

Human Resource Development Review

Flexible Work Arrangements and Work-Family Conflict: A Meta-Synthesis of Qualitative Studies among Academics

Journal:	<i>Human Resource Development Review</i>
Manuscript ID	Draft
Manuscript Type:	Integrative Literature Reviews
Keywords:	Work-family, Flexible work arrangements, Flextime, Flexplace, Academics
Abstract:	Quantitative research has reported variable and inconsistent findings regarding the effectiveness of flexible work arrangements (FWA) in preventing work-family conflict (WFC). In this paper, we address this inconsistency through the lens of qualitative research. We synthesise the findings of 45 qualitative studies from a variety of disciplines that have explored work-family interface (WFI) among academics whose profession offers high levels of FWA by nature. Analysing the findings of these qualitative studies, we developed six themes, of which five could be translated to moderators of the relationship between FWA and WFC. These moderator variables are boundary management preferences, time management skills and approach, career/family stage, nature of an academic job, and workplace culture. Our findings have theoretical, methodological, and practical implications for work-family and HRD scholars and practitioners motivated to improve the quality of employees' work-life through initiation of FWA interventions.

SCHOLARONE™
Manuscripts

1
2
3 Flexible Work Arrangements and Work-Family Conflict: A Meta-Synthesis of Qualitative
4
5 Studies among Academics

6
7 **Abstract**

8
9 Quantitative research has reported variable and inconsistent findings regarding the
10 effectiveness of flexible work arrangements (FWA) in preventing work-family conflict
11 (WFC). In this paper, we address this inconsistency through the lens of qualitative research.
12
13 We synthesise the findings of 45 qualitative studies from a variety of disciplines that have
14 explored work-family interface (WFI) among academics whose profession offers high levels
15 of FWA by nature. Analysing the findings of these qualitative studies, we developed six
16 themes, of which five could be translated to moderators of the relationship between FWA and
17 WFC. These moderator variables are boundary management preferences, time management
18 skills and approach, career/family stage, nature of an academic job, and workplace culture.
19
20 Our findings have theoretical, methodological, and practical implications for work-family and
21 HRD scholars and practitioners motivated to improve the quality of employees' work-life
22 through initiation of FWA interventions.
23
24
25
26
27
28
29
30
31
32
33
34

35 **Keywords**

36 Work-family; Flexible work arrangements; Flextime; Flexplace; Academics
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

Flexible Work Arrangements and Work-Family Conflict: A Meta-Synthesis of Qualitative Studies among Academics

Introduction

“It’s a real privilege that higher education has for all of us, in general. No matter what you choose to do with your time as parents, you can work at night after the children go to bed, at the computer, or like I do on the weekends. It’s a privilege. . . . [But] it’s not a privilege to work the long hours that we do and to have the stress that we do, so it’s push-pull.” (Quoted in Ward & Wolf-Wendel, 2004: 244)

Flexible work arrangements (FWA) have gained prominence as interventions, preferred or prescribed, to alleviate work-family conflict (WFC) of employees (e.g., Kelly & Moen, 2007; Kirkwood & Tootell, 2008; Madsen, 2003; Secret & Swanberg, 2008). More and more companies are moving towards adopting one or multiple forms of FWA. The World at Work (2015) reported that almost 80% of organisations internationally offer some kind of FWA with the most prevalent programs being telework, flextime, and part-time schedules. However, the question of how FWA might reduce employees’ WFC remains unanswered (e.g., Kelly et al., 2008), which might affect employers’ decisions on continuing to provide such interventions.

We begin by defining the concept of WFC and flexible work arrangements. WFC, defined as “a form of interrole conflict in which the role pressures from work and family domains are mutually incompatible in some respect” (Greenhaus & Beutell, 1985, p. 77), relies on the theoretical assumption that multiple roles generate strain and incompatibility (Goode, 1960; Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964). WFC can occur in two directions often referred to as work-to-family interference and family-to-work conflict interference (Greenhaus & Beutell, 1985). Initially, the concept of FWA was used without a unified definition; overlapping terms referred to different forms of FWA such as flexible work hours and teleworking (Hill et al., 2008). More recently, FWA is used as an overarching term to encompass ‘work options that permit flexibility in terms of “where” work is

1
2
3 completed (often referred to as telecommuting or flexplace) and/or “when” work is
4
5 completed (often referred to as flextime or scheduling flexibility)’ (Allen et al., 2013, p. 345).
6

7 Empirical research has reported variable and inconsistent findings regarding the
8 effectiveness of FWA in preventing WFC (Allen, Johnson, Kiburz, & Shockley, 2013). Five
9 meta-analyses have reported varied magnitudes of effects ranging from medium to non-
10 significant (Allen et al., 2013; Byron, 2005; Gajendran & Harrison, 2007; Mesmer-Magnus
11 & Viswesvaran, 2006; Michel, Kotrba, Mitchelson, Clark, & Baltes, 2011). Variability in the
12 degree of connections was fueled by differences in how FWA was conceptualised (Allen &
13 Shockly, 2009) and unexplored moderators of the relationship between reports of FWA and
14 WFC (Mesmer-Magnus & Viswesvaran, 2006).
15
16
17
18
19
20
21
22
23

24 The meta-analyses that have examined effects of FWA on WFC offer limited insight
25 into moderators of the relationship between FWA and WFC. The moderators tested in
26 quantitative reviews primarily comprised demographic variables (i.e., gender, parental status,
27 and marital status) (Allen et al., 2013; Byron, 2005; Gajendran & Harrison, 2007; Michel et
28 al., 2011). As information about other potential moderators is often not included in the
29 sample or FWA description of the reviewed quantitative studies, authors were limited to
30 testing few moderation mechanisms (Gajendran & Harrison, 2007). Mesmer-Magnus and
31 Viswesvaran (2006) invited future studies to investigate other moderators of the relationship
32 between perceptions of an FWA and reports of WFC to provide a clearer picture of the true
33 potential of these FWA programs to assist workers who are struggling with balancing work
34 and family lives.
35
36
37
38
39
40
41
42
43
44
45
46
47

48 In this paper, we address the inconsistent findings of meta-analyses on FWA and
49 WFC and the call for exploring variables that moderate the relationship between FWA and
50 WFC through the lens of qualitative research. Therefore, we generate qualitative findings
51 comparable with the results of meta-analyses that examined the relationship between FWA
52
53
54
55
56
57
58
59
60

1
2
3 and WFC. To that aim, we adopt qualitative meta-synthesis methodology, which has been
4
5 developed to equate to meta-analyses for qualitative research (Sandelowski & Barroso,
6
7 2007). Qualitative research is common among HRD researchers; however, HRD's
8
9 neighboring scholarly fields such as management and organization studies have recently
10
11 started to realize the distinctive contribution that reviews of qualitative studies can make to
12
13 our understanding of certain topics (see Bryman, 2004; Liao, Wayne, & Rousseau 2016).
14
15 Qualitative meta-synthesis method emerged in response to an increasing use of meta-analyses
16
17 and exclusion of qualitative findings from major quantitative reviews (Sandelowski &
18
19 Barroso, 2007; Zimmer, 2006). This method has been widely used and advanced by health
20
21 and medical disciplines (see Walsh & Downe, 2005 for a review), but HRD scholars have yet
22
23 to put the potential of this approach into practice.
24
25

26
27 We argue that findings of qualitative studies can contribute to the debate on the
28
29 effectiveness of FWA in preventing WFC. In line with this argument, Kossek and Lautsch
30
31 (2017) identified exclusion of 'non-quantitative studies' as a major shortcoming of prior
32
33 reviews concerning effects of FWA. Qualitative researchers strive to understand how people
34
35 interpret their experiences and what meaning they attribute to those experiences (Merriam,
36
37 2009). The emphasis on meaning of a phenomenon enables qualitative studies to "provide
38
39 insights that are difficult to produce with quantitative research" (Gephart, 2004: 455). In
40
41 addition to generating theory, producing new constructs, and inducing researchable
42
43 propositions from data (Lee, Mitchell, & Sablinski, 1999), qualitative research can elaborate
44
45 on or test relationships that have been subject to prior theorizing (Lee et al., 1999). A study of
46
47 trends of theoretical contribution in management field revealed that qualitative research has
48
49 contributed to theory building in part by introducing new mediators or moderators of existing
50
51 relationships or processes (Colquitt & Zapata-Phelan, 2007), which is aligned with what we
52
53 present in the current study.
54
55
56
57
58
59
60

1
2
3 To match the inclusion criteria of the meta-analysis studies that reported on
4 connections between FWA and WFC, we focus on a group of qualitative studies that describe
5 WFC among employees of one profession who could be considered as a representative
6 example of the FWA experience, namely faculty members. Therefore, our review synthesises
7 findings of qualitative studies that have explored WFC among academics whose work offers
8 a high level of FWA in terms of where and when to complete work.
9
10
11
12
13
14

