*SD*	*n*	*M*	*SD*	*df*	*t*	*p*
Time-based work interference with family	259	11.76	2.59	27	9.52	2.91	286	3.98	.000***
Time-based family interference with work	259	7.57	2.67	27	7.07	2.53	286	.895	.371
Strain-based work interference with family	259	10.65	2.88	27	9.44	3.14	286	2.414	.016*
Strain-based family interference with work	259	5.78	2.53	27	5.63	1.57	286	.044	.965
Behavior-based work interference with family	259	7.93	2.45	27	7.22	2.42	286	1.223	.222
Behavior-based family interference with work	259	7.49	2.23	27	6.59	2.15	286	1.607	.109

*$p < .05$, **$p < .01$, ***$p < .001$.

In summary, these data revealed many different and interesting results regarding

principals' perceived levels of work-family conflict. These data analyses assist us in determining

if specific demographic variables have an impact on perceived work-family conflict, which I

hope can ultimately help current and future principals make decisions about their careers. A

summary of these analyses and a discussion of results per individual research question will be

presented in Chapter Five.

CHAPTER FIVE – SUMMARY OF FINDINGS

This study was created in order to explore principals' perceptions of their levels of work-family conflict and to statistically examine whether a principal's demographics may make a difference in those perceptions. If a principal is at a crossroads in his or her life and trying to determine if taking this new job is better for his or her family, this research can help give him or her some data to make a decision. This research can help a principal decide if he or she wants to take a job in an elementary school or a secondary school. Or, it may help principals decide if they should turn down a job that doesn't have an assistant principal based on how much perceived work-family conflict the position might have.

In order to measure work-family conflict, I gained permission to use an existing survey created by Carlson, Kacmar, and Williams (2000). In order to tailor the survey to public school principals, I created and included my own set of demographic questions that related to the principalship. My research questions were directly linked to the demographic and work-family conflict questions. My research questions were:

1. Does the gender of a principal have an impact on the perceived levels of work-family conflict?

2. Does the age of a principal have an impact on the perceived levels of work-family conflict?

3. Does the marital status of a principal have an impact on the perceived levels of work-family conflict?

4. Do principals, who perceive their jobs contributed to their divorce or separation, show a difference in reported levels of work-family conflict compared to principals who do not?

5. Do principals who have working spouses have different levels of perceived work-family conflict compared to principals who do not have working spouses?

6. Does the number and age of children living in the principal's home have an impact on the perceived levels of work-family conflict?

7. Do a principal's years of experience have an impact on the perceived levels of work-family conflict?

8. Does the grade level of principalship have an impact on the perceived levels of work-family conflict?

9. Do principals who report selecting their grade level of principalship in order to spend more time with their family show a difference in perceived levels of work-family conflict than principals who did not report making this choice?

10. Does the size of the school have an impact on the perceived levels of work-family conflict?

11. Does the classification of the school, such as rural, urban, or suburban, have an impact on the perceived levels of work-family conflict?

12. Does the number of hours a principal works per week have an impact on the perceived levels of work-family conflict?

13. Does taking their family to school events and activities have an impact on a principal's perceived levels of work-family conflict?

14. Do principals who report the position has a high degree of public scrutiny, show a difference in perceived levels of work-family conflict than those who do not report a high degree of public scrutiny?

15. Do reported hours principals spend on household duties have an impact on their

   perceived levels of work-family conflict?

16. Do principals, who have an assistant or another administrator with whom to share their

   workload, show a difference in perceived levels of work-family conflict compared to

   principals who do not?

17. Do principals, who feel the principalship is more stressful than teaching, indicate

   different levels of work-family conflict than those who do not feel the principalship is

   more stressful than teaching?

   This summary chapter will focus on these research questions and the data that was

gathered regarding each question. I will discuss notable findings and key takeaways from those

findings that might be of interest to current and future principals.

Procedure

   In order to obtain research data on the topic of principals' perceived work-family conflict

levels, a survey was created and sent out using the Qualtrics program. The survey was sent out

to every elementary and secondary public school principal in the state of Indiana. The survey

consisted of 18 work-family conflict questions as well as 17 demographic questions for a total of

35 questions. The work-family conflict questions were already created from a prior research

area, and I received permission directly from the authors to use their questions. The 18 questions

were broken down to measure six categories of work-family conflict, with each category further

broken down into three questions each. The categories were: (a) time-based work interference

with family, (b) time-based family interference with work, (c) strain-based work-interference

with family, (d) strain-based family interference with work, (e) behavior-based work interference

with family, and (f) behavior-based family interference with work.

