



Utrecht University

**Relationship-to-Work Interference among Distressed
Individuals: Investigating how Relationship Problems
Spillover to Work Performance via Negative Affect and
Ruminative Thoughts. A Cross-sectional Survey Study.**

Master Thesis

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Abstract

The present study examined, the relatively unexplored association between relationship problems and work performance via negative affect and ruminative thoughts. Based on previous research into work-to-relationship spillover and indirect evidence for relationship-to-work spillover, it was hypothesized that negative residuals, originating from relationship problems, spillover into the work domain and are negatively related to work performance. This spillover was expected to partially proceed through increased negative mood and increased ruminative thoughts. A survey was conducted among 108 working individuals who experienced significant relationship distress within their intimate relationships. Multiple mediation analyses were performed on the collected cross-sectional data. The findings did not reveal a spillover from any of the relationship problems constructs (severity, maximum, frequency) to work performance (task, contextual). Nonetheless, despite the results for the relationship problems construct were mixed, evidence was found for the mediating role of enhanced negative affect on the association between relationship problems and task performance. However, no evidence was found for ruminative thoughts. Furthermore, both increased negative affect and increased ruminative thoughts were found to mediate the association between relationship problems and contextual performance. The mixed and somewhat unexpected findings emphasize the importance to include each distinct relationship problems construct and to distinguish between task and contextual work performance in order to provide a comprehensive theoretical relationship-to-work interference framework. Limitations and implications for future work are discussed.

Keywords: relationship-to-work spillover, relationship problems, negative mood, ruminative thoughts, work performance.

Introduction

In modern society, adult life is mostly characterized by work and marital roles. Dual-earnership is the standard for Western adults and has become significantly less exceptional among families with young children (Malinen et al., 2010, Merens, Hartgers, & van den Brakel, 2012). Both men and women are expected to participate in economic and domestic activities last decades, due to social trends such as increased female employment, intensified father involvement and growing cultural diversity (Cabrera, Tamis-LeMonda, Bradley, Hofferth, & Lamb, 2000; Spain & Bianchi, 1996). These transitions and current standards, concerning job expectations and family/ relationship responsibilities, imply that both partners are increasingly likely to be active in different activities, all of which ask for dedication and thus time and energy (Becker, 1999; Greenhaus, Callanan, & Godshalk, 2010). As a result, balancing intimate relationships and work has become more engaging for employees (Eby, Casper, Lockwood, Bordeaux, & Brinley, 2005). Therefore, researchers have been interested in the association between experiences within relationships and behaviors at work.

According to the spillover model by Rogers and May (2003), stress or strain in one role may leave the individual feeling frustrated, depressed or ineffective and possibly impairs one's capacity or motivation to meet responsibilities in another role. Such negative spillovers might contribute to withdrawal or hostility in interaction and dissatisfaction or lowered performance (Rogers & May, 2003). This spillover model has mainly been used to explain work-to-relationship spillover. Previous studies clearly identified that experienced stress and strain (negative residuals) in the work role can spillover to the marital role and have adverse effects on intimate relationships, such as increased marital distress, decreased marital satisfaction and increased relational tension (e.g. Allen, Herst, Bruck, & Sutton, 2000; Matthews, Del Priore, Acitelli, & Barnes-Farell, 2006). Importantly, the present study is interested in the reverse relationship, which has received limited attention compared to the substantial literature addressing work-to-relationship spillover (Perry-Jenkins, Repetti, & Crouter, 2000).

Having regard to last decade's increased divorce rates (Adams, 2004), the possible spillover of negative residuals due to relationship distress (Rogers & May, 2003) and the given close interconnection between the relationship and work domain (Sonnetag & Binnewies, 2013), it is important to investigate if and how relationship distress affects other domains, such as the work domain. Moreover, empirical studies examining negative spillover effects between these two interconnected domains are of great importance given the undermining effects work-to-relationship spillover and relationship-to-work spillover have on physical and mental health,

such as increased depressive symptoms, general anxiety and substance use or somatic complaints, hypertension and other negative cardiovascular conditions (Foran, Whisman, & Beach, 2015, Ford, Cerasoli, Higgins, & Decesare, 2011; Sandberg, Yorgason, Miller, & Hill, 2012; Whisman & Uebelacker, 2003) and its negative economic consequences for employers and society in general (e.g. Eriksen, Natvig, & Bruusgaard, 1999). Although some previous research was concerned with this relationship, it has mainly focused on family-to-work interference and thus rather focused on family related distress constructs such as family hassles (e.g. Du, Derks, & Bakker, 2018; Ilies, et al., 2007) versus romantic relationship distress between partners in which there are not necessarily children involved. Thus, there is still an important under-explored area in the literature that must be addressed in order to clarify the potential spillover from relationship to work. Therefore, the present study's central aim is to investigate the association between problems within intimate relationships and work performance and to clarify its underlying mechanisms, thereby proposing the mediating role of negative affect and ruminative thoughts.

Spillover between relationship problems and work performance

Relationship problems among partners, constitute a broad concept and, according to relationship research, consist out of relational conflicts and negativity (e.g. Lavner, Karney, Williamson, & Bradbury, 2017). These problems provide a basis of stress and strain and therefore are a good indicator of relational distress (Huston, Caughlin, Houts, Smith, & George, 2001; Lavner, Karney, & Bradbury, 2014). This study is interested in *problem severity*, which entails the total severity of experienced relationship problems, secondly in the most severe problem rating at that point in time (*maximum problem*) and finally the total number of significantly severe experienced problem areas within relationships (*problem count/frequency*; Lavner et al., 2014).

The present study focusses on the spillover from these problems into work performance. Work performance can be defined as all actions or behaviors of employees that are of relevance to organization's objectives (Koopmans et al., 2014b). Work performance is a multidimensional concept which can be divided into two distinct dimensions (Borman & Motowidlo, 1993, p. 91) and exclusively focuses on the actions rather than the action's results. Therefore work performance solely includes controlled actions, and thus excludes environmental restricted behaviors (Rotundo & Sackett, 2002). *Task performance* is the first dimension and can be defined as the effectiveness with which an individual performs activities that contribute to core

fundamental or technical tasks, central to the job (Koopmans et al., 2014b). These activities include executing technical behaviors that directly convert raw materials into the organization's products/ services, such as teaching at a university, and performing surgery in a hospital. Furthermore, task performance includes all behaviors that maintain and sustain the technical core by supplying the raw materials, distributing the products and providing the organization with planning, coordination, and supervision. These activities ensure the organization's effectivity and efficiency (Motowidlo & Van Scotter, 1994). Secondly, *contextual performance* covers all behaviors that contribute to the organizational, social and psychological environment in which the technical core is embedded (Koopmans et al., 2014b). Examples of contextual behaviors include; volunteering to carry out non job-required tasks, constantly exposing extra enthusiasm to complete tasks when necessary, promoting and defending organizational purposes, complying with organizational rules and procedures even when they are personally inconvenient, and helping and cooperating behaviors (Motowidlo & Van Scotter, 1994).

Despite the relatively limited literature addressing relationship-to-work spillover, there is some indirect evidence that supports the relationship of interest. For example, Rogers and May (2003) found evidence for both positive and negative spillover from marital quality to job satisfaction over the long term. They showed that increases in relationship distress were significantly associated with equal declines in job satisfaction for both men and women (Rogers & May, 2003), which, is related to lowered work performance, in turn (e.g. Alessandri, Borgogni, & Latham, 2017; Fried, Shirom, Gilboa, & Cooper, 2013). Furthermore, a study from the Dutch organization for applied scientific research found evidence for the positive relationship between divorce and absenteeism at work. Absenteeism significantly increased in years preceding to the divorce and was higher for recently divorced individuals compared to people that are continuously unmarried or married (Sonneveld, 2007). Additionally, marital disruption, which is mostly preceded by marital conflict/ distress/ dissatisfaction (e.g. Gottman, 2014), has been proven to influence people's work performance negatively (Judge, Ilies, & Scott, 2006). Overall, these studies provide evidence for the relationship-to-work spillover. Therefore, it is hypothesized that negative residuals originating from relationship problems are negatively related someone's work performance. Moreover, these associations are expected to be similar for both task performance and contextual performance.

Hypothesis 1: Relationship problems, originating from intimate relationships, spillover into the work domain, such that relationship problems are negatively related to work performance.

Spillover mechanisms

Questions concerning which mechanisms underlie these spillover effects and how to cope with them effectively, provide major challenges to organizational theory and practice. Therefore the current study investigates the underlying processes of the relationship-to-work spillover to strengthen the theoretical model and contribute to practical concerns. Previous studies, on the work-to-family relationship identified two different spillover mechanisms; affect and cognition (e.g. Repetti, Wang, and Sexbe 2009; Schulz, Pape Cowan & Brennan, 2004). Consequently, this study is interested if the same factors mediate the reverse relationship regarding relationship-to-work spillover.

Affective spillover. The most examined mechanism explains work-to-relationship spillover through affective processes, like mood/affect (e.g. Schulz et al., 2004). Story and Repetti (2006) found that a *negative mood* mediates the relationship between job stressors and same-day fluctuation in marital behavior (anger and withdrawal). In a similar way these affective process might mediate the reverse relationship, such that relationship problems negatively interfere with work performance through negative mood. Previous studies provide evidence to support this hypothesis. For example, Heller and Watson (2005) found proof for the mediating role of mood in such a spillover process. They showed that emotional responses to the relationship role affect behavioral responses and attitudes to the work role and vice versa. Furthermore, research into marital quality showed that couples with a lower marital/relationship quality or couples who experience more relationship distress report greater negative mood or depressive mood (Carr, Freedom, Cornman, & Schwarz, 2014; Dehle & Weiss, 1998). Finally, Rusting and DeHart (2000) showed that, relationship problems negatively affect next-day mood, which in turn creates a negative way of interpreting the work environment and thereby give support for the affective mechanism in the relationship-to-work spillover. These studies show that relationship problems might affect someone's affective state negatively, which is an important factor in explaining the link between the home and work domain (Edwards & Rothbard, 2000). Therefore it is expected that someone with a negative mood due to relationship problems may carry these negative feelings to work, which in turn may impair someone's work performance. Again these associations are expected to be the same for task performance and contextual performance.

Hypothesis 2: The spillover from relationship problems into work performance is mediated by negative mood/ affect, such that relationship problems are expected to be

positively related to negative mood/ affect, which in turn is expected to be negatively related to work performance.