15
16 Despite the differences between academic job descriptions in different institutions in
17 various countries, they include the common responsibilities of teaching, research, and service
18 (Austin, 2003; Finkelstein, 1984). Different higher education institutions might put various
19 levels of emphasis on each of these responsibilities, but in almost all cases, the job
20 descriptions allow for multiple levels of FWA, especially in terms of ‘where’ and ‘when’
21 work is completed. Academics can fulfill part of their professional responsibilities at home or
22 anywhere off campus (Heijstra & Rafnsdottir, 2010). For example, academics have discretion
23 in deciding when (and where) to conduct their research, prepare for their classes, mark
24 student assignments, and meet their students. Due to this flexibility, scholars across multiple
25 disciplines have shown interest in how academic staff combine their personal and
26 professional lives (e.g., academic medicine (Brown, Fluit, Lent, & Herbert, 2011); family
27 studies (Baker, 2010); higher education (Bentley & Kyvik, 2012); and management (Santos
28 & Cabral-Cardoso, 2008)).
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43

44 We seek to answer the following questions in this review: (i) What do we know about
45 the WFC experiences of academics, whose profession offers a high level of FWA by nature?;
46 and (ii) What are the theoretical implications of the reviewed studies for the association
47 between FWA and WFC and for the HRD field? Our review uncovers five moderator
48 variables that are specifically important in our understanding of the effectiveness of FWAs in
49 alleviating WFC (see Gajendran & Harrison, 2007). We rationalize our focus on a single
50
51
52
53
54
55
56
57
58
59
60

1
2
3 occupation by following the argument that occupational characteristics play an important role
4
5 in how workers benefit from FWA (e.g., Baltes, Briggs, Huff, Wright, & Neuman, 1999;
6
7 Kossek, Lautsch, & Eaton, 2009; Kossek & Lautsch, 2017). Also, it seems that work-family
8
9 scholars in different disciplines, due to their common access to academics for data collection,
10
11 have generated an adequate number of articles on this population to enable a qualitative meta-
12
13 synthesis.
14

15
16 Conducting this review is significant for HRD research and scholarship because one of
17
18 the main purposes of the field has been to identify factors that help develop and unleash
19
20 human expertise for improved performance of employees and organizations (Morris, 2012;
21
22 Swanson & Holton, 2001). Although more and more individuals and organizations grapple
23
24 with issues of WFC, it appears that HRD's involvement in WFC reduction and the provision
25
26 of FWA has remained modest (Kahnweiler, 2008). Initiation of flexible work options and
27
28 reduction of work-family conflict can be two possible venues to achieve such goals (Madsen,
29
30 2003; Pitt-Catsouphes, Matz-Costa, & MacDermid, 2007; Rogier, & Padgett, 2004). We hope
31
32 that by examining the link between WFC and FWAs, this review paves the way for future
33
34 HRD scholars and practitioners who want to contribute to reducing employees' WFC and
35
36 improve the effectiveness of FWA.
37
38

39 40 **Method**

41
42 Conducting meta-syntheses of qualitative research involves systematically retrieving,
43
44 reviewing, and formally integrating the findings of relevant qualitative studies in a target
45
46 domain of empirical inquiry (Sandelowski & Barroso, 2007). The primary method we used to
47
48 identify and retrieve the relevant literature was informed by elements of a systematic
49
50 literature review (Higgins & Green, 2008). We started with conducting a broad
51
52 multidisciplinary search in the fields of education (including human resource development
53
54 (HRD)), psychology, sociology, and management. The databases we used included Eric (via
55
56
57
58
59
60

1
2
3 EBSCO), PsychInfo, Academic Search Premier (via EBSCO), Sociological Abstracts (via
4
5 CSA), and Business Search Complete (via EBSCO). The following keywords were used
6
7 independently and combined to generate as many publications as possible: work-family/life
8
9 combined with conflict, interface, balance, integration, enrichment, spillover, boundary,
10
11 stress, relationship, and responsibility combined with faculty, professor, university teacher,
12
13 academician, academia, and academic. Despite our focus on WFC, we decided to include
14
15 several work-family conceptualisations, mainly due to the qualitative nature of the studies we
16
17 included in the review. In other words, qualitative scholars explored the interface of work and
18
19 family from multiple perspectives and did not feel a need to confine themselves to using the
20
21 term WFC. The search, which was completed in April 2017, generated 375 publications.
22
23 After screening the search results to make sure they report a qualitative study, include
24
25 discussion of WFC, work-family imbalance or issues, and have participants selected from
26
27 four-year university faculty members (not college or highschool), a total of 45 publications
28
29 met all the criteria to be included in the review.
30
31
32

33 To compare and contrast findings across studies and to generate a new integrative
34
35 interpretation of the phenomenon (Saini & Shlonsky, 2012), we read all the short-listed 45
36
37 papers and extracted the findings that focused on academics' WFC with regard to FWA
38
39 (flexibility in terms of where and when to complete work). Then, we used thematic analysis
40
41 to synthesise the qualitative findings; this method enables finding emergent themes and
42
43 categories across studies (Saini & Shlonsky, 2012). We read findings of each article line by
44
45 line and coded concepts; afterwards we compared, contrasted, and translated concepts into
46
47 themes across studies. Themes include common elements and content in the findings across
48
49 studies. Our analysis progressed until the point of redundancy in emerging themes has been
50
51 reached. A sample of the 45 papers was cross-checked for consistency of interpretation by at
52
53 least two researchers. This process led to the identification of six themes, described below.
54
55
56
57
58
59
60

Synthesis of Qualitative Findings

Our review comprises accounts of academics from a wide range of disciplines—including HRD and higher education, management, medicine, family studies, and engineering—published in 33 journals, encompassing 13 different countries. The first 11 studies in our dataset were published from 1991 to 2008, and had solely female research participants. It might be that the issues female academics struggled with during the late 1990s and the first decade of the 21st century outnumbered those of their male counterparts. However, six of the more recent studies in the dataset—published from 2012 to 2014—had male-only participants, which might demonstrate that currently both genders have issues balancing work and family. The qualitative studies were conducted in the United states (31 studies), Canada (10 studies), Australia and New Zealand (3 studies), and Finland (1 study).

Below, we present our findings associated with FWA with regards to academics' WFC. Five of the six themes we present can be translated to moderators that might affect how FWA is associated with WFC (see Figure 1).

Insert Figure 1

Valuing Flexibility and Experiencing WFC

Regardless of their field of study, academics found it challenging to make decisions about balancing professional and personal lives and found this process to be cyclical and dynamic (Brown et al., 2011). It seems as if the greedy nature of work and family (Takahashi et al., 2014) and the unique characteristics of the academic profession lead to this ongoing challenge. Therefore, academic staff needed to make trade-offs to balance the two domains; some perceived balance to be a “myth” and suggested sustainability to be a more accurate term (Perrakis & Martinez, 2012).

1
2
3 Almost all academics valued the flexible nature of their jobs (e.g., Rafnsdóttir &
4 Heijstra, 2013; Ward & Wolf-Wendel, 2004; Wilton & Ross, 2017; Wolf-Wendel & Ward,
5 2015) and were not willing to give up the autonomy and flexibility provided by the academic
6 environment to switch to nine-to-five work hours (e.g., Heijstra & Rafnsdóttir, 2010). Many
7 respondents mentioned that they entered academia due to its flexible nature (e.g., Eddy &
8 Gaston-Gayles, 2008; Penney et al., 2015; Sallee & Pascale, 2012; Trepal & Stinchfield,
9 2012).

10
11
12
13
14
15
16
17
18 Academics also believed that flexibility played a positive role in how they managed
19 their WFC (e.g., Damiano-Teixeira, 2006; Rafnsdóttir & Heijstra, 2013; Santos & Cabral-
20 Cardoso, 2008; Wilton & Ross, 2017). Many studies showed that the flexible nature of the
21 academic job was advantageous to family life and to parenting (e.g., Nikunen, 2012;
22 Toffoletti & Starr, 2016). This flexibility allowed academics to spend time with their children
23 (e.g., Eddy & Gaston-Gayles, 2008; Sallee & Pascale, 2012), to take their children to school
24 and support their activities (e.g., Perrakis & Martinez, 2012; Raiden & Räisänen, 2013), and
25 to attend to their sick children (e.g., Damiano-Teixeira, 2006; Rafnsdóttir & Heijstra, 2013;
26 Sallee & Pascale, 2012; Weigt & Solomon, 2008).

27
28
29
30
31
32
33
34
35
36
37 Despite all the above-mentioned benefits of flexible work hours, there were also
38 disadvantages. These included an overlap of work and hobbies (e.g., Heijstra & Rafnsdóttir,
39 2010), feelings of working all the time (e.g., O'Meara & Campbell, 2011), and difficulty in
40 distinguishing between work life and family life (Penney et al., 2015; Rafnsdóttir & Heijstra,
41 2013). In addition, although studies showed that academics put a high value on flexibility and
42 believed that it had helped them manage their WFC, almost all studies included in this study
43 confirmed that participants experienced high levels of WFC (e.g., Cherkowski & Bosetti,
44 2014; Eddy & Gaston-Gayles, 2008; Oates, Hall, & Anderson, 2005; Reddick, Rochlen,
45 Grasso, Reilly, & Spikes, 2012; Skachkova, 2007; Thanacoody, Bartram, Barker, & Jacobs,
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

2006). The conflict was reported by both genders, but it was more evident in women's and mothers' accounts (e.g., Baker, 2010; Perrakis & Martinez, 2012; Santos & Cabral-Cardoso, 2008).

