


# LEISURE ACTIVITY AND WORK-FAMILY EXPECTATIONS: DO LEARNING DISABILITIES MAKE A DIFFERENCE?

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## RATIONALE

- Future expectations regarding work-family relations are part of identity construction and career planning in emerging adulthood (Cinamon, 2006).
  - Self efficacy (SE) is a proven powerful variable that explains young adults' work-family conflict expectations.
  - The contribution of SE to the explanation of work-family facilitation expectations has rarely been investigated.
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- Leisure activities have positive effects on adolescents' academic achievement, life satisfaction and student positive development (Fredricks & Eccles, 2006).
- The contribution of leisure activity to the career development of young adults has not been examined despite the role leisure activities play in identity and career development.



- Career development of students with learning disabilities (LD) has received relatively little attention.
- The literature indicates that LD students encounter difficulties in different aspects of career development such as career decision making self efficacy.
- Anticipated future work-family relations among students with LD have not been studied.



## PURPOSES

- To examine the contribution of SE to work-family conflict and facilitation expectations among young adults with and without LD.
- To examine the contribution of leisure activities during adolescence to Work-family Relations (WFR) expectations among young adults with and without LD.



## PARTICIPANTS

- 187 (112 female) unmarried Israeli BA students, mean age =26 (sd=2.12).  
Ninety five (55 female) participants were diagnosed with learning disabilities.
- Most students (85%) were Jewish, 10% were Moslem and 5% were Christian.  
Approximately 88% were born in Israel, 2% were born in Africa, 2% in Europe and 8% in the former USSR.