Cognitive spillover. Cognition, which is substantially interconnected with mood/ affect (Damasio, 2001) has been proposed to be another spillover mechanism by Repetti et al. (2009). Cognitive processes, such as *ruminatio*n have been found to partly explain the negative spillover from work stress into relationships (e.g. Carlson & Frone, 2003). Ruminative thoughts can be defined as unintentional recurrent thoughts without the presence of evident external triggers (Martin & Tesser, 1996). For example, Carlson and Frone (2003) found evidence for the mediating effect of rumination in work-to-relationship spillover. Ruminative thoughts, which can be seen as a spillover mechanism that extends the negative impact of experienced stressors (Cropley & Purvis, 2003), might also explain the spillover from relationship problems to work performance, such that relationship problems elicit ruminative thoughts, which in turn are negatively related to work performance. Previous research showed that rumination might hinder the ability to perform optimally at work (Beal, Weiss, Barros, & Macdermid, 2005). Moreover, home demands, such as relationship problems are related to lower job motivation, burnout, and absenteeism (Peeters, Montgomery, Bakker, & Schaufeli, 2005; Ten Brummelhuis, Ter Hoeven, De Jong, & Peper, 2013), which all are not conducive to work performance either. Furthermore, a recent diary study from Du et al., (2018) investigating the relationship between family hassles in the evening and work processes during the next day, found that daily rumination mediated the undermining effect of previous day family hassles on the relationship between morning job resources and afternoon flourishing. This indicates that due to family hassles people ruminated more, which in turn negatively impacted their available resources in the work domain (Du, Derks, & Bakker, 2018). Thus, these ruminative thoughts due to relationship problems might impair someone's efficiency of using job resources. Therefore, rumination due to relationship problems is expected to be a second mediating mechanism underlying the relationship-to-work spillover and is expected to mediate both the spillover from relationship problems to task performance and contextual performance.

Hypotheses 3: The spillover from relationship problems into work performance is mediated by rumination, such that relationship problems are expected to be positively related to ruminative thoughts, which in turn is expected to be negatively related to work performance

The present research

The present study investigates whether negative residuals from relationship problems spillover into the work domain and are negatively related to work performance. Furthermore the present study investigates if relationship problems are related to work performance through affective (negative mood) and cognitive (rumination) processes. See *Figure 1*. The hypotheses will be tested among a large sample of Dutch working adults who are in relationship counseling and experience significant relationship distress within their intimate relationships, since previous studies proved that negative spillover occurred due to distress (e.g. Perry-Jenkins, Repetti, & Crouter, 2000). This sample assured the presence of relationship problems and therefore is appropriate to test the relationship-to-work association and whether this effect is partially mediated by negative mood and rumination. Hereby, this research aims to contribute to the theoretical spillover framework by focusing on the relatively unexplored association between problems within intimate relationships and work performance. Given the considerable negative psychological and physical effects of certain spillover processes (Burman & Margolin, 1992; Ford et al., 2011; Sandberg et al., 2012) and its individual and societal financial consequences (e.g. Eriksen, Natvig, & Bruusgaard, 1999), this study is of major importance. Eventually, results from this study might contribute to a better understanding regarding the association of relationship problems and distress and how that may affect not only personal wellbeing but also working life. The hypotheses are tested with a cross-sectional survey.

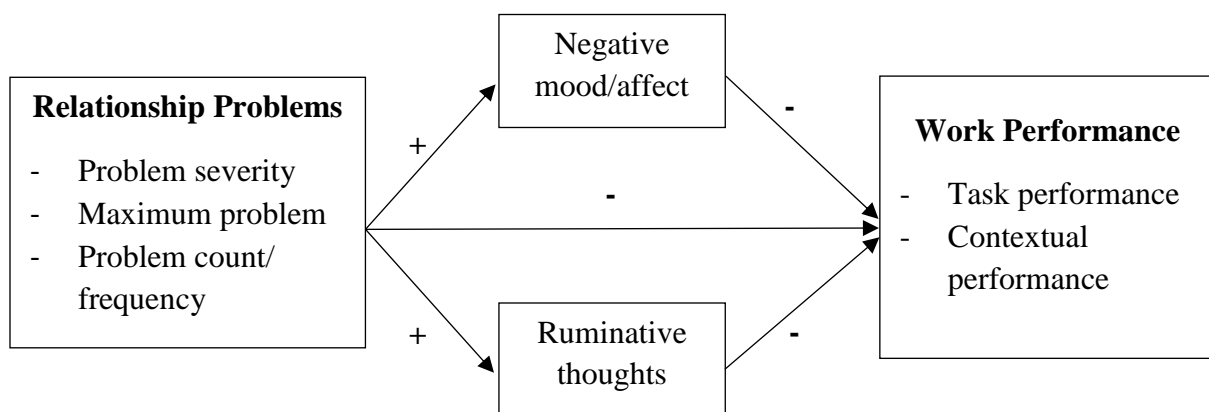


Figure 1: Conceptual multiple mediation model, relationship-to-work spillover

Method

Participants and design

Based on a power analysis, the present study aimed at recruiting 100 participants (G* Power, Version 3.1.9.2., Faul, Erdfelder, Buchner & Lang, 2009). Data collection among distressed individual who were in relationship counselling was too time consuming. Due to time restrictions, it was therefore necessitated to recruit more participants through snowballing. Eventually, the questionnaire was completed by 185 individuals (including 82 individuals who were in relationship counseling). In order to be included in this study respondents had to work at least 20 hours a week on contractual base, be in an romantic relationship for at least six months and experience a significant degree of relationship distress within their intimate relationship. Based on these inclusion criteria, 15 individuals were excluded because they worked less than 20 hours a week, two because they were not in an intimate relationship for at least half a year, and 60 individuals because they were not significantly distressed. The non-distressed individuals were excluded from the present study based on a the short form of the Dyadic Adjustment Scale (DAS-7), which has been found to accurately categorize intimate relationships as distressed or adjusted. Therefore, the DAS-7 concerned a suitable measure to exclude non-distressed individuals from this study and obtain an appropriate sample for testing the hypotheses (Hunsley, Best, Lefebvre, & Vito, 2001). Based on this relationship quality measure, it can be stated that the final sample was quite distressed with a mean of 19.36 ($SD_{\text{relationship quality}} = 3.94$; Hunsley et al., 2001).

The final sample consisted of 108 Dutch individuals (including 53 individuals who were in relationship counseling) to perform the analyses on. The sample's age ranged from 21 to 66 years old ($M_{\text{age}} = 46.50$, $SD_{\text{age}} = 11.93$). In total, 65% of the sample was female, 34% male and 1% different. Furthermore, of this sample 67% was married and living together, 25% unmarried and living together, 2% married and not living together, and 7% unmarried and not living together. On average this sample had 1.31 ($SD_{\text{children}} = 1.20$) children living at home (range 1-4); with the majority (53%) having no children who lived at the time the data were collected. Moreover the study's sample was highly educated with 67% having finished University or Higher professional/ college education and 4% being in pre-university education. Furthermore, there were relatively few lower (30%) educated participants. High educational levels are typical for Dutch individuals from working couples (Van Gils & Kraaykamp, 2008). On average individuals in this sample were contracted to work 32.75 hours per week ($SD_{\text{working hours}} = 6.49$), ranging between 20 and 50 hours a week, which is also equivalent to the working hours of

Dutch individuals who are in a relationship (Merens & Hermans, 2009).

The design of the present study was a cross-sectional design including only continuous variables.

Procedure

Prior to distributing the questionnaires, ethical approval was acquired for this study. The present study was part of a larger study on relationship-to work spillover by Utrecht University.

First of all, a collaboration had been established with a Dutch trade organization of marriage counselling (Stichting EFT Nederland, 2019), to which approximately 750 marriage counsellors/ therapists, who provide emotionally focused therapy, were affiliated. All counsellors/therapists were invited to cooperate in this study, which potentially strengthens their own profession by gaining theoretical insight into causes and consequences of relational problems. First of all, they were asked to incite their clients to participate in this study during an organizational meeting for therapists, by e-mails and by flyers that were distributed through the complete association's network. Additionally, therapists were requested to orally inform their clients and/or forward the promotion flyer among couples (in therapy) to instruct them to apply for this study. Secondly, the clients themselves were expected to apply for participation in this study and email the research team. Hereafter, all applicants were provided with a link to the questionnaire, which was programmed in Qualtrics and received a unique code, which assured their identifiability and anonymity. The relationship counseling organization was sent weekly updates of the number of applicants. Furthermore, the therapists and respondents themselves were sent a reminder in case the questionnaires had not been filled out (completely) yet. At the end of the study, 20 bol.com gift cards, to the value of 25,- euro were raffled off among all participants, who were recruited by means of this approach. Furthermore participants could receive a report on the findings of this study. By means of this approach the questionnaire was eventually distributed among 82 individuals of whom 53 individuals met the inclusion criteria.

This first, two-level approach delivered insufficient applications. Consequently, an alternative approach was applied and a shortened version of the original questionnaire, exclusively including the variables of interest of the master students, along with the measure for the inclusion criteria was programmed in Qualtrics and the link was distributed by the master students. The shortened survey was shared on two commonly used social media platforms named, Facebook and LinkedIn (Fan & Gordon, 2014). Through this approach the survey was

filled out by another 103 individuals of whom 55 were eventually included in the study based on the in- and exclusion criteria.

In order to obtain informed consent, all participants were informed about the purpose and importance of this study and briefed about their anonymity, confidentiality and the possibility to step out of the research any given moment. All items for each of the included questionnaires were randomized in order to eliminate the order of effects. In addition, to minimize missing data, completion of each question was forced to finish the questionnaire. At the end of the survey a debriefing was given, which further elaborated on the aim of the study and enabled participants to comment on the research and/or ask questions. It took participants on average 20-30 minutes to complete the original questionnaire and approximately 10 minutes to complete the short version.

Measures

In the questionnaire, the following demographic variables were assessed: gender, date of birth, educational level, relationship length, marital status and living situation with partner and number of children living at home. More demographic information was assessed, but for other research purposes. Furthermore, relationship quality was measured in order to be able to exclude non-distressed individuals. Finally, four distinct variables, relationship problems, negative mood/ affect, rumination (due to relationship problems), and work performance were measured using standardized questionnaires.