Among the manifestations of the academics' WFC were: unusually long and late-night work hours—including weekends and holidays (e.g., Hall, Anderson, & Willingham, 2004; Raiden & Räsänen, 2013; Solomon, 2011; Takahashi, Lourenço, Sander, & Souza, 2014); a lack of sleep (e.g., Damiano-Teixeira, 2006); the inability to disengage from work when they wished to do so (e.g., Santos, 2014); feeling guilty about failing to fulfill both personal and professional responsibilities (e.g., Sallee, Ward, & Wolf-Wendel, 2016); and mental absence when at home (e.g., Reddick et al., 2012; Takahashi et al., 2014). Such conflict could be partially attributed to the demanding nature of the academic job that will be discussed later in the findings. In other words, academics argued that flexibility by itself did not address all their WFC issues and they needed other types of support to help them maintain a sustainable WFC (e.g., Heijstra & Rafnsdóttir, 2010).

Moderator One: Boundary Management Preferences

Academics had different preferences for managing boundaries between their work and family, and that affected how they perceived their WFC. One group preferred to draw a sharp line between their work and family and avoided working at home or leaving work to take care of family responsibilities (e.g., Hall et al., 2004; Poronsky, Doering, Mkandawire-Valhmu, & Rice, 2012); this group is referred to as separators (Ashforth, Kreiner, & Fugate, 2000; Kreiner, Hollensbe, & Sheep, 2009). The other group preferred permeable work-family boundaries, brought work home and tried to fit work and family together (e.g., Sallee & Hart, 2015), which has been conceptualized as integrators (Ashforth, Kreiner, & Fugate, 2000; Kreiner, Hollensbe, & Sheep, 2009). The degree to which one prefers to separate or integrate work and family roles represents their boundary management preferences (Allen, 2012). The

1
2
3 two work-family boundary management preferences among academics are evident in the
4
5 following quotations:

6
7 “I try to avoid everything work-related when I’m at home. I try to work as efficiently
8
9 as I can while I’m at work. But I have to protect that time.” (Brown et al., 2011, p.
10
11 1290)

12
13 “I like waking up early on Saturdays and Sundays, then the kids want to watch TV. So
14
15 maybe I will just take my computer and sit with them for 2 or 3 hours. I get a lot of
16
17 work done and they are just ... watching television.” (Rafnsdóttir & Heijstra, 2013, p.
18
19 290)

20
21
22 Individuals who adopted each of the two strategies had justifications that made sense
23
24 with regard to their preferences or work/family stage. In some cases, findings suggested that
25
26 men preferred, and successfully managed, to separate work and family lives (e.g., Damaske,
27
28 Ecklund, Lincoln, & White, 2014; Reddick et al., 2012), while women, specifically those
29
30 who had young children, preferred or had to violate work-family boundaries (Heijstra &
31
32 Rafnsdóttir, 2010). However, this was not true in all studies (Trepal & Stinchfield, 2012), and
33
34 both men and women reported adopting both strategies (e.g., Hall et al., 2004; Solomon,
35
36 2011; Rafnsdóttir & Heijstra, 2013).

37
38
39 It is noteworthy that some individuals switched from having no boundaries to having
40
41 a clear boundary or vice versa depending on their career or family stage (Brown et al., 2011).
42
43 Some participants believed that the only way they could handle work and family
44
45 responsibilities, especially after their children were born, was by spending fewer hours at
46
47 work and working at home instead, including late-night or weekend work (O'Meara &
48
49 Campbell, 2011). Others believed that working at home reduces quality time with their
50
51 family and children, so they made the most of their time at work (Solomon, 2011).
52
53
54
55
56
57
58
59
60

1
2
3 Based on the narratives shared by academics, we speculate that boundary
4 management preferences moderate the relationship between FWA and WFC. Integrators are
5 more prone to find FWA helpful in alleviating WFC, while separators might perceive that
6 FWA contributes to their WFC. One justification can be that FWA generate psychological
7 perceptions of autonomy and control over when and where work can be completed (Kossek et
8 al., 2006). A person preferring a rigid boundary between work and family domains might not
9 enjoy the extensive autonomy associated with FWA and may perceive that the permeable
10 boundary increases her WFC. On the other hand, for those with a low preference for
11 separating work and family domains, FWA may solve many of the problems associated with
12 fixed work hours, enable them to take care of family-related and work-related tasks
13 simultaneously, and perceive reduced work-to-family and/or family-to-work conflict.
14
15
16
17
18
19
20
21
22
23
24
25

26 *Proposition 1: Individual boundary management preferences moderate the relation of*
27 *FWA and WFC such that the higher the preference for integrating work and family,*
28 *the stronger the positive effects of the FWA on lowering WFC.*
29
30
31
32

33 ***Moderator Two: Time Management Skills***

34

35 FWA provided academics with discretion over managing their time. Other than the
36 fixed time devoted to teaching and administrative meetings, other responsibilities could be
37 performed at times preferred by the individuals. It was evident that some participants
38 interviewed in the studies had a high level of control over managing their time (e.g., Kalet,
39 Fletcher, Ferdman, & Bickell, 2006; Sallee & Hart, 2015), while others thought they were
40 working all the time (e.g., Solomon, 2011). In addition, some academics asserted that they
41 preferred to do one thing at a time—also referred to as *monochronicity* (Kaufman–
42 Scarborough, 2003), while others felt comfortable with doing multiple tasks
43 simultaneously—also referred to as *polychronicity* (Kaufman–Scarborough, 2003)).
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 Having time management skills was perceived as an important contributor to
4 managing WFC (e.g., Kalet et al., 2006). Among the time management strategies that
5 academics adopted were avoiding long commutes (Perrakis & Martinez, 2012), saying no to
6 unnecessary or unwanted projects (Rafnsdóttir & Heijstra, 2013; Reddick et al., 2012),
7 creating space (Ylijoki, 2013), limit-setting (e.g., Kalet et al., 2006), and carefully planning
8 childbirth with regard to career stage (e.g., Wolf-Wendel & Ward, 2006).
9
10
11
12
13
14

15 The other aspect of this theme had to do with individuals' responses to time demands
16 of their jobs—whether they followed what was expected of them or decided to let go some of
17 the benefits associated with certain activities. For instance, one participant mentioned that
18 “there are those who distance themselves from this ideal and the image of a proper academic
19 associated with it, perceiving these as some trap into which it is easy to fall, but which must
20 be resisted” (Ylijoki, 2013, p. 251). In the same vein, some participants believed that their
21 family came first in any situation, and made sure their family demands were the major factor
22 in all their life decisions (Santos, 2015).
23
24
25
26
27
28
29
30
31
32

33 Informed by qualitative accounts of academics, we argue that time management skills
34 moderate the relationship between FWA and WFC. FWA gives individuals autonomy and
35 freedom in using their time and deciding when to accomplish their work responsibilities.
36 According to self-determination theory, the need for autonomy—control over the course of
37 one's life—is an underlying motivation for individuals seeking freedom, a larger choice set,
38 and optional functioning (Deci & Ryan, 2000). However, research based on this theory has
39 shown that too many options often lead to choice overload that subsequently makes choices
40 less attractive (Allen & Shockly, 2009; Clark, 2000). We believe that individuals who have
41 multiple options for using their time might or might not make effective use of it, which
42 affects how they experience WFC.
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 Effective management of WFC is increasingly becoming a self-management
4 competency (Kossek & Lautsch, 2012; Kossek, Ruderman, Braddy, & Hannum, 2012). Time
5 management skills are categorized under self-management (Claessens, Van Eerde, Rutte, &
6 Roe, 2007) and include setting goals and priorities, using mechanics of time management to
7 schedule and plan activities, and having a preference for organisation (Fenner & Renn, 2010).
8 Therefore, those who are competent in using their time develop plans for making the best of
9 the time options provided by FWA, while those less competent in time management might
10 struggle with prioritizing and planning for such options. Success or failure in managing time
11 might contribute most to time-based conflict, which is one of the three forms of WFC
12 suggested by Greenhaus and Beutell (1985). Time-based conflict denotes that the time
13 requirements of one role limits the time available for fulfilling the requirements of the other
14 role. Having FWAs requires the individual to decide when to devote time to work-related or
15 family-related tasks, and a lack of time-management competencies might make it difficult to
16 make such decisions.