The seventeen demographic questions at the beginning of the survey asked many different questions including how many children principals had, if they were married, how many years they had been an administrator, if they had an assistant, and more. The intent was to compare the demographic questions with the 18 work-family conflict questions to see if any demographic areas in particular were linked with higher levels of perceived work-family conflict.

The survey was distributed with a cover letter explaining the importance of the research and how it could help principals in the future make more informed decisions regarding their careers. The survey was available in the Qualtrics program for three weeks before a reminder email was sent out and an extra two weeks given. The response rate was around 16.11% with 310 principals responding out of the 1924 principals that received the email. When the survey closed, descriptive and inferential data analyses were conducted using the SPSS program. The results were then placed in tables and included in chapter four. The next section will outline the summary of these results.

Summary of Results

My survey explored the demographic data of principals and compared these data to principals' perceived levels of work-family conflict. This section will list each demographic area in detail so that principals can have a better understanding how their own demographics might have an effect on their work-family conflict levels. This deeper understanding can help principals make more informed decisions regarding their careers and potentially develop proactive plans to help balance their work life and family life.

Gender

My first research question was aimed at better understanding whether or not gender plays a role on perceived levels of work-family conflict among public school principals. Gender is an

important issue to address because men and women can have different viewpoints when it comes to how they perceive their careers and the role it has on their families. The results from this study show that time-based work interference with family was rated the highest among both male and female principals. My results revealed that female participants reported a statistically higher level of strain-based work interference with family, than did males. Strain-based work interference with family, for example, can be when irritability and anxiety from the work role interfere with the personal family role. Burton and Weiner (2016) found that the personal beliefs and understanding of female principals regarding their leadership capabilities lead to more discontentment than male principals. The discontentment may provide women the strength and resiliency to fight for their leadership positions, but it also makes them more vulnerable and open to internal critiquing.

Age

My second research question focused on the age of principals and if age had an effect on their perceived levels of work-family conflict. In my study, all age groups responded that time-based work interference with family had the highest levels of work-family conflict. When I looked at how age groups differed, these data showed that principals between 41-50 years old perceived significantly higher levels of strain and behavior-based family interference with work than principals older than 51. The question is, why does this age group of principals feel their family is interfering with their work? Without a further in-depth analysis or qualitative look at this topic, it is difficult to understand what happens between the ages of 41 and 50 that causes principals to feel more work-family conflict.

One possibility is that principals between 41-50-years-old are living in what is called the sandwich generation. According to Grundy and Henretta (2006), "The 'sandwich generation'

has been conceptualized as those mid-life adults who simultaneously raise dependent children and care for frail elderly parents" (p. 707). A 2014 study found that sandwich generation parents experience more stress compared to non-sandwich generation parents as well as decreased time for hobbies and activities of interest; more irritability; more feelings of anxiety; an increased strain on marital relations; and a decrease in personal health (Solberg, Solberg, & Peterson). Brock and Grady (2002) state, "Whenever circumstances at home create heavy physical and emotional burdens in addition to job responsibilities, the accumulation of factors increases stress and the risk for burnout" (p. 19).

Marital Status

My third and fourth research questions compared single principals to married principals to see if one group reported a different level of perceived work-family conflict than the other group. Married principals reported the highest work-family conflict category as time-based work interference with family while single principals reported strain-based work interference with family as the highest category. My results revealed that married principals reported significantly higher time-based work interference with family than single principals. It is no surprise that principals are busy and reported higher levels of time-based work-family conflict because having a spouse or significant other requires time and attention. "The demands of the job -- internal and external -- can affect marriages, too. In the blink of an eye, the school family's needs can take precedence over the immediate family's..." (Hopkins, 2009, para. 4). In a study of Indiana principals, Boyland (2011) found that principals' job responsibilities often consumed their family and recreation time. As one participant said, "There is simply not enough time to work on your own agenda or have balance between home and school" (p. 6). One solution, albeit not the most popular one, might be for a principal to make a choice. Napholz's 1995 study found that,

"…women who chose either their work first or their significant relationship first had a lower level of role-conflict than did the women who felt a need to commit to both work and significant relationships equally" (as cited in Eckman, 2004, p.4).