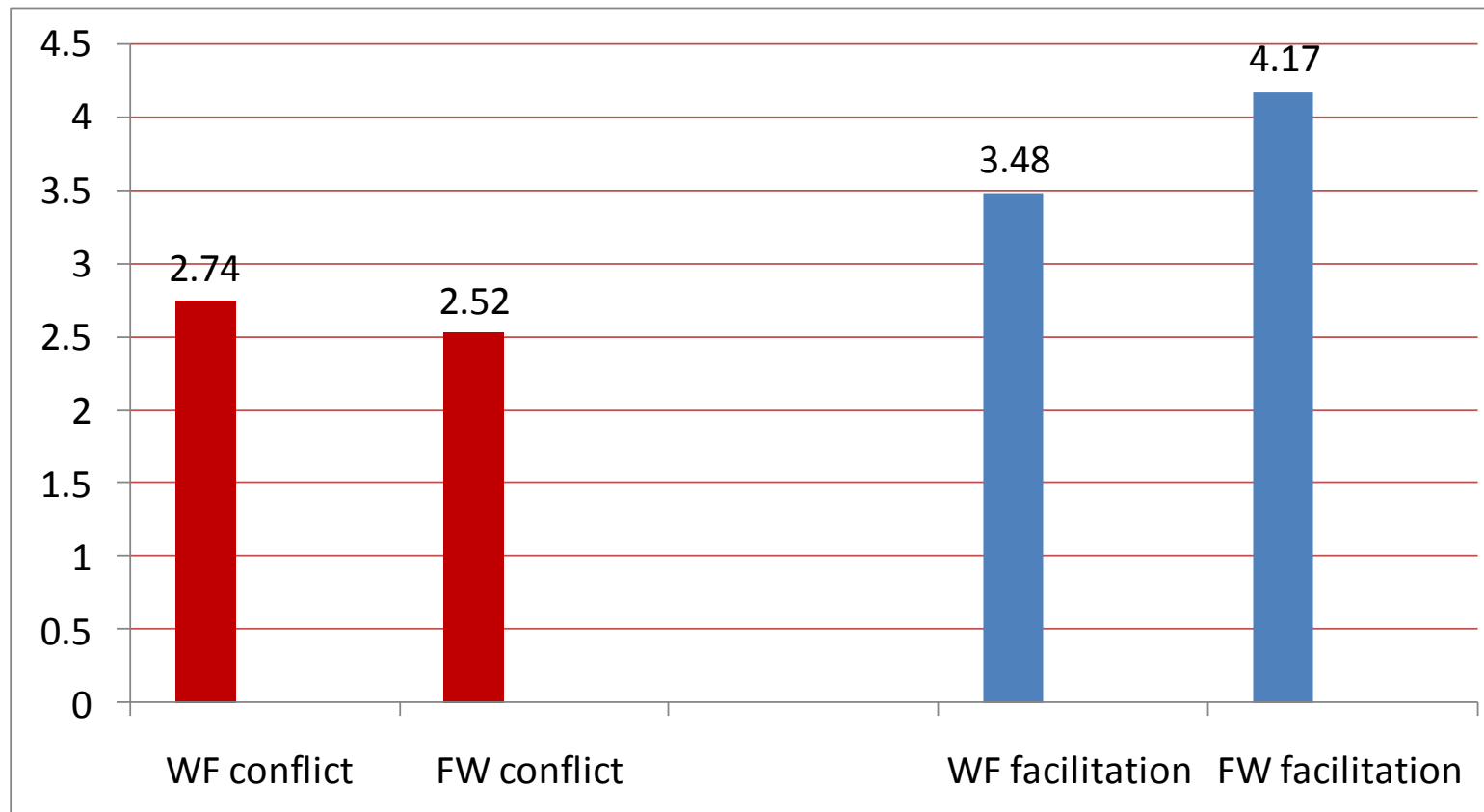


## MEASURES

- ***Anticipated WFC***: Cinamon's (2006) 14 item questionnaire measured participants' anticipation of  $W \rightarrow F$  conflict ( $\alpha = .78$ ) and  $F \rightarrow W$  conflict ( $\alpha = .81$ ) on a 5-point Likert-type scale.
- ***Anticipated WFF***: Cinamon & Rich's (2005) 14 items scale measured  $W \rightarrow F$  facilitation ( $\alpha = .81$ ) and  $F \rightarrow W$  facilitation ( $\alpha = .83$ ) on a 5-point Likert-type scale.
- ***Self-efficacy to manage WFC and WFF***: Cinamon's (2010) 16 item questionnaire measured confidence to manage future conflict and to create future enrichment between work and family (4 subscales).  $\alpha = .87-.90$ .
- ***Demographic variables***.



# EXPECTED CONFLICT AND FACILITATION RELATIONS





# LINEAR REGRESSION TO PREDICT WF CONFLICT (49%)

Predict Variable	B	SE.B	$\beta$
Gender	-.12	.09	-.08
LD	-.19	.07	-.13*
SE WF conflict	-.13	.03	-.33**
SE FW conflict	.08	.03	.21**
SE WF Facilitation	.03	.02	.09
SE FW Facilitation	-.06	.03	-.15*

# LINEAR REGRESSION TO PREDICT FW CONFLICT (47%)

Predict Variable	B	SE.B	$\beta$
Gender	.14	.09	.09
LD	.27	.09	.19**
SE WF conflict	.07	.03	.19**
SE FW conflict	-.11	.03	-.29**
SE WF Facilitation	-.02	.02	-.04
SE FW Facilitation	.05	.03	.11