17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33 *Proposition 2: Individual time management skills moderate the relation of FWA and*
34 *WFC such that the more skillful the individual in managing the time allocated to work*
35 *and family demands, the stronger the positive effects of the FWA on lowering WFC.*

36 37 38 39 40 41 ***Moderator Three: Career or Family Stage***

42 Perceptions of academics' WFC were not the same throughout their different career or
43 family stages. Marriage (e.g., Damiano-Teixeira, 2006; O'Meara & Campbell, 2011;
44 Schlehofer, 2012), childbirth, and having young children (e.g., Armenti, 2004; Heijstra &
45 Rafnsdóttir, 2010; Strong et al., 2013; Toren, 1991) were highlighted as WFC antecedents
46 among faculty members. Some participants clearly mentioned that their WFC increased after
47 childbirth (e.g., Hirakata & Daniluk, 2009) or parenting (Darcy et al., 2012). Family stage,
48 especially parenting age, make a significant difference in the experience of WFC (Darcy et
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 al., 2012). Family-to-work conflict has been found to be higher for parents with pre-school
4 children and lower among groups with older children (Roehling, Moen, & Batt, 2003); WFC
5 then declines at later family stages (Moen & Yu, 2000).
6
7

8
9 Among different career stages, promotion for early-career academics (e.g., Ward &
10 Wolf-Wendel, 2004) mainly those with young children (e.g., Acker, Webber, & Smyth, 2016;
11 Armenti, 2004) contributed most to academics' WFC. In the early stages of their careers,
12 individuals are more pressured to sacrifice personal/family lives in the interest of career
13 advancement (Greenhaus & Beutell, 1995; Martins, Eddleston, & Veiga, 2002). As
14 individuals grow older (in mid-career and maturity stages) they place a greater emphasis on
15 balance between their work and family lives when assessing their careers (Cohen, 1991).
16
17
18
19
20
21
22
23

24 *Proposition 3: Individual's career/family stage moderates the relation of FWA and*
25 *WFC such that during career/family stages with high demands, higher positive effects*
26 *of the FWA on lowering WFC can be expected.*
27
28
29
30

31 ***Moderator Four: Nature of the Job***

32
33 Findings from our analysis revealed the unique nature of academic work, creatively
34 described as 'silver linings and dark clouds' by Ward and Wolf-Wendel (2004). On the
35 positive side, academic staff enjoy academia, appreciate the flexibility and autonomy of their
36 occupation, and have a sense of personal growth in their profession (e.g., Fox, Fonseca, &
37 Bao, 2011; Weigt & Solomon, 2008). On the negative side, they seem to struggle with
38 meeting multiple expectations, the burden of juggling teaching, research, service and
39 mentoring, and the need to keep an eye on the clock (e.g., for tenure), as well to produce
40 tangible results (i.e., publications). As a result, most academics extended work hours and
41 non-standard work days, as revealed by almost all the studies we reviewed (e.g., Kachchaf,
42 Ko, Hodari, & Ong, 2015).
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 Academics asserted that there is no typical day in academia (e.g., Rafnsdóttir &
4 Heijstra, 2013), no end to the academic job tasks (e.g., Trepal & Stinchfield, 2012), and
5 “there is always a manuscript to be written, an article to be read, a funding application to
6 work on” (Birmingham & Wasburn, 2008, p. 257). Due to ongoing grants and to publications
7 in the pipeline, academics could not take complete advantage of their breaks (e.g., paternity
8 leave), and many kept on working while they were on leave (e.g., Craft & Maseberg-
9 Tomlinson, 2015; Hirakata & Daniluk, 2009).

10
11
12
13
14
15
16
17
18 Another important aspect of the academic job involved changes brought about by
19 information technology. In many cases, the prevalence of the internet and use of email added
20 to academic staff workloads (e.g., Reddick et al., 2012). Academics praised wide access to
21 the Internet and email and the possibility of working anywhere and anytime; however, these
22 advantages sometimes made disengagement from work difficult, caused expectations of
23 having an around-the-clock work schedule (e.g., Heijstra & Rafnsdóttir, 2010), and were
24 perceived to accelerate the pace of work (e.g., Ylijoki, 2013).

25
26
27
28
29
30
31
32
33 Job characteristics theory (Hackman & Oldham, 1980) partially explains the impact of
34 the nature of the job on how individuals experiences FWA. Research suggests that high-status
35 workers such as managers, and professionals—who often possess high levels of autonomy
36 over their work schedules—are less positively affected by flexible work options (Baltes et al.,
37 1999) because of the high job demands they face (Kelly & Moen, 2007). Also, professionals
38 whose jobs’ heavy reliance on portable devices such as pagers, cell phones, and laptops,
39 reflects an on-call work nature, experienced higher flexibility in terms of coordinating
40 schedules and saving time, but greater stress (Desrochers & Sargent, 2004; Chesley, Moen, &
41 Shore, 2003). These paradoxical occupational characteristics (autonomous but high demand,
42 and mobile but constantly connected) increase the probability of working during
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 personal/family time (Kossek, 2016), which may be reflected in the individuals' accounts of
4
5 WFC.

6
7 *Proposition 5: Nature of the job moderates the relation of FWA and WFC such that*
8
9 *individuals in jobs that allow for around-the-clock work schedules would benefit less*
10
11 *from the positive effects of the FWA on lowering WFC.*

12 13 **Moderator Five: Family-Friendly Organisational Culture**

14
15
16 Several participants highlighted the key role of the organisational culture when telling
17
18 their stories regarding the applications of FWA in managing their WFC. This theme was
19
20 more evident in the narratives shared by women; however, the recent studies described how
21
22 male academics perceived the role of organisational culture in their WFC. The most
23
24 emphasised aspects of the culture were supportive structures, leaders, colleagues, and work
25
26 environments in general (e.g., Baker, 2010; Hirakata & Daniluk, 2009; Lester, 2013; Sallee,
27
28 2013). Participants expected to be understood by their employers when having child care or
29
30 family care responsibilities or issues (e.g., Hall et al., 2004). Academics also expected their
31
32 families to understand their work pressures (e.g., Rafnsdóttir & Heijstra, 2013), but this was
33
34 less frequent than their demands for employer support.
35
36

37
38 One early-career academic asserted: "I have a female dean who is a mother and was a
39
40 professor while her children were at home. So she knows exactly what I'm going through
41
42 right now . . . and she is very quick to protect my family." (Hall et al., 2004: 49). Another
43
44 senior male academic said "It's not that [universities are] gender blind it's that they're family
45
46 blind. The two go together of course, but I'm really quite struck and often quite shocked by
47
48 how invisible family is in a work setting." (Baker, 2010). In cases where the individuals'
49
50 work-family needs were supported by their workplaces, they expressed more satisfaction with
51
52 combining their work and family spheres (e.g., Trepal & Stinchfield, 2012).
53
54
55
56
57
58
59
60

1
2
3 *Proposition 6: Organisational culture moderates the relation of FWA and WFC such*
4 *that the more family-friendly organisational culture, the stronger the positive effects*
5 *of the FWA on lowering WFC.*
6
7
8

9 As illustrated in the six themes discussed above, the first theme was concerned with
10 our general focus regarding FWA and WFC. The next three themes were mainly relevant to
11 individual differences and how FWA and WFC might be different based on individual-level
12 differences. The two final themes were associated with the nature of the job and
13 organisational culture, which were typically beyond individual differences.
14
15
16
17
18

19 **Discussion**

20 This review contributes to the scholarship concerning the FWA effectiveness in decreasing
21 WFC by synthesising the findings of qualitative inquiries exploring WFC among academics,
22 whose occupational nature offers high levels of FWA regarding where and when to complete
23 work. Analysing these findings, we developed six themes, five of which could be moderators
24 in the relationship between FWA and WFC. Below, we will discuss the theoretical
25 contributions of our findings. We acknowledge that work-family scholars have already
26 discussed many of the themes that emerged from our review. However, we clarify that our
27 findings target the literature involving the relationship between FWA and WFC. We address
28 the gaps reported in meta-analytic reviews that in part examined the effects of FWA on WFC,
29 and we propose that future quantitative researchers consider the recommended moderators.
30
31
32
33
34
35
36
37
38
39
40
41
42

43 Almost all studies included in the review revealed that although academics valued the
44 flexible nature of their job and that flexibility helped them manage their work-family
45 demands, they still experienced high levels of WFC, which is consistent with the findings of
46 quantitative studies confirming that faculty members' WFC is relatively high (e.g., 3.43 on a
47 5-point Likert scale; Grandey & Cropanzano 1999). This demonstrates that, based on the
48 accounts shared by academics who participated in the qualitative studies, FWA help reduce
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 WFC, but their effects might be contingent on some moderating variables. As recommended
4 by statisticians, when a study seeks to determine the degree of effects between two variables,
5 it is proper to investigate the impact of moderators (Hayes, 2013). We propose that the
6 themes identified in this review and discussed below, represent five potential moderator
7 variables in the FWA-WFC relationship.
8
9
10
11
12

13 From quantitative reviews, we know that demographic characteristics—e.g., gender
14 and parental status—moderate the impact of FWA on WFC. For example, female workers,
15 and participants with children benefit more from flexible work schedules than men or
16 participants without children (Byron, 2005). In this review, we propose three individual-level
17 moderators. First, boundary management preferences moderate the relationship between
18 FWA and WFC. Specifically, given different preferences for separating or integrating work
19 and family domains, integrators may feel less conflicted if they have highly flexible work
20 arrangements. Second, given that FWA provide individuals with discretion in managing their
21 time, better time management skills may increase the chance of benefiting from FWA in
22 alleviating WFC. Third, career and family stages affect the amount of time and energy
23 employees have to invest in career or family activities. Thus, employees parenting young
24 children and those in early career stages are more likely to benefit from FWA to decrease
25 their WFC.
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40

41 Our findings regarding individual-level moderators (i.e., boundary management
42 preferences, time management skills, and career/family stage) contribute to the debate about
43 the role of individual differences in managing WFC. Work-family scholarship has paid less
44 attention to individual differences than to employer-centered and workplace solutions for
45 employees' WFC (Allen, 2012). It seems that work-family scholars have avoided looking
46 into the role of individual differences as it would look like “blaming the victim” (Allen, 2012,
47 p. 1185). As a result, most of the recommendations for managing WFC target organisations
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 and governmental policies. Accounting for individual differences has been called the
4
5 “missing link” in FWA discourse (Shockley & Allen, 2010, p. 131). Our findings draw
6
7 attention to three individual difference variables essential to the study of the effects of FWA
8
9 on individual’s experiences of work-family conflict. We invite future quantitative research to
10
11 measure the degree to which individual differences regarding boundary management
12
13 preference, time management skills, and family/career stage moderate the impact of FWA on
14
15 employee WFC.
16