My fourth research question attempted to determine if divorced principals blamed their job on their divorce. I had a low response rate on this question, with only 26 respondents total, and 31% ($n = 8$) of those indicating "yes" their jobs contributed to their divorce. Analyses of these data indicated no statistical significance between those that said "yes" and those that said "no."

Working Spouse

My fifth research question investigated the difference in perceived levels of work-family conflict between principals who have a working spouse and those who do not have a working spouse. My results revealed that principals with spouses without a job reported significantly higher levels of behavior-based work-family conflict than principals will full time working spouses. This research becomes important when principals are faced with making a decision about their spouse and whether or not they should find employment outside the home. Therefore, it would be helpful to know how this decision might impact their family. A UK study of eleven thousand children (as cited in Sandberg, 2013) revealed that:

> When women work outside the home and share breadwinning duties, couples are more likely to stay together. In fact, the risk of divorce reduces by about half when a wife earns half the income and a husband does half of the housework (p. 118).

It is important for working spouses to determine what is best for their individual family. Brock and Grady (2002) state that parents should not fret when mixing dual careers and child raising because what is normal for one child such as how many times they eat out might not be

normal for another child and every child can have a different interpretation of normal. Working spouses can work together at delegating duties, finding routines, and aligning their calendars to find common family time.

Children

My sixth research question sought to determine if the number and age of children living in the principal's house had an impact on their perceived work-family conflict. It is common for families to have children, but does having children have an impact on their lives as principals? If principals are aware of the perceived levels of conflict, then they can have a better understanding of what is happening in their life when they start to experience conflict. My results suggested that the more children a principal has, the more work-family conflict they will also have. When looking at the age of the children, my results indicated that a principal whose first child was two-years-old reported significantly higher levels of time-based work interference with family than principals who had a 13-year-old. Younger children are more dependent on their caregivers and can make it challenging for an administrator who spends so much time away from the home. According to a 2011 study by Adkins and Premeaux, "Workers with more children exhibited higher overall levels of WFC and spouse/parent FWC than did those with fewer children" (p. 388). The data from this study suggested that principals with three or more children have significantly higher levels of time-based work interference with family conflict as well as strain-based family interference with work than principals without children. It is understandable that the more children a principal has, the more time will be required to take care of them. Brock and Grady (2002) indicated that for principals, balancing work life and private life was very challenging. It can be rewarding and help a principal restore personal power when they learn to

make changes to accommodate their home life. It is left up to the individual to determine what is

most important and then they must learn to discard the rest.

Experience

My seventh research question looked at principals' years of experience as a principal to

determine if this has an effect on perceived work-family conflict levels. Do more experienced

principals have a better balance between work and family after having more years to adjust to

their lifestyles? The data from this research does not indicate a significant difference in

perceived work-family conflict levels between the different experience levels. I would have

thought that the more experience a principal had, the more time he or she would have to

understand how to balance their families and their careers. However, my results did not suggest

this to be the case.

Grade level

My eighth research question sought to determine grade levels of principals' schools and

any impact on their levels of work-family conflict. My results indicated that elementary

principals reported a significantly lower level of time-based work-family conflict than principals

who oversaw a junior/senior high school. In a study by DiPaola and Tschannen-Moran (2003),

28.2% of high school principals reported working more than 65 hours per week compared to

13% of elementary school principals. Decisions regarding grade level are a personal choice for

administrators, and one must consider all of their options carefully before making a career move

to a different grade level. For example, Mr. Sprinkle a principal at Bay Haven School in

Sarasota, Florida was offered a position as a high school principal. After talking it over with his

wife, he stated:

We decided that the evening part of being a high school principal would not allow me to be the kind of father I wanted to be, so I interviewed for an elementary principal position and got it, said Sprinkle. It's the best decision I ever made (Hopkins, 2009, para. 18).

My ninth research question was also about grade level but sought to determine why principals chose their grade level, and if it had an impact on work-family conflict. My results suggested that the principal's reason for choosing their grade level had no significant difference on their perceived work-family conflict.

Size of school

My tenth research question looked at the size of the school in relationship to the principals' levels of work-family conflict. The size of the school can greatly impact a principal's life. My results found that there was a significant difference in perceived strain-based family interference with work. Principals who oversaw schools with 0-250 students reported significantly higher levels of strain-based work-family conflict than principals who oversaw schools with 1001-2000 students. Starr and White (2008) reported that rural principals from small schools often do not have assistant principals. When they questioned principals about how they handle the increased responsibilities, they found that these principals were absorbing the extra requirements and found it too exhausting and personally time consuming to fight the system and stream of new reforms.