# LINEAR REGRESSION TO PREDICT WF FACILITATION (29%)

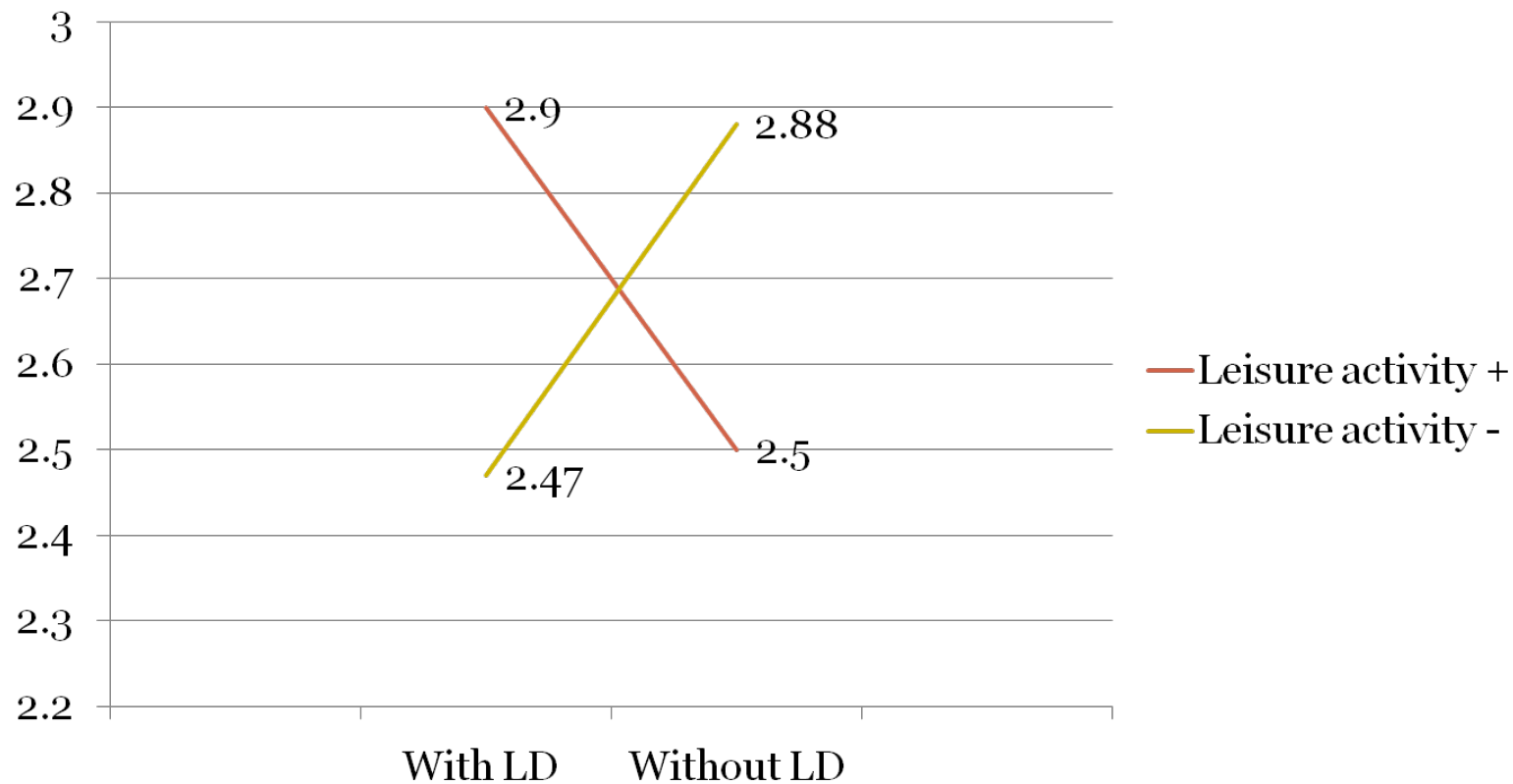
Predict Variable	B	SE.B	$\beta$
Gender	-.21	.13	-.12
LD	-.13	.13	-.07
SE WF conflict	-.07	.04	-.14
SE FW conflict	.06	.04	.13
SE WF Facilitation	.15	.03	.34**
SE FW Facilitation	-.03	.05	-.05

# LINEAR REGRESSION TO PREDICT FW FACILITATION (51%)

Predict Variable	B	SE.B	$\beta$
Gender	.12	.08	.09
LD	-.01	.08	-.01
SE WF conflict	.05	.03	.13
SE FW conflict	-.06	.02	-.17*
SE WF Facilitation	-.05	.02	-.14*
SE FW Facilitation	.23	.03	.61**