17
18 The individual-level moderator variables also contribute to the debate about FWA
19
20 availability and its actual use (Allen et al., 2013). A person with a strong preference for
21
22 integrating work and family roles or excellent time management skills may be more likely to
23
24 use FWA to avoid letting work overtake family roles. Parent workers with young children
25
26 may also be more likely to use and benefit from FWA.
27

28
29 An insufficient number of quantitative studies have included descriptions of
30
31 participants’ job characteristics or the examined flexible work interventions to enable
32
33 meta-analyses to test the moderation effects of variables other than individual demographic
34
35 differences (Mesmer-Magnus & Viswesvaran, 2006). The only non-demographic moderator
36
37 examined in FWA meta-analyses has been telecommuting intensity. That study showed FWA
38
39 was more beneficial to high-intensity commuters (i.e., 2.5 or more days per week working
40
41 remotely) than to low-intensity commuters (i.e., less than 2.5 days) (Gajendran & Harrison,
42
43 2007). In our review, we propose that the nature of the job and family-friendly organisational
44
45 culture are moderators that explain effects beyond individual differences. First, the nature of
46
47 the job—specifically, a job that allows for an around-the-clock work schedule—may
48
49 diminish the positive effects of FWA on lowering WFC. Second, given that a family-friendly
50
51 organisational culture supports workers’ work-family needs, such a culture improves the
52
53 chance of alleviating WFC through FWA.
54
55
56
57
58
59
60

1
2
3 Our proposition regarding the nature of the job supports work-family scholars
4 advocating for an occupational perspective (see Kossek & Lautsch, 2017 for a review).
5
6 Proponents of this view urge work-family researchers to explore the range of work-family
7 experiences specific to particular occupations (Parasuraman & Greenhaus, 2002). In this
8 review, we found that the occupational characteristics of academic jobs partially account for
9 how individuals interpret the effects of FWA on their WFC. An academic job has a relatively
10 unique characteristic of not only being accountable to the immediate employing organisation
11 of the individual, but also the wider academic community (Baruch & Hall, 2004; Harley,
12 Muller-Camen, & Collin, 2004). Therefore, there might be no end to the number of scholarly
13 publications and contributions that an individual could produce (Neumann, 2009). The heavy
14 burden of never-ending requirements to publish more might not have been viable had the
15 nature of the job not been flexible. That the majority of participants in the qualitative studies
16 valued the flexible nature of their jobs—and some had even selected their job because of its
17 flexible nature— might be valuable in this respect as well. Thus, the nature of the job
18 moderator raises the question of whether the flexible work arrangements induce excessively
19 high levels of work (Cech & Blair-Loy, 2014; Kelly & Moen, 2015). It calls attention to the
20 possibility that in jobs with demanding around-the-clock characteristics, where workers are
21 able to work whenever and wherever, the effects of FWA may not reduce WFC, but may
22 actually increase it (Thomas, 2014).
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43

44 We reviewed the FWA-WFC relationship among academics where the nature of the
45 job allows a significant amount of work to be performed at different hours, around-the-clock,
46 and even away from the office. The nature of the job moderator can apply to occupations
47 with similar characteristics such as an on-call medical doctor or a stockbroker, in which
48 sustaining boundaries between work and family spheres is difficult because individuals have
49 little control over the placement and transcendence of family boundaries (Blair & Loy, 2009;
50
51
52
53
54
55
56
57
58
59
60

1
2
3 available research evidence without methodological prejudice (Sandelowski & Barroso,
4 2007). Since qualitative research is common in the field of HRD, we encourage future HRD
5
6 scholars to conduct qualitative meta-synthesis to make theoretical contributions to our
7
8 understanding of topics dominantly studied through qualitative methods. We hope our review
9
10 sets an example of the benefits of using this approach in the field of HRD.
11
12

13 **Practical Implications**

14
15 Our findings have practical implications for HRD practitioners who need to design,
16
17 determine or evaluate the provision of flexible work options. We demonstrated that
18
19 employees' boundary preferences, time management skills, family and/or career stage, nature
20
21 of the job, and family-friendly organisational culture might be considered before investing in
22
23 one-size-fits-all FWA initiatives. To be satisfied with the introduction of their FWA (if their
24
25 outcome criterion is WFC), organisations need to consider individual differences between
26
27 employees. Specifically, in the case of costly interventions, we advise HRD practitioners to
28
29 consider the variables suggested in this review in their decisions about the type and length of
30
31 flexible work interventions. For example, costly FWA may be offered during the high-
32
33 pressure early career or early parenting stages of individual workers. In addition, HRD
34
35 practitioners could usefully take account of our findings in their wider work on designing
36
37 career development interventions, and in providing career support advice to individuals.
38
39
40

41
42 HRD practitioners may take a case-by-case approach instead of a generic one-size-
43
44 fits-all approach towards offering flexibility solutions to alleviate WFC. As discussed in this
45
46 paper, integrators (employees who prefer to combine work and family) may welcome/use
47
48 FWA more and benefit from it more than separators (employees who prefer to maintain a
49
50 boundary between work and family). HRD practitioners might offer relevant workshops, for
51
52 example work-home time management skills, to the integrators to facilitate the ultimate goal
53
54 of FWA, which is to improve work-life balance.
55
56
57
58
59
60

1
2
3 This review provided support that specific job and occupational characteristics can
4 determine how much FWA can influence WFC. When designing FWA solutions for different
5 groups of professionals, the specific characteristics of their jobs and occupations need to be
6 taken into consideration. For example, additional components, such as productivity training
7 (Nippert-Eng, 2008), may be needed to ensure the effectiveness of flexibility in reducing
8 WFC. In cases of jobs that are heavily dependent on technology, FWA may be more effective
9 if accompanied by strategies such as forced quiet hours (Perlow, 2012) that require
10 employees to be disconnected from the digital devices for certain hours of the day.
11
12
13
14
15
16
17
18
19

20 Organizational HRD units offering FWA as a work–family benefit, may find that their
21 employees experience greater reductions in WFC through a supportive culture for family
22 concerns. This culture could be enhanced through cultural change initiatives such as “Results
23 Only Work Environment” to encourage the notion that increased flexibility is beneficial
24 (Kelly & Moen, 2007, p. 496), and/or initiatives that communicate mindfulness about work–
25 family conflicts such as “no meeting Mondays” (Kelly et al., 2008, p. 310). HRD
26 interventions on leadership and management development can also focus on relevant
27 supportive leadership skills, as well as on building appropriate organisational cultures.
28
29
30
31
32
33
34
35
36

37 **Limitations**

38
39 First, this review only included qualitative papers that focused on academics
40 employed at four-year universities. Other occupations that include other flexibility
41 specificities would have added to the depth of our findings. Secondly, our findings rely on the
42 reported accounts of the qualitative data included in the studies, and we could not access the
43 actual datasets due to privacy and ethical considerations. Finally, we only included the
44 qualitative papers that studied academics and published their papers in the English language.
45 Adding languages other than English could have enriched our findings.
46
47
48
49
50
51
52
53

54 **References**

Note: References marked with an asterisk indicate the studies included in this review.

*Acker, S., Webber, M., & Smyth, E. (2016). 'Continuity or change? Gender, family, and academic work for junior faculty in Ontario universities'. *NASPA Journal about Women in Higher Education*, 9:1, 1-20.

Allen, T. D. (2012). 'The work-family interface'. In Steve W. J. Kozlowski (Ed.), *Oxford Handbook of Industrial and Organizational Psychology* (1163-1198). Oxford: Oxford University Press.

Allen, T. D., Johnson, R. C., Kiburz, K. M., & Shockley, K. M. (2013). 'Work-family conflict and flexible work arrangements: Deconstructing flexibility'. *Personnel Psychology*, 66:2, 345-376.

Allen, T. D., Golden, T. D., & Shockley, K. M. (2015). 'How effective is telecommuting? Assessing the status of our scientific findings'. *Psychological Science in the Public Interest*, 16:2, 40-68.

*Armenti, C. (2004). 'Women faculty seeking tenure and parenthood: Lessons from previous generations'. *Cambridge Journal of Education*, 34:1, 65-83.

Ashforth, B. E., Kreiner, G. E., & Fugate, M. (2000). 'All in a day's work: Boundaries and micro role transitions'. *Academy of Management Review*, 25:3, 472-491.

Austin, A. E. (2003). 'Creating a bridge to the future: Preparing new faculty to face changing expectations in a shifting context'. *The Review of Higher Education*, 26:2, 119-144.

*Baker, M. (2010). 'Choices or constraints? Family responsibilities, gender and academic career'. *Journal of Comparative Family Studies*, 1-18.

Baltes, B. B., Briggs, T. E., Huff, J. W., Wright, J. A., & Neuman, G. A. (1999). 'Flexible and compressed workweek schedules: A meta-analysis of their effects on work-related criteria'. *Journal of Applied Psychology*, 84:4, 496.