Relationship Quality

Relationship quality was assessed using the seven-item short form of the Dyadic Adjustment Scale (DAS-7; Hunsley et al., 2001) which is derived from the original 28-item DAS (Spanier, 1976). This measure includes three items assessing dyadic consensus/ agreement, three items assessing dyadic cohesion, and one item assessing global dyadic satisfaction (Hunsley et al., 2001). Possible scores on the DAS-7 ranged from 0 to 36 with lower scores representing lower marital quality and indicating higher relationship distress. The measure had a sufficient reliability with Cronbach's Alpha of .77. For this study, individuals with scores lower than 24 were indicated as "distressed" (Hunsley et al., 2001) and included in the final sample.

Relationship problems

Relationship problems were assessed by means of a Dutch translation of the Marital Problems Inventory (Geiss & O’Leary, 1981), which lists 19 potential problematic areas in intimate relationships (children, religion, in-laws/parents/relatives, recreation and leisure time, communication, household management, showing affection, making decisions, friends, unrealistic expectations, financial management, sex or physical intimacy, jealousy, problem solving, trust, independence, drugs and alcohol use, career decisions, and amount of time spent together). An additional number of 5 problems were added to this inventory (disloyalty, doubts about the relationship, emotional intimacy, rut and boredom, and time for and attention to work), which led up to the final measure including 24 items. Participants were asked to indicate the degree of experienced stress, tension, difficulty or disagreement of each problematic area within the relationship during the last two months on a scale from 1 (*not a problem*) to 7 (*major problem*). From their indications, three distinct constructs/dimensions of relationship problems were calculated. First of all, *problem severity*, which is the total sum of each individual’s severity ratings of all problem areas (range 24-168). The second relationship problems construct is the *maximum problem*, which concerns the most severe problem rating at that time point was distracted from this questionnaire (range 1-7). The final relationship problems construct concerned the total number of problem areas (*problem count/ problem frequency*). This number includes all areas that had been rated with 2 or higher (range 0-24; Lavner et al., 2014). The internal consistency of the measure was high with a Cronbach’s Alpha of .91.

Affective spillover

Negative mood/ affect was measured using the General Health Questionnaire 12, GHQ-12 (Goldberg & Hillier, 1979). This widely used self-administered screening instrument was originally designed for detecting the prevalence of minor psychiatric disorders in the general population (Banks, et al., 1980; Kalliath, O’Driscoll, & Brough, 2004). In the current study we used a Dutch translation of this 12-item measure, which asks individuals to indicate their experienced mood-related strain during the last few weeks by choosing the most applicable answer out of four pre-formulated answer options. For example: “Did you feel unhappy or depressed lately?” to which respondents could answer on a scale from 1 to 4; “not at all,” “no more than usual,” “more than usual,” and “way more than usual”. In this study the standard scoring method of Goldberg & Williams (2000) was used and answer categories 3 and 4 were scored as pathological and recoded into value 1 and the first two answer options (1 and 2) as

non-pathological and scored 0. The total negative affect score concerned a mean score of all 12 items with scores closer to 1 indicating high levels of psychological strain/ negative affect. Also this measure had a high reliability with a Cronbach's alpha of .87.

Cognitive spillover

Ruminative thoughts about relationship problems were measured with a Dutch translation of four items concerning rumination, developed by Danner et al. (2013). These items were redefined from rumination due to work stress to rumination due to relationship problems. Individuals were asked to indicate to what extent they experienced ruminative thoughts due to relationship problems/ disagreements during the past two months on a scale of 1 (*never*) to 7 (*always*). The items were: "During the past two months, I kept on thinking about relational problems or disagreements I had with my partner during work"; "During the past two months, I was distracted by problems or disagreements I had with my partner"; "During the past two months, I was able to effectively distance myself from problems or disagreements I had with my partner" (reversed); "During the last two months, I worried about problems or disagreements I had with my partner". The final rumination scores were computed through means with higher scores representing higher degrees of experienced rumination due relational problems. The Cronbach's alpha of the rumination scale was .88.

Work performance

Finally, the outcome variable, work performance, was measured with thirteen items from the work performance questionnaire (Koopmans, Bernaards, Hildebrandt, De Vet, Van der Beek, 2014a). This questionnaire had been proven to be a valid instrument to measure the individual work performance of employees and consists of five items measuring *task performance* and eight items measuring *contextual performance* (Koopmans et al., 2014a; Koopmans, et al., 2014b). Individuals were asked to indicate to what extent 13 statements were applicable to their work activities during the past two months on a scale from 1 (*hardly ever*) to 7 (*nearly always*). An example of an item is: "Last two months I managed to do my job (perform my duties) well, within minimal time and a minimum of effort". Five items measured task performance and eight items contextual performance. From each subscale, mean scores were computed with higher scores representing a better work (task/ contextual) performance. The task performance and contextual performance subscale of the measure were highly reliable with a Cronbach's alpha of .84 for task performance and .90 for the contextual performance.

Statistical analyses

The statistical analyses were performed with aid of the Statistical Program for Social Sciences (SPSS). First of all, descriptive analyses were ran for the independent variable in order to provide more information about the different relationship problems constructs (problem severity, maximum problem, and problem count/frequency) and to get insight into the specific problem areas that each relationship problems construct was composed of. Therefore a factor analysis was run in or to check the variability among the correlated variables. Additionally the means, standard deviations and frequencies for each potential problem area within intimate relationships were calculated. Hereafter, descriptive and correlational analyses were ran for all the variables in this study.

The proposed multiple mediation model (*figure 1*) was tested using the SPSS PROCESS of Hayes (2012) model 4, which is designed to test mediations. The analyses adhered to the basic steps of Baron and Kenny (1986) for mediation analyses. Furthermore, each individual was used as a unit of analysis and exclusively cumulative paths were tested. Accordingly, three separate (PROCESS) regression analyses were run to test the associations for each combination of independent variable constructs (problem severity, maximum problem, and problem count) and task performance. Negative affect and ruminative thoughts were simultaneously included as mediators in the multiple regression model. Therefore a bootstrap procedure was used based on 5,000 bootstrap samples (Preacher & Hayes, 2008). Subsequently, using the same bootstrap procedure and regression model, again three separate (PROCESS) regression analyses were conducted. These analyses tested the associations between the three relationship problems constructs and contextual performance, with negative affect and ruminative thoughts simultaneously included in the multiple regression model.

Based on the results from the total effects it was concluded whether or not there was spill-over from relationship problems into work performance (*hypothesis 1*). Furthermore, the indirect effects determined whether there the proposed mediators mediated the relation between the independent variable and dependent variable. Finally, the direct effects elucidated whether there was full or partial mediation (*hypotheses 2 & 3*; Baron and Kenny, 1986).

Hereafter, exploratory analyses were conducted. First of all, there was controlled for sample in order to elucidate the possible influence of the combined sample. Finally, in order to provide insight into the differences between the subsamples a t-test was run and correlational analyses for all main study variables were conducted for each subsample separately.

Results

Descriptive analyses

Firstly, the descriptive statistics of the relationship problems constructs (problem severity, maximum problem and problem count/ frequency) are presented in Table 1. For each (potential) problem area the descriptives are reported separately, because a factor analysis showed that the 24 items from the relationship problems questionnaire were uncorrelated and therefore did not consist out of identifiable factors. First, under “*severity*” the means and standard deviations for each of the 24 items are presented, which provides insight into the composition of this construct and the experienced severity of each single problem area within the sample. On average, *communication* was experienced as the most severe problem area of relationship problems within this study sample ($M = 4.72$, $SD = 1.63$), followed by *showing affection* ($M = 4.26$, $SD = 1.89$). The third most relatively severe experienced problem areas within relationships concerned both *emotional intimacy* and *sex/physical intimacy*, ($M = 3.83$ $SD = 2.00$) and ($M = 3.83$, $SD = 2.06$). Secondly, under “*maximum*” the total frequency with which each item was given the most severe problem rating is presented. Consistent with the previous relationship problems construct, the area which was most frequently rated most severely was *communication* and the second maximum relationship problems area was *showing affection* with a frequency of 18 and 17, respectively. The third maximum area was *sex/physical intimacy* ($n = 14$). Thirdly, the last column presents the total frequency with which each problem area was scored two or higher (“*count/frequency*”). The area, which was rated as problematic most often again concerned *communication* ($n = 105$). Secondly, *showing affection* ($n = 98$) and thirdly, *making decisions* ($n = 93$).

Table 1

Descriptive statistics of relationship problem constructs per problematic area

	Severity	Maximum	Count
1. Children	3.14 (2.20)	11	66
2. Religion	1.40 (1.14)	2	18
3. In-laws/parents/relatives	2.81 (1.82)	2	74
4. Recreation and leisure time	3.28 (1.66)	2	89
5. Communication	4.72 (1.63)	18	105
6. Household management	3.38 (1.77)	5	88
7. Showing affection	4.26 (1.89)	17	98
8. Making decisions	3.44 (1.77)	9	93
9. Friends	2.46 (1.83)	5	57
10. Unrealistic expectations	3.23 (1.81)	3	84
11. Financial management	2.75 (1.87)	5	67
12. Sex/physical intimacy	3.83 (2.06)	14	89
13. Jealousy	2.37 (1.79)	3	56
14. Problem solving	3.32 (1.72)	4	93
15. Trust	3.06 (2.09)	9	71
16. Independence	2.90 (2.00)	4	67
17. Drugs and alcohol use	1.74 (1.54)	3	31
18. Career decisions	2.32 (1.80)	3	51
19. Time spent together	3.13 (1.65)	2	88
20. Disloyalty	1.95 (1.73)	4	33
21. Doubts about the relationship	2.99 (2.08)	10	69
22. Emotional intimacy	3.83 (2.00)	11	89
23. Rut and boredom	2.61 (1.65)	4	75
24. Time for and attention to work	2.80 (1.80)	4	69

Note. $n = 108$; *Severity* = M (*SD*); *Maximum* = frequency item scored 7; *Count/frequency* = frequency item scored 2-7

Means and standard deviations of, and correlations between all main variables in the study can be seen in Table 2. Firstly, the results show that on average relationship quality is low ($M = 19.36$, $SD_{\text{relationship quality}} = 3.94$), which might indicate that there are high levels of experienced relationship distress within the sample (Hunsley et al., 2001). Consistent with relationship quality, the results in the table show that the relationship problems constructs indicate relatively high levels of distress. The average total sum of each problem area is not particularly high for a distressed sample ($M = 71.74$, $SD_{\text{problem severity}} = 3.94$). However, the average most severe problem rating (maximum problem) for each individual is 5.86 ($SD_{\text{maximum problem}} = 1.26$) on a scale of 1 to 7, which means that at least one of the 24 potential problematic areas was experienced as strongly problematic. Additionally, there is a high average amount of different areas within relationships, that were experienced as significantly problematic (problem count) in this sample ($M = 15.19$, $SD_{\text{problem count}} = 3.94$; Lavner et al., 2014). The means of the proposed mediators reveal that, in general, there is experienced a relatively low negative affect ($M = .35$, $SD_{\text{negative affect}} = .30$) and considerable degrees of ruminative thoughts ($M = 2.78$, $SD_{\text{ruminative thoughts}} = 1.38$). Furthermore, the average scores for the two work performance scales are consistent and correspond with work performance scores of a sample with the same average age (Koopmans et al., 2014a).