Classification of school

My eleventh research question tried to determine if the classification of the school had an effect on the principal's level of work-family conflict. Do principals of rural schools find more work-family conflict than principals of suburban or city schools? Surprisingly, my results

revealed no significant difference in perceived levels of work-family conflict between principals serving in the different classification of schools.

Working hours

My twelfth research question asked about the number of hours a principal worked and if that caused higher levels of perceived work-family conflict. A 2011 study by Adkins and Premeaux found that, "As hours worked increase home-leisure FWC and spouse/parent FWC increased to a point and then declined with additional hours of work indicating a U-shaped curve" (p. 386). The results from this study indicated principals who worked 40-50 hours per week had significantly lower levels of time-based work-interference with family conflict than principals who worked more than 50 hours per week. Interestingly, the results showed that principals who worked between 40-50 hours per week reported significantly higher levels of strain-based family interference with work than principals who worked 71-80 hours per week. However, they also reported significantly lower levels of strain-based family interference with work than principals who work 81-90 hours group. This research tends to agree with the Adkins and Premeaux study (2011). They suggested that principals often seek out methods of accommodations around the home once they reach a certain level of hours. These accommodations might include childcare or other assistance with domestic duties.

A statistically significant difference was also found between principals who worked 51-60 hours per week, who reported more strain-based family interference with work than principals who worked 71-80 hours per week. A 2014 study of Ontario principals found that almost three-fourths of participating principals feel pressure to work long hours, and most of them feel they do not have the resources to do the job (Pollock, Wang, & Hauesman). Strain-based family interference with work can be challenging for a principal, and the study analyzed what strategies

principals use to cope with stress. They found that "spending time with friends and family

(86.2%), talking with colleagues (74.6%), engaging in physical activities (66.2%), and watching

television/movies (60.3%) were the most common coping strategies used by principals to

manage fallout from a difficult day at work" (Pollock, Wang, & Hauesman, 2014, p. 26).

Family events

My thirteenth research question tried to determine if principals who take their families to

after school events and activities had different levels of work-family conflict than principals who

did not. Spending time with their families is an important part of finding a good work-family

balance for principals. The data from this study found that principals who take their families to

events perceived statistically significant lower levels of behavior-based family interference with

work than principals who did not take their families to work. This is an important finding

because if principals knew that taking their families to events could lower their work-family

conflict levels, more might choose to do so. Principals can use their calendar of events as a

resource to help find additional time with their families. Even if they find themselves, for

example, taking their oldest child with them to help chaperone the high school prom. "Making

school activities a family venture is another way to ensure that there is plenty of family time on

the calendar, said principal Les Potter" (Hopkins, 2009, para. 52). On the flip side, it is also

important to know that some principals could feel an additional burden by taking their families to

events. One principal said, "I know my spouse is going only because he feels he has to. I feel

guilty and worried about his not having a good time…it's stressful for me" (Brock & Grady,

2002, p. 16). Principals have to look at the individual characteristics of their own family to

determine what is best for them.

Public scrutiny

My fourteenth research question asked if principals who felt under more public scrutiny have more work-family conflict than principals who do not feel public scrutiny. The data from this research revealed that principals who reported they were under a great deal of public scrutiny had statistically significantly higher levels of time-based and strain-based work interference with family than principals who did not feel they were open to a great deal of public scrutiny. According to Howard & Mallory (2008):

> Principals reported they sometimes feel they exist in a magnified fish bowl. This phenomenon, which was described as an intrusion to the principal's sense of privacy, was largely because high school principals are widely recognized by a large number of people. The principals described their tendency to avoid public places and to seek the privacy of their own home (p. 14).

While some may view staying at home as having no social life and feeling rather lonely, Brock and Grady (2002) explain that it is important to share time with friends and people who matter the most. They also explain that while networking with colleagues is important, is not the same as socializing for relaxation and should not be the basis for a social life.

Hours on household duties

My fifteenth research question intended to determine if the hours principals spent on household duties affected their work-family conflict levels. The house still needs to be cleaned, and laundry still needs to be done, in spite of the many hours spent working at the school. If the principal tended to spend more hours on housework, does that make a difference in work-family conflict as compared to principals who spend fewer hours on housework?