- 1
2
3 Bansal, P. & Corley, K. (2012). 'Publishing in AMJ—Part 7: What's different about
4 qualitative research?' *Academy of Management Journal*, 55:3, 509-513.
5
6
7 Baruch, Y., & Hall, D. T. (2004). 'The academic career: a model for future careers in other
8 sectors?' *Journal of Vocational Behavior*, 64:2, 241-262.
9
10
11 Bentley, P. J., & Kyvik, S. (2012). 'Academic work from a comparative perspective: a survey
12 of faculty working time across 13 countries'. *Higher Education*, 63:4, 529-547.
13
14
15 Berg, B. L., Lune, H., & Lune, H. (2004). *Qualitative Research Methods for the Social
16 Sciences*. Boston, MA: Pearson.
17
18
19 Birmingham, S. G., & Wasburn, M. H. (2008). 'On or off the Tenure Track: the Work Lives
20 of Women Engineering and Technology'. *Journal of Women and Minorities in Science
21 and Engineering*, 14:4, 411-425.
22
23
24
25 Blair-Loy, M. (2009). Work without End? Scheduling Flexibility and Work-to-Family
26 Conflict among Stockbrokers. *Work and Occupations*, 36(4), 279-317.
27
28
29 Bluhm, D. J., Harman, W., Lee, T. W., & Mitchell, T. R. (2011). Qualitative research in
30 management: A decade of progress. *Journal of Management Studies*, 48(8), 1866-1891.
31
32
33 *Brown, J. B., Fluit, M., Lent, B., & Herbert, C. (2011). 'Seeking balance: the complexity of
34 choice-making among academic surgeons'. *Academic Medicine*, 86:10, 1288-1292.
35
36
37
38 Bryman, A. (2004). 'Qualitative research on leadership: A critical but appreciative review'.
39 *The Leadership Quarterly*, 15:6, 729-769.
40
41
42
43 Byron, K. (2005). 'A meta-analytic review of work-family conflict and its antecedents'.
44 *Journal of Vocational Behavior*, 67:2, 169-198.
45
46
47
48 Catano, V., Francis, L., Haines, T., Kirpalani, H., Shannon, H., Stringer, B., & Lozanski, L.
49
50 (2010). Occupational stress in Canadian universities: A national survey. *International
51 Journal of Stress Management*, 17(3), 232-258.
52
53
54
55 doi:<http://dx.doi.org/10.1037/a0018582>
56
57
58
59
60

- 1
2
3 Cech, E. A., & Blair-Loy, M. (2014). Consequences of flexibility stigma among academic
4
5 scientists and engineers. *Work and Occupations*, 41(1), 86-110.
6
- 7 Chesley, N., Moen, P., & Shore, R. P. (2003). 'The new technology climate: Work and
8
9 family in the information age', in P. Moen (Ed.), *It's about time: Couples' career strains,*
10
11 *strategies, and successes*. Ithaca, NY: Cornell University Press.
12
- 13 *Cherkowski, S., & Bosetti, L. (2014). 'Behind the veil: Academic women negotiating
14
15 demands of femininity'. *Women's Studies International Forum*, 45, 19-26.
16
- 17 Claessens, B. J., Van Eerde, W., Rutte, C. G., & Roe, R. A. (2007). A review of the time
18
19 management literature. *Personnel review*, 36(2), 255-276.
20
- 21 Clark, S. C. (2000). 'Work/family border theory: A new theory of work/family balance'.
22
23 *Human Relations*, 53:6, 747-770.
24
- 25 Cohen, A. (1991). 'Career stage as a moderator of the relationships between organizational
26
27 commitment and its outcomes: A meta-analysis'. *Journal of Occupational Psychology*,
28
29 64:3, 253-268.
30
- 31 Colquitt, J. A., & Zapata-Phelan, C. P. (2007). 'Trends in theory building and theory testing:
32
33 A five-decade study of the Academy of Management Journal'. *Academy of Management*
34
35 *Journal*, 50:6, 1281-1303.
36
- 37 *Craft, C. M., & Maseberg-Tomlinson, J. (2015). 'Challenges Experienced By One
38
39 Academic Mother Transitioning From Maternity Leave Back to Academia'. *NASPA*
40
41 *Journal about Women in Higher Education*, 8:1, 66-81.
42
43
- 44 *Damaske, S., Ecklund, E. H., Lincoln, A. E., & White, V. J. (2014). 'Male scientists'
45
46 competing devotions to work and family: Changing norms in a male-dominated
47
48 profession'. *Work and Occupations*, 41:4, 477-507.
49
- 50 *Damiano-Teixeira, K. M. (2006). 'Managing conflicting roles: A qualitative study with
51
52 female faculty members'. *Journal of Family and Economic Issues*, 27:2, 310-334.
53
54
55
56
57
58
59
60

- 1
2
3 Darcy, C., McCarthy, A., Hill, J., & Grady, G. (2012). 'Work–life balance: One size fits all?
4
5 An exploratory analysis of the differential effects of career stage'. *European Management*
6
7 *Journal*, 30:2, 111-120.
8
- 9 Deci, E., & Ryan, R. (2000). 'The “what” and “why” of goal pursuits: Human needs and the
10
11 self-determination of behavior'. *Psychological Inquiry*, 11, 227–268.
12
- 13 Desrochers, S., & Sargent, L. D. (2004). 'Boundary/Border Theory and Work-Family
14
15 Integration'. *Organization Management Journal*, 1:1, 40-48.
16
- 17 *Eddy, P. L., & Gaston-Gayles, J. L. (2008). 'New faculty on the block: Issues of stress and
18
19 support'. *Journal of Human Behavior in the Social Environment*, 17:1-2, 89-106.
20
- 21 Fang, M., Nastiti, T., & Chen, C. V. (2011). The tug of work and family: A study of the
22
23 sources of the work-family conflict among Indonesian lecturers. *International Journal*
24
25 *of Management and Enterprise Development*, 11(2), 127-141.
26
27 doi:<http://dx.doi.org/10.1504/IJMED.2011.044634>
28
- 29
30
31 Fenner, G. H., & Renn, R. W. (2010). 'Technology-assisted supplemental work and work-to-
32
33 family conflict: The role of instrumentality beliefs, organizational expectations and time
34
35 management'. *Human Relations*, 63:1, 63-82.
36
- 37 Finkelstein, M. (1984). *The American Academic Profession*. Columbus: Ohio State
38
39 University Press.
40
- 41 Fox, M. F., Fonseca, C., & Bao, J. (2011). 'Work and family conflict in academic science:
42
43 Patterns and predictors among women and men in research universities'. *Social Studies of*
44
45 *Science*, 41:5, 715–735.
46
47
- 48 Gajendran, R. S., & Harrison, D. A. (2007). 'The good, the bad, and the unknown about
49
50 telecommuting: meta-analysis of psychological mediators and individual consequences'.
51
52 *Journal of Applied Psychology*, 92:6, 1524.
53
54
55
56
57
58
59
60

1
2
3 Gephart, R. (2004). 'From the editors: Qualitative research and the academy of management
4 journal'. *Academy of Management Journal*, 47:4, 454-462.

5
6
7 Grandey, A. A., & Cropanzano, R. (1999). The conservation of resources model applied to
8 work–family conflict and strain. *Journal of Vocational Behavior*, 54(2), 350-370.
9
10
11 doi:<http://dx.doi.org/10.1006/jvbe.1998.1666>

12
13 Greenhaus, J. H., & Beutell, N. J. (1985). 'Sources of conflict between work and family
14 roles'. *Academy of Management Review*, 10:1, 76-88.

15
16
17 Goode, W. J. (1960). 'A theory of role strain'. *American Sociological Review*, 25, 483–496.

18
19
20 Hackman, R., & Oldham, G. (1980). *Work Redesign*. Reading, MA: Addison-Wesley.

21
22 *Hall, M. E. L., Anderson, T. L., & Willingham, M. M. (2004). 'Diapers, dissertations, and
23 other holy things: The experiences of mothers working in Christian colleges and
24 universities'. *Christian Higher Education*, 3:1, 41-60.

25
26
27
28
29 Harley, S., Muller-Camen, M., & Collin, A. (2004). 'From academic communities to
30 managed organizations: The implications for academic careers in UK and German
31 universities'. *Journal of Vocational Behavior*, 64:2, 329-345.

32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
Hayes, A. F. (2013). *Introduction to Mediation, Moderation, and Conditional Process
Analysis: A Regression-Based Approach*. New York: Guilford Press.

*Heijstra, T. M., & Rafnsdóttir, G. L. (2010). 'The Internet and academics' workload and
work–family balance'. *The Internet and Higher Education*, 13:3, 158-163.

Higgins, J. P., & Green, S. (2008). *Cochrane Handbook for Systematic Reviews of
Interventions*. Chichester: Wiley-Blackwell.

Hill, E. J., Grzywacz J. G., Allen S., Blanchard V. L., Matz-Costa C., Shulkin S., Pitt-
Catsouphes M. (2008). 'Defining and conceptualizing workplace flexibility'. *Community,
Work & Family*, 11:2, 149–163.