Most importantly, the results in Table 2 show that the relationship problems constructs (problem severity, maximum problem, and problem count) are not significantly correlated with task performance, nor with contextual performance. Furthermore, it is shown that all relationship problems constructs were all significantly positively associated with both hypothesized mediators, negative affect and ruminative thoughts. In addition, all relationship problems constructs are more strongly correlated with ruminative thoughts than with negative affect. However, looking at the correlations between negative affect and task performance and between negative affect and contextual performance and the correlations between ruminative thoughts and task performance and between ruminative thoughts and contextual performance, rumination was found to be exclusively significantly negatively associated with contextual performance, $r(108) = -.29$, $p < .001$.

Table 2

Descriptive Statistics and Correlations of Main Variables

	M (SD)	2.	3.	4.	5.	6.	7.	8.
1. Relationship quality	19.36 (3.94)	-.52**	-.49**	-.34**	-.22*	-.15	-.06	-.11
2. Problem severity	71.74 (24.72)		.73**	.79**	.47**	.50**	.02	.09
3. Maximum problem	5.86 (1.26)			.49**	.39**	.40**	.05	.01
4. Problem count	15.91 (5.15)				.27**	.33**	-.05	.11
5. Negative affect	.35 (.30)					.40**	-.18	-.19
6. Ruminative thoughts	2.78 (1.39)						-.12	-.29**
7. Task performance	4.73 (1.23)							.68**
8. Contextual performance	4.61 (1.32)							

Note. $n = 108$, * $p < .05$, ** $p < .001$

Confirmatory analyses

The first three analyses to test the multiple mediation model (*figure 1*), were performed with problem severity, maximum problem and problem count respectively as independent variables, negative affect and ruminative thoughts as mediators and task performance as dependent variable. Similarly, the three remaining mediation analyses were performed by replacing the dependent variable with contextual performance and run all mediation analyses for each relationship problems construct again. In Table 3, all results (direct and indirect effects) from the mediation analyses are reported. Furthermore, the results for the mediation analyses are described per dependent variable, below.

Task performance

First of all, consistent with the above-reported results of the correlational analyses, both problem severity, maximum problem and problem count/frequency were not significantly associated with task performance, with the total effects being insignificant, $b = .001$, $CI_{95\%} (-.01, .01)$, $p = .87$; $b = .17$, $CI_{95\%} (-.04, .38)$, $p = .11$; and $b = -.01$, $CI_{95\%} (-.06, .04)$, $p = .64$, respectively.

Furthermore, the results revealed that also the direct effect of *problem severity* on task performance, which is the association between problem severity and task performance controlled for negative affect and ruminative thoughts, is insignificant. Additionally, the results for the indirect effects exclusively revealed a significant indirect effect via negative affect, $b = -.005$, $CI_{95\%} (-.01, -.00)$, $p < .05$, however not via ruminative thoughts.

In the second analysis with *maximum problem* as the independent variable, again the results revealed that the association between maximum problem and task performance, controlled for negative affect and ruminative thoughts is insignificant. However, the indirect association for one of the two proposed mediators was found to be significant. Consistent with the previous analysis, the results revealed a significant indirect effect via negative affect, $b = -.08$, $CI_{95\%} (-.17, -.00)$, $p < .05$ and an insignificant indirect effect via ruminative thoughts.

Next, the direct association between *problem frequency/ count* and task performance was found to be not significant. Inconsistent with the previous two mediation analyses, the results revealed that the indirect association between problem count and task performance, via negative affect was insignificant. Moreover, the association via ruminative thoughts was found to be insignificant too.

In sum, these results show that for each relationship problems construct the total effect on task performance was insignificant. Therefore, *hypothesis 1* is rejected and it can be

concluded that there is no spillover from relationship problems to task performance. Despite this insignificant total effect, it is still legitimate to check if the relation is mediated by the proposed mediators (Shrout & Bolger, 2002). The results revealed that both the association between problem severity and task performance and the association between maximum problem and task performance are fully mediated by increased negative affect, but not by ruminative thoughts. This finding suggests that both someone's total rating of experienced relationship problems and the most severe problem rating at that point in time are associated with lower levels of task performance, because individuals with either a higher severity of relationship problems or higher maximum problem in their intimate relationship have a more negative affect. In terms of the hypotheses this means that *hypothesis 2* can be confirmed, since the relationship between relationship problems (problem severity and maximum problem) and task performance can be explained completely by negative affect. Nonetheless, *hypothesis 3* should be rejected because ruminative thoughts do not mediate the relationship between one of the relationship problems constructs and task performance.

Contextual Performance

The further mediation analyses with contextual performance as dependent variable again revealed that the total associations for each of the relationship problems constructs (problem severity, maximum problem, and problem frequency/ count) were insignificant $b = .01$, $CI_{95\%} (-.01, .02)$, $p = .34$; $b = .005$, $CI_{95\%} (-.20, .21)$, $p = .96$; $b = .029$, $CI_{95\%} (-.02, .08)$, $p = .25$, respectively.

Furthermore, in contrast with previous analyses, the results revealed a significant direct effect of *problem severity* on contextual performance. Surprisingly, this association is positive $b = .02$, $CI_{95\%} (.01, .03)$, $p < .05$. Additionally, the indirect association between problem severity and contextual performance via negative affect and the indirect association via ruminative thoughts were found to be significant $b = -.004$, $CI_{95\%} (-.01, -.00)$, $p < .05$ and $b = -.01$, $CI_{95\%} (-.01, -.00)$, $p < .05$, respectively.

The results of the second analysis with contextual performance as dependent variable revealed that the association between *maximum problem*, controlled for negative affect and ruminative thoughts, was insignificant. Importantly the results revealed that only the indirect association via ruminative thoughts is significant, $b = -.12$, $CI_{95\%} (-.24, -.03)$ $p < .05$. The indirect association via negative affect is not significant.

Finally, the results revealed that, when controlling for negative affect and ruminative

thoughts, *problem frequency/ count* is significantly positively related to contextual performance, $b = .06$, $CI_{95\%} (.01, .11)$, $p < .05$. Moreover, the results revealed that the indirect association between problem count and contextual performance via negative affect is insignificant. However the indirect association via ruminative thoughts is significant $b = -.027$, $CI_{95\%} (-.05, -.01)$, $p < .05$.

In short, the analyses including contextual performance as the outcome variable give an even more diverse image of the association between the relationship problems and work performance. Again the results for the total effects for all relationship problems constructs indicated that there also is no spillover from relationship problems into contextual performance and that *hypothesis 1* should be rejected. Moreover, the direct association between problem severity and contextual performance was found to be positive. Along with the significant indirect effects via both proposed mediators these findings suggest that more severe relationship problems are associated with lower levels of contextual performance, partially because people tend to have a more negative mood and more ruminative thoughts about those problems while at the same time the severity of the relationship problems itself is positively related to contextual performance. Furthermore, the results indicate that maximum problem is associated with lower contextual performance, exclusively because people with a higher most severe problem rating tend to ruminate more about their relationship problems. Finally, the results for problem count revealed that individuals with a greater number of significant severe relationship problems have a lower contextual performance, partially because they ruminate more. However surprisingly, similar to the results for problem severity, the number of problem areas is related to higher levels of contextual performance, when controlling for negative affect and ruminative thoughts. In terms of the hypotheses these findings revealed that the association between relationship problems (problem severity) and contextual performance is partially mediated by negative affect, which means that *hypothesis 2* can be confirmed. Furthermore, also *hypothesis 3* can be confirmed because ruminative thoughts were found to (partially) mediate the association between relationship problems (problem severity, maximum problem, and problem count/frequency) and contextual performance.

Although there were three extreme values on task performance in- or excluding these respondents did not change the pattern of findings.

Table 3

Direct and Indirect Effects of the mediation analyses

	Direct Effect			Indirect Effect		
	<i>b</i>	95% CI		<i>b</i>	95% CI	
		Lower	Upper		Lower	Upper
Severity → negative affect → task performance	.01	-.00	.02	-.005*	-.01	-.00
Severity → ruminative thoughts → task performance				-.003	-.01	.00
Maximum → negative affect → task performance	.17	-.04	.38	-.08*	-.17	-.00
Maximum → ruminative thoughts → task performance				-.04	-.14	.05
Count → negative affect → task performance	.004	-.05	.05	-.01	-.02	.00
Count → ruminative thoughts → task performance				-.005	-.02	.01
Severity → negative affect → contextual performance	.02*	.01	.03	-.004*	-.01	-.00
Severity → ruminative thoughts → contextual performance				-.01*	-.01	-.00
Maximum → negative affect → contextual performance	.19	-.03	.40	-.06	-.15	.02
Maximum → ruminative thoughts → contextual performance				-.12*	-.24	-.03
Count → negative affect → contextual performance	.06*	.01	.11	-.01	-.03	.00
Count → ruminative thoughts → contextual performance				-.03*	-.05	-.01

Note. CI = confidence interval. $n = 108$, * $p < .05$

Exploratory analyses

The study sample was composed of two subsamples. Part of the sample consisted of individuals who were in relationship therapy and recruited via their counselor. The other subsample consisted of online recruited individuals who were not necessarily in therapy. In order to ensure that there was no effect for the different subgroups, there was corrected for sample. After controlling for sample, the pattern of results remained the same.