My results suggest that principals who spent between 0-10 hours per week on housework reported significantly less strain-based work-family conflict than principals who spent 21 or

more hours per week on household duties. Perhaps more research could be done to determine if

hiring help around the house might lower perceived levels of work-family conflict. Time is so

valuable to a principal. Queen and Queen (2005) reported that many principals, instead of

coming home from a long day and then cleaning house, preparing dinner, and running errands,

could find family members to divide these tasks among. Other than hiring someone to handle

major housework duties and giving up noncritical household tasks, a principal might simply limit

the hours they spend on household duties in order to set aside time for family (Brock & Grady,

2002).

Another administrator

My sixteenth research question was important question, because it sought to determine if

principals reported lower levels of perceived work-family conflict when they had someone to

share their workload with. Typically, the bigger the school, the more need for assistants and

administrative help, but does this make a significant difference for principals' levels of work-

family conflict? Having an administrative assistant can be very helpful in terms of the amount of

work that gets accomplished in a given day and lighten the burden placed on one person. My

research indicated that principals, who have an assistant or someone to help them, reported a

statistically significantly higher level of perceived time-based work interference with family than

principals who do not have an assistant. According to a 2012 article in Education weekly, the

student to administrator ratio in Indiana was one administrator to every 328.4 students (as cited

in McCaffrey, 2014). More research is needed to determine why principals perceive more work-

family conflict when they have an assistant.

Stress compared to teaching

My seventeenth, and final, research question asked principals to compare their stress levels to that of being a teacher. My research results suggest that principals who felt the principalship was more stressful than teaching had statistically significantly higher levels of perceived time-based and strain-based work interference with family than principals who believed being a principal was less stressful than teaching. This leads me to believe that each principal has his or her own personal traits, and coping with stress should be viewed from an individual level. Boyland (2011) suggests that in addition to identifying principals' stress levels, it is important to examine their personal coping strategies and compare those with proven stress management strategies in order to determine the effectiveness of their techniques. Queen and Queen (2005) suggested principals and teachers need to work together in the classroom to find good strategies to help reduce the stress in the classroom such as goal setting, shared decision making, social support time, and working on developing more effective mentor relationships.

Implications

This research revealed that high levels of work-family conflict are found to be significantly related to the following demographic characteristics: female; 41-50-years-old; married; non-working spouse; more than three children; first child was 2-years-old; principal at the junior/senior high school level; worked at a school with 0-250 students; worked between 51 and 71 hours per week; did not take their families to school activities; felt their position had a high degree of public scrutiny; spent more than 21 hours on household duties; had an assistant to share their workload with and believed that being a principal is more stressful than being a teacher. From age to number of hours worked, in all likelihood, principals will eventually find themselves with a demographic characteristic that is related to higher levels of work-family conflict. In other words, it would be nearly impossible for a principal to not experience high

levels of work-family conflict at some point in their career. After looking at this study's results, principals can become more aware of these issues and try to find solutions to lower their levels of work-family conflict.

An implication for school leaders to consider is in regards to the size of the school. When school officials are considering consolidation, or if they see an increase in enrollment numbers, they should consider how the size of the school affects their principal's work-family conflict levels. According to my research, the larger the school, the less work-family conflict a principal will have

School leaders should also try to plan most of their events to be family-friendly. This could help not only principals spend more time with their family but also create a more welcoming family-friendly environment for parents and teachers. Principals should be encouraged to bring their families to events in order to spend more time with them. This is a great benefit for the principal, because my results indicate that it does tend to lower their perceived levels of work-family conflict.

School leaders could also help brainstorm ways to lower principals' levels of public scrutiny. For example, administrators could enforce a proper chain of command in the school to help take some of the public pressure off the principal by asking anyone with a complaint to try and solve their problems at the lowest level first.

Central office administrators should be cognizant when requiring principals to work extra hours. Many principals will choose to work long hours because they are dedicated to their job, but central office leaders should remember that the more hours a principal works, the more work-family conflict and stress they could be exposed to. To help alleviate hours from the principal's

workload, school leaders could consider delegating duties to central office staff or other leaders throughout the district.

Faculty members of principal preparation programs could use the results of this study to help principals understand the potential for work-family conflict. Future principals need to learn techniques to better prepare them to recognize work-family conflict and skills to help decrease their overall work-family conflict levels. For example, universities could offer a course in time management and how to stay organized to help cut down on the amount of hours they spend on the job. A course lesson could be taught in how to transition from one project to another and how to better manage their stress levels. A mentoring program could be set up for prospective principals to help guide them into picking the position that is right for them, as well as, how to be successful their first few years on the job.