- 1
2
3 *Hirakata, P. E., & Daniluk, J. C. (2009). 'Swimming upstream: The experience of academic
4 mothers of young children'. *Canadian Journal of Counselling and Psychotherapy/Revue*
5 *canadienne de counseling et de psychothérapie*, 43:4, 284-293.
6
7
8
9 *Kachchaf, R., Ko, L., Hodari, A., & Ong, M. (2015). 'Career-life balance for women of
10 color: Experiences in science and engineering academia'. *Journal of Diversity in Higher*
11 *Education*, 8:3, 175.
12
13
14
15 Kahn, R. L., Wolfe, D. M., Quinn, R. P., Snoek, J. D., & Rosenthal, R. A. (1964).
16 *Organizational Stress: Studies in Role Conflict and Ambiguity*. New York: Wiley.
17
18
19 *Kalet, A. L., Fletcher, K. E., Ferdman, D. J., & Bickell, N. A. (2006). 'Defining,
20 Navigating, and Negotiating Success: The Experiences of Mid-Career Robert Wood
21 Johnson Clinical Scholar Women'. *Journal of General Internal Medicine*, 21:9, 920-925.
22
23
24
25 Kahnweiler, W. M. (2008). The work-life conundrum: Will HRD become more
26 involved?. *Human Resource Development Quarterly*, 19(1), 75-83.
27
28
29
30 Kaufman-Scarborough, C. (2003). 'Two perspectives on the Tyranny of Time:
31 Polychronicity and Monochronicity as depicted in Cast Away'. *The Journal of American*
32 *Culture*, 26:1, 87-95.
33
34
35
36
37 Kelly, E. L., & Moen, P. (2007). 'Rethinking the clockwork of work: Why schedule control
38 may pay off at work and at home'. *Advances in Developing Human Resources*, 9:4, 487-
39 506.
40
41
42
43 Kelly, E. L., Kossek, E. E., Hammer, L. B., Durham, M., Bray, J., Chermack, K., ... &
44 Kaskubar, D. (2008). 'Getting There from Here: Research on the Effects of Work-Family
45 Initiatives on Work-Family Conflict and Business Outcomes'. *The Academy of*
46 *Management Annals*, 2:1, 305-349.
47
48
49
50
51 Kirkwood, J., & Tootell, B. (2008). 'Is entrepreneurship the answer to achieving work-family
52 balance?' *Journal of Management and Organization*, 14:3, 285.
53
54
55
56
57
58
59
60

- 1
2
3 Kossek, E. E., Lautsch, B. A., & Eaton, S. C. (2006). 'Telecommuting, control, and boundary
4 management: Correlates of policy use and practice, job control, and work-family
5 effectiveness'. *Journal of Vocational Behavior*, 68:2, 347-367.
6
7
8
9 Kossek, E., Lautsch, B. & Eaton, S. (2009). "Good teleworking": Under what conditions
10 does teleworking enhance employees' well-being?" in Yair Amichai-Hamburger, (Ed.),
11 *Technology and Psychological Well-being* (148-173), Cambridge: Cambridge University
12 Press.
13
14
15
16
17
18 Kossek, E. E., Baltes, B. B., & Matthews, R. A. (2011). 'How work-family research can
19 finally have an impact in organizations'. *Industrial and Organizational Psychology*, 4:3,
20 352-369.
21
22
23
24 Kossek E. E. & Lautsch B. A. (2012). 'Work-family boundary management styles in
25 organizations: A cross-level model'. *Organizational Psychology Review*, 2, 152-171.
26
27
28
29 Kossek, E. E., Ruderman, M. N., Braddy, P. W., & Hannum, K. M. (2012). 'Work-nonwork
30 boundary management profiles: A person-centered approach'. *Journal of Vocational
31 Behavior*, 81:1, 112-128.
32
33
34
35 Kossek, E. E. (2016). 'Managing work-life boundaries in the digital age'. *Organizational
36 Dynamics*, 45:3, 258-270.
37
38
39
40 Kossek E. E. & Lautsch B. A. (2017). 'Work-Life Flexibility for Whom? Occupational Status
41 and Work-Life Inequality in Upper, Middle, and Lower Level Jobs'. *Academy of
42 Management Annals*. DOI: <https://doi.org/10.5465/annals.2016.0059>
43
44
45
46 Kreiner, G. E., Hollensbe, E. C., & Sheep, M. L. (2009). 'Balancing borders and bridges:
47 Negotiating the work-home interface via boundary work tactics'. *Academy of
48 Management Journal*, 52:4, 704-730.
49
50
51
52 Lee, T. W., Mitchell, T. R., & Sablinski, C. J. (1999). 'Qualitative research in organizational
53 and vocational psychology, 1979-1999'. *Journal of Vocational Behavior*, 55:2, 161-187.
54
55
56
57
58
59
60

- 1
2
3 *Lester, J. (2013). 'Work-life balance and cultural change: A narrative of eligibility'. *The*
4
5 *Review of Higher Education*, 36:4, 463-488.
6
7 Levinson, D. J., Darrow, C. N., Klein, E. B., Levinson, M. H., & McKee B. (1978). *Seasons*
8
9 *of a Man's Life*. New York: Knopf.
10
11 Liao, C., Wayne, S. J., & Rousseau, D. M. (2016). 'Idiosyncratic deals in contemporary
12
13 organizations: A qualitative and meta-analytical review'. *Journal of Organizational*
14
15 *Behavior*. 37, S9–S29.
16
17 Lindquist, J. D., & Kaufman-Scarborough, C. (2007). 'The polychronic—monochronic
18
19 tendency model PMTS scale development and validation'. *Time & Society*, 16:2-3, 253-
20
21 285.
22
23 Madsen, S. R. (2003). The effects of home-based teleworking on work-family
24
25 conflict. *Human Resource Development Quarterly*, 14(1), 35-58.
26
27 Martins, L. L., Eddleston, K. A., & Veiga, J. F. (2002). 'Moderators of the relationship
28
29 between work-family conflict and career satisfaction'. *Academy of Management Journal*,
30
31 45:2, 399-409.
32
33 Merriam, S. B. (2009). *Qualitative Research: A Guide to Design and Implementation*. San
34
35 Francisco, CA: Jossey-Bass.
36
37 Mesmer-Magnus, J. R., & Viswesvaran, C. (2006). 'How family-friendly work environments
38
39 affect work/family conflict: A meta-analytic examination'. *Journal of Labor Research*,
40
41 27:4, 555-574.
42
43 Michel, J. S., Kotrba, L. M., Mitchelson, J. K., Clark, M. A., & Baltes, B. B. (2011).
44
45 'Antecedents of work–family conflict: A meta-analytic review'. *Journal of*
46
47 *Organizational Behavior*, 32:5, 689-725.
48
49 Moen, P., & Yu, Y. (2000). 'Effective work/life strategies: Working couples, work
50
51 conditions, gender, and life quality'. *Social Problems*, 47:3, 291-326.
52
53
54
55
56
57
58
59
60

- 1
2
3 Moore, D., & Gobi, A. (1995). Role conflict and perceptions of gender roles: The case of
4
5 Israel. *Sex Roles*, 32(3-4), 251-270. doi:<http://dx.doi.org/10.1007/BF01544791>
6
7 Morris, M. L. (2012). Unleashing human expertise through work/life initiatives. *Human*
8
9 *Resource Development Quarterly*, 23(4), 427-439.
10
11 Murray, N., Tremaine, M., & Fountaine, S. (2012). Breaking through the glass ceiling in the
12
13 ivory tower: Using a case study to gain new understandings of old gender issues.
14
15 *Advances in Developing Human Resources*, 14(2), 221-236.
16
17 Near, J. P., & Sorcinelli, M. D. (1986). Work and life away from work: Predictors of faculty
18
19 satisfaction. *Research in Higher Education*, 25(4), 377-394.
20
21 Neumann, A. (2009). *Professing To Learn: Creating Tenured Lives and Careers in the*
22
23 *American Research University*. Maryland: JHU Press.
24
25 Nichols, L. S., Wanamaker, N., & Deringer, N. (1995). Needs and priorities in balancing paid
26
27 and family work: A gender and social class analysis. *Family and Consumer Sciences*
28
29 *Research Journal*, 24(1), 71-86. doi:<http://dx.doi.org/10.1177/1077727X950241005>
30
31 *Nikunen, M. (2012). 'Changing university work, freedom, flexibility and family'. *Studies in*
32
33 *Higher Education*, 37:6, 713-729.
34
35 Nippert-Eng, C. E. (2008). *Home and Work: Negotiating Boundaries through Everyday Life*.
36
37 Chicago, IL: University of Chicago Press.
38
39 *Oates, K. L., Hall, M. E. L. H., & Anderson, T. L. (2005). 'Calling and Conflict: A
40
41 Qualitative Exploration of Interrole Conflict and the Sanctification of Work in Christian
42
43 Mothers in Academia'. *Journal of Psychology & Theology*, 33:3.
44
45 O'Laughlin, E. M., & Bischoff, L. G. (2005). Balancing parenthood and academia:
46
47 Work/family stress as influenced by gender and tenure status. *Journal of Family*
48
49 *Issues*, 26(1), 79-106. doi:<http://dx.doi.org/10.1177/0192513X04265942>
50
51
52
53
54
55
56
57
58
59
60