Nonetheless, it might be informative to check if the final sub-samples differed. To this end, a t-test was conducted including all main variables. Means and standard deviations for each sub-sample and the t-values including the degrees of freedom are presented in Table 4. The results revealed that relationship quality was significantly lower among the in-therapy group. Similarly, the means for each relationship problems construct were significantly higher for the in therapy-group, indicating that the in therapy-group experienced more severe relationship problems, a higher maximum problem, and a greater number of relationship problems than the online subgroup. Finally, the results revealed that exclusively ruminative thoughts were significantly higher among the in-therapy group but that for negative affect and the outcome variables there were no significant differences between both subsamples.

Table 4

Independent Samples T-Test between individuals in therapy (recruited via counselors) and individuals who are recruited online

	In therapy	Online sample	
	M (SD)	M (SD)	t(df)
1. Relationship quality	18.15 (4.09)	20.53 (3.44)	-3.26 (106)*
2. Problem severity	79.66 (19.06)	64.11 (27.20)	3.45 (96.93)*
3. Maximum problem	6.25 (.94)	5.49 (1.43)	3.26 (93..80)*
4. Problem count	17.66 (3.56)	14.22 (5.86)	3.70 (89.65)*
5. Negative affect	.38 (.30)	.32 (.29)	.96 (106)
6. Ruminative thoughts	3.14 (1.38)	2.43 (1.32)	2.74 (106)*
7. Task performance	4.92 (1.05)	4.54 (1.37)	1.64 (100.87)
8. Contextual performance	4.68 (1.31)	4.55 (1.35)	.53 (106)

Note. In therapy $n = 53$, Online sample $n = 55$, t test-(sig. 2 tailed), * $p < .05$,

Table 5

Correlations of Main Variables differentiated for sample

	In therapy							Online sample						
	2.	3.	4.	5.	6.	7.	8.	2.	3.	4.	5.	6.	7.	8.
1. Relationship quality	-.52**	-.36**	-.27*	-.17	-.15	-.02	-.10	-.46**	-.53**	-.29*	-.24	-.14	.07	-.03
2. Problem severity		.70**	.59**	.51**	.40**	-.07	.05		.70**	.83**	.44**	.51**	-.02	.11
3. Maximum problem			.23	.48**	.40**	.01	.00			.51**	.34*	.33*	.00	-.02
4. Problem count				.19	.16	.01	.10				.31*	.35**	-.16	.11
5. Negative affect					.25	-.26	-.19					.34**	-.15	-.20
6. Ruminative thoughts						-.22	-.38**						-.13	-.24
7. Task performance							.71**							.68**
8. Contextual performance														

Note. In therapy $n = 53$, Online Sample $n = 55$, * $p < .05$, ** $p < .001$.

In addition to the t-test, correlational analyses were conducted between the study variables for each subsample, separately (see Table 5). Most importantly, in line with the results of the controlled mediation analyses, the results revealed that all relationship problems constructs are not significantly correlated with task and contextual performance, for both subgroups. Nonetheless, the correlational analyses revealed that both subsamples differed from each other. Whereas, in the online sample problem severity, maximum problem, and problem count are significantly positively correlated with both proposed mediators, in the in-therapy sample problem count is not. Furthermore, also the correlations between ruminative thoughts and contextual performance differed between both subsamples. Exclusively, in the in-therapy sample ruminative thoughts are significantly negatively correlated with contextual performance $r(53) = -.38, p < .001$.

In short, the results from the t-test and the correlational analyses demonstrate that that the two subgroups, the final sample was composed of, significantly differed. The subsamples in terms of the experienced relationship problems and ruminative thoughts, which affected the coherence of the main variables when looking at the correlations for each subsample separately.

Discussion

Summarizing findings

The main goal of the present cross-sectional survey study was to examine the interference between relationship problems within intimate relationships and work performance. Having regard to the rising divorce rates (Adams, 2004), the considerable negative psychological and physical effects of certain spillover processes (Burman & Margolin, 1992; Ford et al., 2011; Sandberg et al., 2012), and its potential individual and societal economic consequences (Eriksen, Natvig, & Bruusgaard, 1999), it is of great importance to study this association, which has remained relatively unexplored in scientific literature. Therefore this study investigated whether there is a spillover from relationship problems within intimate relationships to work performance. Previous evidence, which predominantly addressed the work-to-relationship/family spillover, had already pointed to the negative spillover from work related distress into the relationship/family domain (e.g. Allen, Herst, Bruck, & Sutton, 2000; Matthews, Del Priore, Acitelli, & Barnes-Farell, 2006). Moreover, there is established indirect evidence indicating the existence of a similar negative spillover for the reverse relationship (e.g. Rogers and May, 2003). Therefore it was proposed that negative residuals

form relationship problems spill over into the work domain and are negatively related to work performance. In addition, the study focused on two potential underlying mechanisms. Negative affect/ mood and ruminative thoughts had already been found to mediate the work-to-family/relationship spillover (e.g. Carlson & Frone, 2003; Story and Repetti, 2006) and are therefore also expected to mediate the reverse relationship. Specifically, these mechanisms were proposed to simultaneously partially explain the association between relationship problems and work performance. Investigating this proposed multiple mediation was aimed at strengthening the theoretical relationship-to-work interference framework even further.

The present findings revealed no spillover from either of the relationship problems constructs (problem severity, maximum problem, and problem count/frequency) to work performance (task performance and contextual performance), indicating that negative residuals originating from relationship problems do not spillover into the work domain and affect work performance. This finding, however, is in contradiction with previous studies investigating similar spillover processes between the relationship/family domain and the work domain (e.g. Du et al., 2018, Rogers & May, 2003). Additionally the results of the mediation models were somewhat mixed. Inconsistent with what was hypothesized, the associations of negative affect/ mood and rumination were different for both work performance variables. Specifically, evidence was found for the mediating role of increased *negative affect* on the association between relationship problems (problem severity and maximum problem) and *task performance*. Additionally, for the association between relationship problems and *contextual performance* evidence was found for the mediating role of both increased *ruminative thoughts* and increased *negative affect*.

Although it was expected that relational distress would be negatively associated with work performance, the results did not show this spillover. It is difficult to find explanations for this finding based on the present results. Firstly, one thought could be that there simply is no spillover. However, this is inconsistent with previous research (e.g. Alessandri, et al., 2017; Du et al., 2018; Fried et al., 2013; Judge, Ilies, & Scott, 2006).

Secondly, importantly, the main difference of this study compared to previous ones is the use of a distressed sample. Despite the fact that previous research proved that negative spillover occurred due to distress (e.g. Perry-Jenkins, Repetti, & Crouter, 2000), the methodological approach to recruit individuals who were in relationship counseling, which assured a significant degree of distress, might also have led to a selection bias. Probably, relationship-to-work spillover might therefore be less clearly perceptible and less detectable among individuals who are in relationship counseling, because they possibly already have been

taught ways to cope with their relationship distress. Even though, the potential negative work related outcomes of relationship distress are not directly addressed in EFT relationship therapy, it is focused on defining and addressing relationship problems as merely constricted/problematic interpersonal communication within the partner role (Johnson, Hunsley, Greenberg, & Schindler, 1999). Therefore, this delineation of the relationship problems might have contributed to a significant reduction of the spillover between the relationship and the work domain. Consequently, spill-over processes from relationship problems into work performance might only be applicable to individuals who have not received aid for their problems yet. Thus, the spillover may not only necessarily be dependent upon the degree of the degree of experienced relationship problems but also on the received aid. It could thus be important to differentiate between being in therapy or not being in therapy in order to make a grounded statement about this potential explanation.

Thirdly, despite the total effect being insignificant, there might still be a relationship-to-work spillover, but it is completely mediated by the proposed mediators (e.g. Hayes, 2009 Shrout & Bolger, 2002). As mentioned, a mediating role was found for *negative affect* on the association between relationship problems and *task performance*, which suggests that relational distress may actually be negatively associated with the performance of work related tasks, through increased negative affect. This is in line with previous indirect evidence of the mediating role of negative affect in this association (Carr, Freedom, Cornman, & Schwarz, 2014; Dehle & Weiss, 1998; Rusting and DeHart, 2000). Furthermore, for the association between relationship problems and the second type of work performance (*contextual performance*) the findings suggest that relational distress may actually be negatively associated with all behaviors that contribute to the broader social and psychological environment at work (Motowildo, Borman, & Schmit, 1997), through *unintentional recurrent thoughts* about these problems and *negative mood*. These findings are in concordance with the indirect evidence supporting the mediating effect of ruminative thoughts on a similar association (Du et al., 2018).

Moreover, and somewhat surprising, the present study revealed that the total severity of experienced relationship problems or the total number of significantly problematic problem areas within intimate relationships are positively related to the performance of all behaviors that contribute to the organizational, social and psychological environment at work (contextual performance), when controlling for negative affect and negative mood. This finding, however, is in contradiction with relatively limited previous findings resulting from similar associations, which for example indicated that previous day family hassles negatively affect contextual performance (Du et al., 2018, Motowildo et al., 1997).

Nevertheless, the unexpected positive direct association between relationship distress (problem severity and problem count/frequency) and contextual performance may be explainable. Although speculative, the positive relationship might have occurred because individuals who experience significant relationship problems seek for distraction or for a loophole for their problems and therefore focus more on behaviors that support the social and psychological work environment instead of work-related tasks. Therefore, they might for example volunteer to carry out non-job related tasks or helping and cooperating behaviors (Motowidlo & Van Scotter, 1994), which eventually strengthens contextual performance and therefore may account for the positive association.

Besides the different findings on both related outcomes the present research also found mixed evidence for each relationship problems constructs. For example, the total severity of relationship problems, and the total number of experienced relationship problems were negatively related to the effectiveness with which fundamental or technical work-related tasks were performed, because people with a higher problem severity and/or a higher problem count/frequency tend to have a more negative affect. On the other hand, no such associations were found for the most severe problem (maximum problem). There are more examples to illustrate these inconsistent findings for the relationship problems constructs, as reported in the results section. It is, however, difficult to find explanations for these mixed results between each of the relationship problems based on the current findings or previous research, which has mainly focused on just one of the dimensions of relationship problems (problem severity; e.g. Lavner et al., 2017 & Sandberg, et al., 2012, Henry & Miller, 2004). Nonetheless, the present study's mixed findings stress the importance of including all three relationship problems constructs because it might lead to different conclusions compared to when only one dimension is included.