Limitations of Study

One limitation of this study is that it was only conducted with Indiana school principals. Results could be more accurate if they were a representation of principals across the nation.

Another limitation of this study was the response rate (16.11%). Only 310 principals responded out of the 1,924 principals that received the email. I suspect that many principals have strong spam filters, and the survey ended up in their spam box. I received multiple emails that stated my survey had gone to their spam box and that I needed to reply in order to send it to their main inbox. I am not sure how many other emails ended up in spam and if it might have helped my response rate if I had sent out the survey by mail.

A final limitation is that this study did not take into account principals who have had professional development, counseling, or great mentors along the way to help them overcome

work-family conflict issues prior to taking the survey. Having supportive resources in place is

certainly a benefit that may reduce work-family conflict for any employee.

Recommendations for Further Research

This survey did not ask principals if they currently hired outside help to alleviate some of

their pressures and time demands. For example, a new researcher might try to determine if a

principal hiring someone to clean their home or take care of their children during non-work

hours had an effect on their work-family conflict. Another area of needed research revolves

around extended family and how much they help lower a principals' perceived work-family

conflict level. If a principal has a parent or parent in-law to help with childcare and support,

would it help to lower perceived levels of work-family conflict?

Further research could be done to determine how principals can try to move out of the

public spotlight to help lower their perceived levels of work-family conflict. It would also be

beneficial to determine why female principals feel extra strain in their careers compared to males

and possibly seek out solutions to help mitigate this issue.

Finally, it could be helpful to determine if 41-50-year-old principals do feel they are in

the sandwich generation taking care of children and elderly parents. In this case, research on

how to help principals navigate these "sandwich years" would be useful. Additionally, while this

study was quantitative in nature and I revealed some very useful information, a follow-up

qualitative study could add richness to results and potentially expand findings.

Conclusion

This study of principals' perceived work-family conflict revealed knowledge that could

help principals make decisions that are more informed. I hope that principal candidates will read

this dissertation and gain a better understanding of how the principalship might affect their work

and their families. Being a principal can bring about work or family conflicts, and it is no secret that time is an important factor. In my study, time-based work interference with family was an area that consistently indicated high levels of work-family conflict.

Finding a balance can be difficult for principals, and, if they love their job, it can be even more difficult. It is not always easy to choose between these two, especially with a deadline approaching or an event that needs to be attended. I have heard principals joke that there needs to be a support group for principal spouses. Maybe a support group would be farfetched, but there are books and resources out there to help principals manage their stress, avoid burnout, and find a better balance between work and family.

This study covers many different topics concerning principals, and each one can leave you pondering. Some results were surprising, such as a principal's level of experience does not have a significant impact on their work-family conflict levels, and principals between 41 and 50-years-old have more work-family conflict than older principals. This research tends to leave the reader asking more questions and wanting to find out more information to make the life of a principal even better. It is hard to find highly effective principals, and, when one is found, it is in the school district's best interest to keep them. If a principal's work-family conflict can be lowered and that allows a school to retain an effective principal, it is well worth the effort. The principal is the leader of the building and responsible for motivating the teachers and the students. If a principal is having a hard time balancing work and family, that principal may not be able to put 100 percent into the job that they are doing, which can have negative ramifications on the school.

In conclusion, the results of my study add important findings to the literature on principals and their levels of work-family conflict. I found that time-based work interference

with family was the category with the highest levels of work-family conflict amongst all principal respondents. My female respondents reported statistically significantly higher levels of strain-based work interference with family, and principals in the 41-40 age range had significantly higher levels of strain- and behavior-based family interference than principals older than 51. Married principals reported statistically significant higher time-based work interference with family than single principals, and principals with non-working spouses had significantly higher levels of behavior-based work-family conflict than those with spouses that worked outside the home.