- 1
2
3 *O'Meara, K., & Campbell, C. M. (2011). 'Faculty sense of agency in decisions about work
4 and family'. *The Review of Higher Education*, 34:3, 447-476.
5
6
7 Parasuraman, S., & Greenhaus, J. H. (2002). 'Toward reducing some critical gaps in work–
8 family research'. *Human Resource Management Review*, 12:3, 299-312.
9
10
11 *Penney, S., Young, G., Badenhorst, C., Goodnough, K., Hesson, J., Joy, R., ... & Pelech, S.
12 (2015). 'Faculty writing groups: A support for women balancing family and career on the
13 academic tightrope'. *The Canadian Journal of Higher Education*, 45:4, 457.
14
15
16 Perlow, L. A. (2012). *Sleeping With My Blackberry: How To Break The 24/7 Habit And*
17 *Change The Way You Work*. Boston, MA: Harvard Business Review.
18
19
20 *Perrakis, A., & Martinez, C. (2012). 'In pursuit of sustainable leadership: How female
21 academic department chairs with children negotiate personal and professional
22 roles'. *Advances in Developing Human Resources*, 14:2, 205-220.
23
24
25 Pitt-Catsoupes, M., Matz-Costa, C., & MacDermid, S. M. (2007). HRD responses to
26 work—family stressors. *Advances in Developing Human Resources*, 9(4), 527-543.
27
28
29 *Poronsky, C. B., Doering, J. J., Mkandawire-Valhmu, L., & Rice, E. I. (2012). 'Transition to
30 the Tenure Track for Nurse Faculty with Young Children: A Case Study'. *Nursing*
31 *education perspectives*, 33:4, 255-259.
32
33
34 *Rafnsdóttir, G. L., & Heijstra, T. M. (2013). 'Balancing work–family life in academia: The
35 power of time'. *Gender, Work & Organization*, 20:3, 283-296.
36
37
38 *Raiden, A. B., & Räisänen, C. (2013). 'Striving to achieve it all: men and work-family-life
39 balance in Sweden and the UK'. *Construction Management and Economics*, 31:8, 899-
40 913.
41
42
43
44 *Reddick, R. J., Rochlen, A. B., Grasso, J. R., Reilly, E. D., & Spikes, D. D. (2012).
45 'Academic fathers pursuing tenure: A qualitative study of work-family conflict, coping
46 strategies, and departmental culture'. *Psychology of Men & Masculinity*, 13:1, 1.
47
48
49
50
51
52
53
54
55
56
57
58
59
60

- 1
2
3 Roehling, P. V., Moen, P., & Batt, R. M. (2003). Spillover. In P. Moen (Ed.), *It's about Time*
4
5 (pp. 101-121). Ithaca, NY: Cornell University Press.
6
- 7 Rogier, S. A., & Padgett, M. Y. (2004). The impact of utilizing a flexible work schedule on
8
9 the perceived career advancement potential of women. *Human Resource Development*
10
11 *Quarterly*, 15(1), 89-106.
12
- 13 *Sallee, M. W. (2013). 'Gender norms and institutional culture: The family-friendly versus
14
15 the father-friendly university'. *The Journal of Higher Education*, 84:3, 363-396.
16
- 17 *Sallee, M. W., & Pascale, A. B. (2012). 'Multiple Roles, Multiple Burdens: the Experiences
18
19 of Female Scientists with Children'. *Journal of Women and Minorities in Science and*
20
21 *Engineering*, 18:2, 135-152.
22
- 23 *Sallee, M., & Hart, J. (2015). 'Cultural navigators: International faculty fathers in the US
24
25 research university'. *Journal of Diversity in Higher Education*, 8:3, 192.
26
- 27 *Sallee, M., Ward, K., & Wolf-Wendel, L. (2016). 'Can anyone have it all? Gendered views
28
29 on parenting and academic careers'. *Innovative Higher Education*, 41:3, 187-202.
30
- 31 Sandelowski, M., & Barroso, J. (2007). *Handbook for Synthesizing Qualitative Research*.
32
33 New York: Springer Publishing Company.
34
- 35 *Santos, G. G. (2015). 'Narratives about work and family life among Portuguese academics'.
36
37 *Gender, Work & Organization*. 22:1, 1-15.
38
- 39 *Santos, G. G., & Cabral-Cardoso, C. (2008). 'Work-family culture in academia: a gendered
40
41 view of work-family conflict and coping strategies'. *Gender in Management: An*
42
43 *International Journal*, 23:6, 442-457.
44
- 45 *Schlehofer, M. (2012). 'Practicing what we teach? An autobiographical reflection on
46
47 navigating academia as a single mother'. *Journal of Community Psychology*, 40:1, 112-
48
49 128.
50
51
52
53
54
55
56
57
58
59
60

- 1
2
3 Schultz, J. B., Chung, Y. L., & Henderson, C. G. (1988). Work/family concerns of university
4 faculty. *Journal of Social Behavior & Personality*, 3(4), 249-264.
- 5
6
7 Secret, M., & Swanberg, J. (2008). 'Work-family experiences and the insights of municipal
8 government employees: A case study'. *Public Personnel Management*, 37:2, 199-221.
- 9
10
11 Saini, M., & Shlonsky, A. (2012). *Systematic Synthesis of Qualitative Research*. New York:
12 Oxford University Press.
- 13
14
15 *Skachkova, P. (2007). 'Academic careers of immigrant women professors in the US'.
16
17 *Higher Education*, 53:6, 697-738.
- 18
19
20 *Solomon, C. R. (2011). "'Sacrificing at the altar of tenure": Assistant professors' work/life
21 management'. *The Social Science Journal*, 48:2, 335-344.
- 22
23
24 *Strong, E. A., De Castro, R., Sambuco, D., Stewart, A., Ubel, P. A., Griffith, K. A., & Jagsi,
25
26 R. (2013). 'Work-Life Balance in Academic Medicine: Narratives of Physician-
27
28 Researchers and Their Mentors'. *Journal of General Internal Medicine*, 28:12, 1596-
29
30 1603.
- 31
32
33 Sweet, S., Pitt-Catsoupes, M., & Boone James, J. (2016). Successes in changing flexible
34
35 work arrangement use: Managers and work-unit variation in a financial services
36
37 organization. *Work and Occupations*, 43(1), 75-109.
- 38
39
40 *Takahashi, A. R. W., Lourenço, M. L., Sander, J. A., & Souza, C. P. D. S. (2014).
41
42 'Competence development and work-family conflict: Professors and gender'. *Gender in*
43
44 *Management: an International Journal*, 29:4, 210-228.
- 45
46
47 *Thanacoody, P. R., Bartram, T., Barker, M., & Jacobs, K. (2006). 'Career progression
48
49 among female academics: a comparative study of Australia and Mauritius'. *Women in*
50
51 *Management Review*, 21:7, 536-553.
- 52
53
54
55
56
57
58
59
60

- 1
2
3 Thomas, K. J. (2014). Workplace technology and the creation of boundaries: The role of
4
5 VHRD in a 24/7 work environment. *Advances in Developing Human Resources*, 16(3),
6
7 281-295.
8
9 *Trepal, H. C., & Stinchfield, T. A. (2012). 'Experiences of motherhood in counselor
10
11 education'. *Counselor Education and Supervision*, 51:2, 112-126.
12
13 *Toffoletti, K., & Starr, K. (2016). 'Women Academics and Work–Life Balance: Gendered
14
15 Discourses of Work and Care'. *Gender, Work & Organization*, 23:5, 489-504.
16
17 *Toren, N. (1991). 'The nexus between family and work roles of academic women in Israel:
18
19 Reality and representation'. *Sex Roles*, 24:11-12, 651-667.
20
21 Walsh, D., & Downe, S. (2005). Meta-synthesis method for qualitative research: a literature
22
23 review. *Journal of Advanced Nursing*, 50(2), 204-211.
24
25 *Ward, K., & Wolf-Wendel, L. (2004). 'Academic motherhood: Managing complex roles in
26
27 research universities'. *The Review of Higher Education*, 27:2, 233-257.
28
29 *Weigt, J. M., & Solomon, C. R. (2008). 'Work–family Management among Low-wage
30
31 Service Workers and Assistant Professors in the USA: A Comparative Intersectional
32
33 Analysis'. *Gender, Work & Organization*, 15:6, 621-649.
34
35 *Wilton, S., & Ross, L. (2017). 'Flexibility, Sacrifice and Insecurity: A Canadian Study
36
37 Assessing the Challenges of Balancing Work and Family in Academia'. *Journal of*
38
39 *Feminist Family Therapy*, 29:1-2, 66-87.
40
41
42
43 *Wolf-Wendel, L. E., & Ward, K. (2006). 'Academic life and motherhood: Variations by
44
45 institutional type'. *Higher Education*, 52:3, 487-521.
46
47
48 *Wolf-Wendel, L., & Ward, K. (2015). 'Academic mothers: Exploring disciplinary
49
50 perspectives'. *Innovative Higher Education*, 40:1, 19-35.
51
52 World at Work. (2015). *Trends in Workplace Flexibility*. Arizona: World at Work Customer
53
54 Relations.
55
56
57
58
59
60

1
2
3 *Ylijoki, O. H. (2013). 'Boundary-work between work and life in the high-speed university'.

4
5 *Studies in Higher Education*, 38:2, 242-255.

6
7 Zimmer, L. (2006). Qualitative meta-synthesis: a question of dialoguing with texts. *Journal*

8
9 *of Advanced Nursing*, 53(3), 311-318
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

Figure 1.

Moderators of the relationship between FWA and the WFC