As opposed to what was expected the results for each type of work performance differed. Nonetheless, also these unexpected outcomes might be explainable. Task performance, which includes behaviors that are directly related to the organization's technical core (Koopmans et al., 2014b) such as executing technical processes itself or maintaining and servicing its technical requirements (Motowidlo & Van Scotter, 1994), requires an employee to strongly focus on task-related work. Contextual performance, on the other hand, requires an employee to focus on activities which support the broader organizational, psychological and social environment (Koopmans et al., 2014a). Besides this difference in patterns of behaviors for work performance and contextual performance, both these types of work performance are predicted by different variables (Motowidlo et al., 1997). For example Ford et al. (2011) found

that overall psychological wellbeing and psychological health are more strongly related to task performance than to contextual performance, which also counts for cognitive ability according to Chan and Schmitt (2002). Furthermore, the social cognitive construct, self-efficacy, has been found to be a better predictor of task performance, whereas political skill is a better predictor of contextual performance (Jawahar, Meurs, Ferris, & Hochwarter, 2008). Additionally, research into the relation between job satisfaction and work performance revealed that job satisfaction and satisfaction with supervision was only positively related to contextual performance (Edwards, Bell, Arthur, & Decuir, 2008, Williams & Anderson, 1991). These findings indicate that work performance consists of two distinct construct, which might be a potential explanation for the different findings for the two related outcome measures. Moreover, these findings attest to the importance to differentiate between both types of work performance and include both constructs, which have rarely been studied together in the same study (Jawahar et al., 2008), in future research.

Limitations and implications for future research

First, due to the mixed and somewhat surprising findings it is important to do cross-sectional replications of and extensions on the current study to strengthen current findings and consider if the found associations are accurate. Moreover, current findings emphasize the importance to include each different relationship problems construct and to differentiate between task and contextual performance, for future research.

It is also important to recognize the limitations of the present study. The first limitation refers to the cross-sectional study design, which limits the ability to make inferences about the directionality of the observed relationships. Therefore, future prospective longitudinal research can address this limitation by allowing to measure baseline levels and do a follow-up, which would enable to determine if relationship problems actually affect work performance and to make causal inferences.

The second limitation concerns the reliance on self-report methods. Self-report was chosen to ensure confidentiality, given the reasonably private information that respondents were asked to disclose in this study. However, this approach allows for an increased risk for social desirability bias also due to the nature of the questioned constructs. Future replications of the study could be executed using clinical interviews to assess the experienced relationship problems, degree of negative affect, and ruminative thoughts. Additionally, work performance

could be assessed by objective raters to complement the self-report findings. Furthermore, future research could address this limitation by using dyadic data, which allows to control for interdependence of data among couples.

Thirdly the composition of the sample concerned another limitation. The data employed in this research relied on a single study among a combined sample, consisting out of Dutch individuals who experienced relationship distress within their romantic relationships. Despite this sample guaranteed significant levels of relationship distress, which makes it an appropriate sample to test the proposed work relationship-work spillover (Perry-Jenkins, Repetti, & Crouter, 2000), the fact that part of the sample participated in a specific type of relationship counseling might have increased the risk for selection bias. Therefore, future replication studies should examine whether the current findings can be generalized to others distressed groups. Furthermore, given the somewhat surprising findings, the combined sample, which partly consisted of individuals who were participating in relationship counseling and partly out of randomly selected individuals who experienced significant relationship distress concerns another sample-related limitation. Even though, the present study did not reveal any different findings after controlling for sample, future research should differentiate between with or without therapy.

Furthermore, the applied cut-off score for relationship quality of the DAS-7 (Hunsley et al., 2001) concerned another limitation of the study. This score had been used as a selection criterion to include individuals who were experiencing significant relationship distress at the time the study was conducted. Despite, the descriptive analysis showed that the final sample was quit distressed, the used cut-off score was relatively high compared to other studies using a cut-off score to compose a distressed sample (e.g. Benson, & Kersh, 2011; Hunsley, Best, & Lefebvre, (1999). Therefore, there may be included some less distressed individuals, making the final sample less suitable to test the hypotheses. Nevertheless, in the present study there was chosen for a higher cut-off score in the interest of the power. Therefore, future studies should strive for more power in order to be able to apply a lower cut-off score. This would assure the presence of significant relationship distress among the complete sample.

Finally, there was a specific limitation regarding the measure of negative affect. It was intended to measure negative affect resulting from relationship problems. However, in contrast with the relationship problems-specific measure for ruminative thoughts (Danner et al., 2013), a general measure for negative affect measures was used. General negative mood may be explained by different variables than relationship problems. Consequently, this general negative affect measure might account for the insignificant relationships including negative affect.

Future research should thus include a more specific negative affect measure, assessing negative mood due to relationship problems.

Further implications entail that future research into the relationship-to-work interference should include more conditional factors such as, individual's personality/characteristics and contextual factors that might strengthen or weaken the spillover between the two interconnected domains (Sonnentag & Binnewies, 2013). Future research may for example examine individual differences, such as self-efficacy and optimism, and social conditions such as differences in cultural values and organizational policies that may affect the presumed spillover between relationship problems and work performance (ten Brummelhuis & Bakker, 2012).

Conclusion

Notwithstanding the study's limitations and that there is not posed evidence to the relationship-to-work spillover model, the present study advances the understanding of the relation between the hard to balance predominant work and relationship roles of adult life (Eby, et al., 2005; Malinen et al., 2010), in several important ways. This study initiated research on the relatively unexplored, but important, relationship-to-work spillover and has given insight into factors that are of importance in explaining the interference. The current findings provide support for affective and cognitive mechanisms underlying the relationship-to-work interference and thereby help to explain how relationship problems are associated with work performance. Nevertheless, the current findings also reveal that the proposed multiple mediation model may be too simplistic. There is more research is needed, which amongst others should differentiate between the different relationship problems constructs and between task and contextual performance, in order to illuminate the relationship-to-work interference. Nonetheless, based on the current acquired comprehension of the underlying mechanisms and the given implications for future studies, this study helps future researchers refine their proposed spillover model and thereby contributes to a more accurate comprehensive theoretical relationship-to-work interference framework.

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Appendix 1: Questionnaire, In-therapy sample

- Introductie + informed consent
- **Algemene vragen:** geslacht, geslacht partner, leeftijd, burgerlijke staat, duur van de relatie, ooit gescheiden (en wanneer), aantal kinderen, opleiding, werkuren, inkomen, sector.
- **Persoonlijke bronnen:**
 - Self-control; BSCS (Tangney, Baumeister & Boone, 2004)
 - Self-esteem (1 item; Robins, Holly, Hendin, & Trzesniewski, 2001)
 - Attachment; ECR-R (Fraley et al., 2000)
 - Growth beliefs; IRT (Knee, Patrick, & Lonsbary, 2003)
 - Social support vrienden familie (Zimet, Dahlem, Zimet & Farley, 1988)
- **Vragen over de relatie**
 - Relationship quality; verkorte DAS-7 (Hunsley et al, 2001)
 - Relatieproblematiek: Marital Problems Inventory (Geiss & O'Leary, 1981)
 - Autonomy, relatedness, competence: Need Satisfaction in Relationships Scale (La Guardia et al., 2000; Kluwer et al., 2018)
 - Accommodation: EVLN-scale (Rusbult et al., 1991)
 - Dyadic coping: Dyadic coping inventory (Bodenmann, 2008)
- **Welzijn:**
 - General health; 1 item; VOG (Dirken 1969, Martens et al. 1999); Spector & Jex (1998); zie Demerouti et al., 2004
 - Psychological distress; GHQ (Goldberg & Hillier, 1979)
- **Vragen over werk:**
 - Ziekteverzuim; Demerouti et al., 2004
 - Rumination about marital problems (Danner et al., 2013)
 - Werktevredenheid; Van Veldhoven & Meijman (1994, see also De Jonge et al. 2000)
 - Work Performance; Individual Work Performance Questionnaire (IWPQ, Koopmans et al., 2014).
 - Social support work
- **Vragen over therapie:**
 - Redenen om in therapie te gaan, barrières om in therapie te gaan, wie heeft initiatief genomen, hoe lang al problemen, eerder therapie gehad, etc.
- Debriefing

Introduction mail EFT-questionnaire

Beste deelnemer,

De Universiteit Utrecht doet in samenwerking met de Stichting EFT Nederland onderzoek onder deelnemers aan EFT relatietherapie of de EFT Houd me Vast cursus. Hiermee proberen we beter inzicht te krijgen in de oorzaken en effecten van relatieproblematiek, wat van groot belang is voor het ontwikkelen van een goed hulpaanbod. **Dank voor uw interesse om hieraan deel te nemen!**

Om deel te nemen aan het onderzoek is het van belang dat u en uw partner beiden deelnemen aan het onderzoek. Dit houdt in dat u en uw partner apart tweemaal een online vragenlijst invullen. Het invullen van de eerste vragenlijst neemt ongeveer 20-30 minuten in beslag. Na twee maanden ontvangt u een e-mail met de tweede vragenlijst; deze is korter.

De Universiteit Utrecht garandeert dat alle gegevens vertrouwelijk en anoniem worden behandeld. U bent vrij om op elk gewenst moment te stoppen met het onderzoek. Uw persoonsgegevens (e-mailadres en telefoonnummer) worden apart opgeslagen om uw anonimiteit te waarborgen. U en uw partner ontvangen een identieke paarcode waarmee we de vragenlijsten kunnen koppelen. **Deze code vult u in op de eerste pagina van de vragenlijst.**

Uw paarcode is: _____

Met het invullen van de twee vragenlijsten maakt u kans op een **Bol.com cadeaubon ter waarde van €25,00**. Tevens kunt u een beknopt verslag van de uitkomsten ontvangen.

Mocht u vragen of opmerkingen hebben over het onderzoek: de contactgegevens van de onderzoekers worden weergegeven aan het eind van de vragenlijst.

Alvast dank voor uw medewerking!

Indien u deze introductie heeft gelezen en mee wilt doen aan dit onderzoek, klik dan op 'Ik ga akkoord' om door te gaan met het onderzoek.

Ik ga akkoord

Informed consent

Voordat u kan deelnemen aan wetenschappelijk onderzoek is het vereist dat u een verklaring geeft volledig te zijn ingelicht over de studie en bereid bent om mee te werken. Dit wordt “Informed Consent” (geïnformeerde toestemming) genoemd. Hieronder wordt uitgelegd wat de opzet van het onderzoek is en wat uw medewerking precies inhoudt.