In addition, principals with three or more children reported statistically significant higher levels of work-family conflict in several areas, while principals of elementary schools indicated significantly lower levels of time-based work-family conflict than principals of junior/senior high schools. Principals with between 0 and 250 students reported significantly higher levels of strain-based work-family conflict than principals with 1001-2000 students. Principals who worked more than 50 hours each week reported significantly higher levels of time-based work-family conflict than principals who worked less than 50 hours, and principals who took their families to school activities reported significantly lower levels of behavior-based work-family conflict than principals who did not. Principals who view their job as being open to a great deal of public scrutiny reported significantly higher levels of time-based work-family conflict than those who did not, and principals who spend more than 20 hours on household duties each week reported significantly higher levels of strain-based work-family conflict than principals working less than 20 hours. Finally, principals with an assistant reported significantly higher levels of time-based work-family conflict than principals without an assistant, and principals who view

the principalship as more stressful than teaching reported higher levels of time-based work-family conflict than principals who view the principalship as being less stressful than teaching.

The results of my study are valuable to prospective principals, currently practicing school principals, school board members, and central office administrators. For current or prospective principals, these results can serve as a guide in their efforts to achieve a healthy balance between work and family. For central office administrators and school boards, these results are important as they can be used to assist school districts in developing or revising policies that will attract and retain principals. For example, policies could be implemented to allow principals more flexibility with their work hours and contracted days. A policy could be created that allows principals who work late evening events to come into work an hour or two later the following day. A policy could be created for principals who work on Saturdays to count that as one of their contracted work days. This would allow principals to spend more time at home in the summer with their families. Principal's contracts could include benefits for counseling and stress management and principals could be required to find a mentor principal and visit that person specific number of times during their first two years.

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Appendix A – Instrument

Demographic Data Questions:

1. Gender: Male or Female
2. Age: Under 30, 31-40, 41-50, 51-60, 61-70, greater than 70
3. Marital Status: Married, Single, Divorced, Separated, Widowed, Living with Partner, Divorced but remarried, Widowed but remarried
4. (Answer only if divorced or separated) I feel my principal's job contributed to my divorce or separation? Yes, No, I do not know
5. (Answer only if married or living with partner) My spouse or partner has a job: Full time, part time, or none)
6. Number (drop down 1-10, 10+) and ages of children (drop box next to number).
7. Years of Experience as an administrator: 0-5, 6-10, 11-15, 16-20, greater than 20
8. Grade Level: Elementary, Middle, High, Junior and Senior High, All Grades
9. I chose my grade level of principalship because (I wanted to spend more time with my family, I taught at this level and feel most comfortable at this level, because there was an opening at this level, because of the salary at this level, make more of an impact on that level of education)
10. Number of students in my school? 0-250, 251-500, 501-750, 751-1000, 1001-2000, 2001-3000, 3001-4000, more than 4000
11. I would classify my school community as urban, suburban, or rural
12. Average number of hours I work per week? 40-50, 51-60, 61-70, 71-80, 81-90, greater than 90
13. I often take my family to school events and activities? Yes or No
14. I feel my position is open to a great deal of public scrutiny? Yes or No
15. Weekly hours spent on household duties: 0-10, 11-20, 21-30, 31-40, 41-50, greater than 50
    Check all that apply (dishes, laundry, house cleaning, cooking, house maintenance, shopping, taking care of children, yard work, and vehicle maintenance)
16. I have an assistant principal or another administrator to share my workload with. Yes or No
17. If you were a former teacher, do you believe being a principal is more or less stressful than teaching? More, Less, Equal

Please answer the following questions using the scale of 1-5 with 1 representing strongly disagree and 5 representing strongly agree

Questions 18-20 measure time-based work interference with family.
    18. My work keeps me from my family activities more than I would like.
    19. The time I must devote to my job keeps me from participating equally in household responsibilities and activities.
    20. I have to miss family activities due to the amount of time I must spend on work responsibilities.

Questions 21-23 measure time-based family interference with work.
    21. The time I spend on family responsibilities often interferes with my work responsibilities.
    22. The time I spend with my family often causes me not to spend time in activities at work that could help my career.

23. I have to miss work activities due to the amount of time I must spend on family responsibilities.

Questions 24-26 measure strain-based work interference with family.

24. When I get home from work, I am often too frazzled to participate in family activities/responsibilities.

25. I am often so emotionally drained when I get home from work that it prevents me 2from contributing to my family.

26. Due to all the pressures at work, sometimes when I come home I am too stressed to do the things I enjoy.

Questions 27-29 measure strain-based family interference with work.

27. Due to stress at home, I am often preoccupied with family matters at work.

28. Because I am often stressed from family responsibilities, I have a hard time concentrating on my work.

29. Tension and anxiety from my family life often weakens my ability to do my job.

Questions 30-32 measure behavior-based work interference with family.