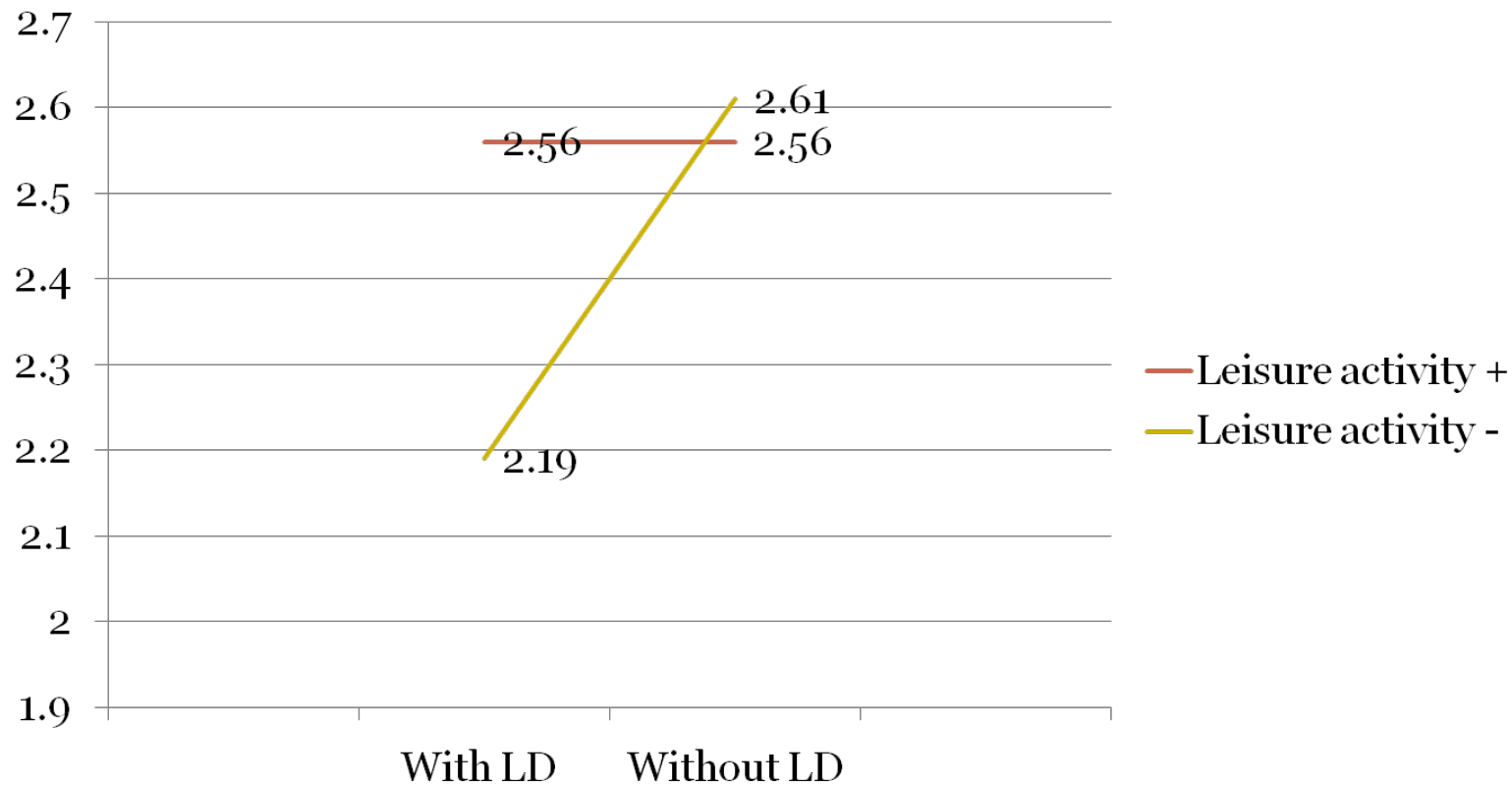
# AND LEISURE ACTIVITY IN ANTICIPATING WF CONFLICT

$F(1, 175)=11.68; P<.05$



# AND LEISURE ACTIVITY IN ANTICIPATING FW CONFLICT

$F(1, 175)=3.63; P<.05$



# DISCUSSION

- Anticipated WFR as part of exploration during emerging adulthood.
- The higher facilitation expectations suggest optimistic nature of future orientation; alternatively that these young adults may not be adequately prepared to deal with inter-role conflict.



- SE is a powerful variable in explaining WFR expectations.
- The importance of specific SE.
- LD adolescents may experience an exploration process that differs meaningfully from that of youngsters without LD.
- The fact that leisure activities during adolescence affected students with or without LD differently may be explained by the difficulties encountered by LD students in organizing and managing multiple tasks.





- Long term effects of leisure activities in career development.
- Future research can focus on exploring the personal meaning of anticipated future relations between life roles, as well as personal meaning of leisure.
- Practical implications:

Potential value and risk of leisure during adolescence.

Career intervention to manage multiple roles with special attention to LD adolescents.



# Grazie