Het onderzoek

Deze online vragenlijst maakt deel uit van een onderzoeksprogramma van de Universiteit Utrecht

in samenwerking met de Stichting EFT Nederland. We onderzoeken onder deelnemers aan EFT relatietherapie of Houd me Vast cursus hoe partners omgaan met stress en meningsverschillen, hoe eventuele relatieproblemen het welzijn beïnvloeden (en indien van toepassing: functioneren in het werk), en wat mensen motiveert of ervan weerhoudt om hulp te zoeken bij relatieproblemen. Daarmee proberen we inzicht te krijgen in de oorzaken en gevolgen van relatieproblematiek. Dit helpt ons bij het verder ontwikkelen van een goed hulpaanbod. We stellen in deze vragenlijst vragen over uw relatie (zoals tevredenheid met de relatie, relatieconflicten en problemen), over uw welzijn (bijvoorbeeld uw gezondheid en gemoedstoestand), over uw werk (indien van toepassing; bijvoorbeeld tevredenheid, werkdruk, ziekteverzuim), en over uw deelname aan de EFT relatietherapie of -cursus.

Vertrouwelijkheid gegevens

Wij werken volgens de ethiek-code van het Nederlands Instituut voor Psychologen. De gegevens die u tijdens dit onderzoek elektronisch doorgeeft zullen worden verwerkt en gebruikt voor onderzoeksdoeleinden. De verkregen onderzoeksgegevens worden altijd vertrouwelijk behandeld en anoniem opgeslagen. De resultaten worden slechts op groepsniveau gerapporteerd.

Deelname aan onderzoek

U kunt aan dit onderzoek deelnemen indien u 18 jaar of ouder bent en indien uw partner ook deelneemt. Onder alle deelnemers verloten we 20 **bol.com cadeaubonnen** van 25 euro per stuk (max 1 per stel). Zodra u beide vragenlijsten in zijn geheel hebt afgerond kunt u deelnemen aan de verloting. Als u niet wilt deelnemen, dan hoeft u daarvoor geen reden te geven. Ook als u nu toestemming geeft, kunt u die te allen tijde zonder opgave van redenen weer intrekken. U kunt op elk gewenst moment stoppen met het invullen van de vragenlijst.

Contact

Als er achteraf nog iets is dat u wilt bespreken of uiten naar aanleiding van dit onderzoek, dan kunt u contact opnemen met Prof dr Esther Kluwer (e.s.kluwer@uu.nl). Voor formele klachten over het onderzoek kunt u terecht bij een onafhankelijke klachtenfunctionaris (klachtenfunctionaris-fetcsocwet@uu.nl).

Toestemmingsverklaring

Indien u bereid bent om uw medewerking aan dit onderzoek te verlenen, klik dan om verder te gaan naar de volgende pagina.

- Ik geef toestemming voor gebruik van mijn gegevens voor wetenschappelijk onderzoek en ga akkoord met deelname aan het onderzoek.

Questionnaire

Demografische gegevens

1. Wat is uw geslacht?
 - a. Man
 - b. Vrouw
 - c. Anders

2. Wat is uw geboortedatum?

3. Wat is de geboortedatum van uw partner?

4. Wat is uw nationaliteit?
 - a. Nederlands
 - b. Een ander Europees land
 - c. Anders, namelijk _____

5. Wat is de hoogste opleiding die u heeft voltooid?
 - a. Geen onderwijs/ Basisonderwijs/ Cursus inburgering of cursus Nederlandse taal
 - b. LBO/ VBO/ VMBO/ MBO 1
 - c. MAVO/ HAVO/ ULO/ MULO
 - d. MBO 2, 3, 4
 - e. VWO/ Gymnasium
 - f. HBO
 - g. WO/ Universiteit

6. Hoe lang heeft u al een relatie met uw huidige partner? (In hele en halve jaren)
_____ jaar

1. Wat is uw huidige leefsituatie met uw partner?

- a. Gehuwd en samenwonend
 - b. Ongehuwd en samenwonend
 - c. Gehuwd en niet samenwonend
 - d. Ongehuwd en niet samenwonend
2. Heeft u thuiswonende kinderen?
- a. Nee
 - b. Ja, ____ kinderen
3. Bent u ooit gescheiden?
- a. Nee
 - b. Ja, ____ jaar geleden (indien vaker, wanneer voor het laatst?)

Persoonlijke eigenschappen

Self-control scale

Tangney, J. P., Baumeister, R. R., & Boone, A. L. (2004). High self-control predicts good adjustment, less pathology, better grades, and interpersonal success. *Journal of Personality, 72*, 271-324.

De volgende stellingen gaan over uw eigenschappen en persoonlijkheid. Geef aan hoe vaak het volgende voorkomt:

Schaal van 1 (= *vrijwel nooit*) t/m 7 (= *heel vaak*)

1. Ik kan verleidingen goed weerstaan
2. Ik vind het moeilijk om met slechte gewoontes te stoppen
3. Ik ben lui
4. Ik zeg ongepaste dingen
5. Ik doe wel eens dingen die slecht voor me zijn als ze leuk zijn
6. Ik weiger dingen die slecht voor me zijn
7. Ik zou willen dat ik meer zelfdiscipline had
8. Mensen zeggen dat ik een ijzeren zelfdiscipline heb
9. Pleziertjes weerhouden me er soms van mijn werk af te krijgen
10. Ik heb moeite met concentreren
11. Ik kan goed werken aan lange termijn doelen

12. Soms kan ik mezelf er niet van weerhouden iets te doen, zelfs als ik weet dat het verkeerd is

13. Ik doe vaak dingen zonder goed na te denken over mogelijke alternatieven

Self-esteem

In hoeverre is de volgende stelling op u van toepassing?

(1=helemaal niet van toepassing tot 7 = helemaal van toepassing)

1. Ik heb een hoge zelfwaardering.

Attachment

ECR-R (Fraley et al., 2000)

Geef voor elke stelling aan in hoeverre de stelling op u van toepassing is.

(1=helemaal niet van toepassing tot 7 = helemaal van toepassing)

1. Ik maak me veel zorgen over mijn relaties met anderen.
2. Ik laat aan mijn partner liever niet merken hoe ik me diep van binnen voel.
3. Ik maak me er vaak zorgen over of mijn partner echt van me houdt.
4. Ik voel me op mijn gemak bij het delen van persoonlijke gedachten en gevoelens met mijn partner. (R)
5. Wanneer mijn partner niet bij mij is, maak ik me zorgen dat mijn partner geïnteresseerd raakt in iemand anders.
6. Ik vind het moeilijk om te vertrouwen op mijn partner.
7. Ik vind het makkelijk om “close” te zijn met mijn partner. (R)
8. Ik vind het moeilijk om afhankelijk te zijn van mijn partner
9. Ik vind het makkelijk om heel open te zijn met mijn partner (R)
10. Ik maak me zelden zorgen dat ik in de steek gelaten word. (R)

Growth beliefs

IRT (Knee, Patrick, & Lonsbary, 2003)

De volgende vragen gaan over hoe u aankijkt tegen relaties *in het algemeen*. In hoeverre bent u het eens met de onderstaande stellingen?

1=helemaal oneens tot 7=helemaal eens

1. De ideale relatie ontwikkelt zich langzaam over tijd.
2. Een succesvolle relatie is vooral een kwestie van het vinden van een partner die vanaf het begin bij je past.
3. Uitdagingen en obstakels in een relatie kunnen liefde nog sterker maken.
4. Een goede relatie gaat vanzelf. (R)
5. Een succesvolle relatie is vooral een kwestie van leren om conflicten met je partner op te lossen.
6. Relaties die geen goede start hebben zijn gedoemd te mislukken.
7. Een goede relatie ontwikkelt zich door hard werken en het oplossen van onverenigbaarheden.
8. Een succesvolle relatie vraagt regelmatig onderhoud.

Social support

De volgende vragen gaan over de hulp en steun die u ervaart van anderen wanneer zich conflicten of problemen voordoen in uw relatie. In hoeverre bent u het eens met de volgende uitspraken?

Antwoordopties: 1= helemaal mee oneens; 2= mee oneens; 3= een beetje mee oneens; 4= niet mee eens of oneens; 5= een beetje mee eens; 6= mee eens; 7= helemaal mee eens

- | | |
|--|----|
| 1. Ik kan over mijn relatieproblemen praten met mijn vrienden. | FR |
| 2. Ik krijg de emotionele hulp en steun die ik nodig heb van mijn familie. | FA |
| 3. Ik kan op mijn familie rekenen als er dingen fout gaan in mijn relatie. | FA |
| 4. Wanneer ik problemen heb in mijn relatie kan ik op mijn vrienden rekenen. | FR |
| 5. Ik kan over mijn relatieproblemen praten met familie. | FA |

6. Ik krijg de emotionele hulp en steun die ik nodig heb van mijn vrienden.

FR

(Schalen: vrienden (FR), familie (FA); en collega's (CO) → bij vragen over werk)

Vragen over de relatie

DAS-7

De meeste mensen hebben wel onenigheid in hun relatie. Wilt u voor de onderstaande onderwerpen aangeven in hoeverre u en uw partner het over deze onderwerpen eens of oneens zijn?

0 = Altijd oneens 1 = meestal oneens 2 = vaak oneens 3 = soms eens 4 = meestal eens

5 = altijd eens

1. hoe u in het leven staat
2. doelen, wensen, en andere dingen die u belangrijk vindt
3. hoeveelheid tijd die u samen doorbrengt

Als u en uw partner samen zijn, hoe vaak ...

0 = nooit ; 1 = minder dan 1x per maand; 2 = 1x of 2x per maand ; 3= 1x of 2x per week ; 4= 1x per dag; 5 = vaker dan 1x per dag

4. heeft u een interessante gedachtewisseling?
5. voert u samen een rustige discussie?
6. werkt u samen ergens aan?
7. De punten op de onderstaande lijn geven de mate van geluk in uw relatie weer. Het middelste punt, "gelukkig", is de mate van geluk in de gemiddelde relatie. Klik het punt aan dat het beste weergeeft hoe gelukkig u bent in uw relatie, alles in beschouwing genomen.