30. The problem-solving behaviors I use in my job are not effective in resolving problems at home.

31. Behavior that is effective and necessary for me at work would be counterproductive at home.

32. The behaviors I perform that make me effective at work do not help me to be a better parent and spouse.

Questions 33-35 measure behavior-based family interference with work.

33. The behaviors that work for me at home do not seem to be effective at work.

34. Behavior that is effective and necessary for me at home would be counterproductive at work.

35. The problem-solving behavior that works for me at home does not seem to be as useful at work.

Appendix B – Permission to Use Survey

October 19, 2014

One Bear Place #98006
Baylor University
Waco, TX 76798-8006

Dear Dr. Carlson:

I am currently a school Superintendent and a doctoral student from Ball State University writing my dissertation tentatively titled "Work-Family Conflict Among School Principals" under the direction of my dissertation committee chaired by Dr. Lori Boyland.

I would like your permission to use your survey instrument in my research study.   You developed the work-family conflict scale with Ms. Kacmar and Mr. Williams in 2000. I would like to use and print your survey questions under the following conditions:

• I will use this survey only for my research study and will not sell or use it with any compensated or curriculum development activities.
• I will include the copyright statement on all copies of the instrument.
•I will send my research study and one copy of reports, articles, and the like that make use of these survey data promptly to your attention.

If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to me either through postal mail or e-mail:

8201 Doe Run Lane
Shoals, IN 47581
roushc@shoals.k12.in.us

Sincerely,

Candace Roush
Doctoral Candidate

Carlson, D. S., Kacmar, K. M., and Willams, L. J. (2000). Construction and Initial Validation of a Multidimensional Measure of Work-Family Conflict. Journal of Vocational Behavior, 56(2), 249-276.

I grant permission requested on the terms stated in this letter.
Credit line to be used (if different from citation given above):

Agreed to and accepted: _____

Date: _____10-20-14_____

Appendix C - Corresponding Survey Items to Research Question

Research Questions	Corresponding Survey Item
1. Does the gender of a principal have an impact on the perceived levels of work-family conflict?	**Survey item:** 1, 18-35
2. Does the age of a principal have an impact on the perceived levels of work-family conflict?	**Survey item:** 2, 18-35
3. Does the marital status have an impact on the perceived levels of work-family conflict? (Single, married, divorced, separated)	**Survey item:** 3, 18-35
4. Do principals, who perceive their jobs contributed to their divorce or separation, show a difference in reported levels of work-family conflict compared to principals who do not?	**Survey item:** 4, 18-35
5. Do principals who have working spouses have different levels of perceived work-family conflict compared to principals who do not have working spouses?	**Survey item:** 5, 18-35
6. Does the number and age of children living in the principal's home have an impact on the perceived levels of work-family conflict?	**Survey item:** 6, 18-35
7. Do a principal's years of experience have an impact on the perceived levels of work-family conflict?	**Survey item:** 7, 18-35
8. Does the grade level of principalship have an impact on the perceived levels of work-family conflict?	**Survey item:** 8, 18-35
9. Do principals who report selecting their grade level of principalship in order to spend more time with their family show a difference in perceived levels of work-family conflict than principals who did not report making this choice?	**Survey item:** 9, 18-35
10. Does the size of the school have an impact on the perceived levels of work-family conflict?	**Survey item:** 10, 18-35
11. Does the classification of the school, such as rural, urban, or suburban have a perceived impact on levels of work-family conflict?	**Survey item:** 11, 18-35
12. Does the number of hours a principal works per week have an impact on the perceived levels of work-family conflict?	**Survey item:** 12, 18-35
13. Does taking their family to school events and activities have an impact on the principals' perceived levels of work-family conflict?	**Survey item:** 13, 18-35

14. Do principals, who report the position has a high degree of public scrutiny, show a difference in perceived levels of work-family conflict than those who do not report a high degree of public scrutiny?	**Survey item:** 14, 18-35
15. Do reported hours principals spend on household duties have an impact on their perceived levels of work-family conflict?	**Survey item:** 15, 18-35
16. Do principals, who have an assistant or another administrator with whom to share their workload, show a difference in perceived levels of work-family conflict compared to principals who do not?	**Survey item:** 16, 18-35
17. Do principals who feel the principalship is more stressful than teaching indicate different levels of work-family conflict than those who do not feel the principalship is more stressful than teaching?	**Survey item:** 17, 18-35