0=heel erg ongelukkig; 1=behoorlijk ongelukkig; 2=een beetje ongelukkig; 3=gelukkig; 4=heel gelukkig; 5=extreem gelukkig; 6=perfect

Relatieproblemen (Marital problems inventory)

Geiss, S. K., & O'Leary, K. D. (1981). Therapist ratings of frequency and severity of marital problems: Implications for research. *Journal of Marital and Family Therapy*, 7, 515–520. doi:10.1111/j.1752-0606.1981.tb01407.x

This measure can be used to calculate three different dimensions of relationship problems:

- (a) problem count, the total number of problem areas that the spouse rated as being a 2 or higher (possible range 0 to 19);
- (b) problem severity, the sum of each spouse's severity ratings of each problem area (possible range 19 to 209);
- (c) maximum problem, the most severe problem rating at that time point (possible range 1 to 11).

Geef aan in welke mate de volgende onderwerpen de afgelopen 2 maanden tot stress, spanning, onenigheid, of problemen hebben geleid tussen u en uw partner.

Schaal van 1 (= *helemaal niet*) t/m 7 (= *in zeer sterke mate*)

1. ... Kinderen, opvoeding
2. ... Religie
3. ... Schoonouders, ouders en andere familieleden
4. ... Vrijtijdsbesteding
5. ... Communicatie
6. ... Het huishouden
7. ... Genegenheid/affectie tonen
8. ... Beslissingen nemen
9. ... Vrienden
10. ... Unrealistische verwachtingen
11. ... Geld en financiële zaken

12. ... Seks, fysieke intimiteit
13. ... Jaloezie
14. ... Problemen oplossen
15. ... Vertrouwen
16. ... Zelfstandigheid/onafhankelijkheid
17. ... Middelengebruik (alcohol, roken, drugs)
18. ... Loopbaanbeslissingen
19. ... Tijd die u samen doorbrengt
20. ... Ontrouw
21. ... Twijfels over de relatie, gedachten over scheiding
22. ... Emotionele intimiteit
23. ... Sleur en verveling
24. ... Tijd en aandacht voor werk
25. Anders, namelijk _____

Autonomie, verbondenheid en competentie

1= helemaal mee oneens; 2= mee oneens; 3= een beetje mee oneens; 4= niet mee oneens/ niet mee eens; 5= een beetje mee eens; 6= mee eens; 7= helemaal mee eens

In mijn relatie.....

- | | |
|--|--------|
| 1. Voel ik me vrij om te zijn wie ik ben. | Aut1 |
| 2. Voel ik me geliefd. | Rel1 |
| 3. Voel ik me vaak inadequaar en incompetent | Comp1R |
| 4. Voel ik dat mijn partner om mij geeft. | Rel2 |
| 5. Voel ik me gecontroleerd en onder druk gezet om op een bepaalde manier te zijn. | Aut2R |
| 6. Voel ik veel afstand naar mijn partner. | Rel3R |
| 7. Voel ik me vrij om mijn eigen beslissingen te nemen. | Aut3 |
| 8. Voel ik me verbonden met mijn partner. | Rel4 |
| 9. Voelt het alsof ik me moet voordoen als iemand anders dan wie ik daadwerkelijk ben. | Aut4R |
| 10. Voel ik me close met mijn partner. | Rel5 |
| 11. Voel ik mij zeer capabel en effectief | Comp2 |

- | | |
|---|-------|
| 12. Voelt het alsof mijn partner verwacht dat ik alles doe zoals mijn partner het wil. | Aut5R |
| 13. Voelt het alsof mijn partner altijd het laatste woord heeft over hoe wij dingen doen in de relatie. | Aut6R |
| 14. Voelt het alsof mijn partner mij echt begrijpt. | Rel6 |
| 15. Voel ik me vrij om te bepalen wat ik doe en hoe ik het doe. | Aut7 |
| 16. Voel ik veel hechtheid en intimiteit met mijn partner. | Rel7 |
| 17. Voel ik mij een competent (bekwaam, vaardig) persoon | Comp3 |

Accommodation:

Partners kunnen elkaar wel eens kwetsen. Wanneer uw partner iets negatiefs zegt of doet; hoe reageert u daar dan doorgaans op? Lees elk van de volgende stellingen die betrekking hebben op de manier waarop u reageert op negatief gedrag van uw partner en geef aan in hoeverre de stelling op u van toepassing is.

Schaal van 1 (helemaal niet op mij van toepassing) tot 7 (heel erg op mij van toepassing).

Wanneer mijn partner mij kwetst,...

1. dreig ik om hem/haar te verlaten.
2. ga ik zitten mokken en negeer het probleem.
3. wacht ik af tot zijn/haar stemming verandert – die gaat vanzelf over.
4. bespreek ik met mijn partner wat er aan de hand is om een oplossing te vinden.

Wanneer mijn partner zich onaangenaam gedraagt tegenover mij,...

5. vergeef ik mijn partner en vergeet ik wat er is gebeurd.
6. bespreek ik de situatie op een rustige manier met hem/haar.
7. reageer ik op een even onaangename manier.

8. breng ik minder tijd met hem/haar door.

Wanneer mijn partner onattent is of geen rekening houdt met mij,...

9. vermijd ik de situatie.

10. wacht ik met geduld af tot de situatie verbetert.

11. probeer ik de situatie te herstellen en het probleem op te lossen.

12. doe ik dingen om mijn partner te verdrijven.

Wanneer mijn partner grof of bot doet tegen mij,...

13. voel ik mij zo boos dat ik rechtstreeks de deur uit wil lopen.

14. negeer ik de gehele situatie.

15. geef ik hem/haar het voordeel van de twijfel en vergeet de situatie.

16. probeer ik de situatie op te lossen en de omstandigheden te verbeteren.

Omgaan met stress

(Dyadic coping inventory; Bodenmann, 2008)

De volgende vragen gaan over hoe u en uw partner omgaan met stress. Klik bij elke uitspraak aan welk antwoord het meest passend is voor uw persoonlijke situatie.

1=vrijwel nooit; 2=zeer zelden; 3=zelden; 4= soms; 5=vaak; 6= zeer vaak; 7=vrijwel altijd

Dit deel gaat over hoe u over uw stress communiceert met uw partner.

1. Ik laat mijn partner weten dat ik zijn/haar praktische ondersteuning, advies of hulp waardeer
2. Ik vraag mijn partner om dingen voor mij te doen als ik teveel te doen heb

3. Ik toon mijn partner via mijn gedrag als het niet goed met mij gaat of als ik problemen heb
4. Ik vertel mijn partner openlijk hoe ik me voel en dat ik zijn/haar steun zou waarderen

Dit deel gaat over wat u doet wanneer uw partner vertelt dat hij/zij stress heeft.

5. Ik toon empathie en begrip aan mijn partner
6. Ik laat mijn partner weten dat ik aan zijn/haar zijde sta
7. Ik geef mijn partner de schuld dat hij/zij niet goed genoeg kan omgaan met stress
8. Ik vertel mijn partner dat zijn/haar stress niet zo erg is en help hem/haar om de situatie van een andere kant te bekijken
9. Ik luister naar mijn partner en geef hem/haar ruimte en tijd om te vertellen wat er hem/haar echt dwarszit
10. Ik neem de stress van mijn partner niet serieus
11. Wanneer mijn partner gestrest is, heb ik de neiging om me terug te trekken
12. Ik bied steun, maar doe dat met tegenzin en niet gemotiveerd omdat ik denk dat hij/zij zelf zijn/haar problemen moet aanpakken
13. Ik doe dingen die mijn partner normaal gezien doet om hem/haar te helpen
14. Ik probeer de situatie samen met mijn partner te analyseren op een objectieve manier en hem/haar te helpen om het probleem te begrijpen en te veranderen
15. Wanneer mijn partner het gevoel heeft dat hij/zij te veel werk heeft, help ik hem/haar

Vragen over welzijn

Gezondheid (VOEG)

1. Voelt u zich gezond, in het algemeen?

Schaal van 1 (= vrijwel nooit) t/m 7 (= vrijwel altijd)

Psychologische distress (GHQ-12)

Wij willen graag weten hoe gezond u zich voelt en welke klachten u de *afgelopen weken* heeft gehad. Wilt u daarom alle onderstaande vragen beantwoorden door bij iedere vraag het antwoord dat het meest op u van toepassing aan te vinken. Denkt u erom dat het bij deze vragen uitsluitend gaat om de klachten *van de afgelopen weken* en dus *niet* om klachten die u in het verleden ooit heeft gehad.

1. Bent u de laatste tijd door zorgen veel slaap tekort gekomen?

1. helemaal niet
2. niet meer dan gewoonlijk
3. wat meer dan gewoonlijk
4. veel meer dan gewoonlijk

2. Heeft u de laatste tijd het gevoel gehad dat u voortdurend onder druk stond?

1. helemaal niet
2. niet meer dan gewoonlijk
3. wat meer dan gewoonlijk
4. veel meer dan gewoonlijk

3. Heeft u zich de laatste tijd kunnen concentreren op uw bezigheden?

1. beter dan gewoonlijk
2. net zo goed als gewoonlijk
3. slechter dan gewoonlijk
4. veel slechter dan gewoonlijk

4. Heeft u de laatste tijd het gevoel gehad zinvol bezig te zijn?

1. zinvoller dan gewoonlijk
2. net zo zinvol als gewoonlijk
3. minder zinvol dan gewoonlijk
4. veel minder zinvol dan gewoonlijk

5. Bent u de laatste tijd in staat geweest uw problemen onder ogen te zien?

1. beter dan gewoonlijk
2. net zo goed als gewoonlijk
3. minder goed in staat dan gewoonlijk
4. veel minder goed in staat dan gewoonlijk

6. Voelde u zich de laatste tijd in staat om beslissingen (over dingen) te nemen?

1. beter in staat dan gewoonlijk
2. net zo goed in staat als gewoonlijk
3. wat minder goed in staat dan gewoonlijk
4. veel minder goed in staat dan gewoonlijk

7. Heeft u de laatste tijd het gevoel gehad dat u moeilijkheden niet de baas kon?

1. nee, ik had dat gevoel helemaal niet
2. niet minder de baas dan gewoonlijk
3. wat minder de baas dan gewoonlijk
4. veel minder de baas dan gewoonlijk

8. Heeft u zich de laatste tijd alles bij elkaar redelijk gelukkig gevoeld?

1. gelukkiger dan gewoonlijk
2. even gelukkig als gewoonlijk
3. minder gelukkig dan gewoonlijk
4. veel minder gelukkig dan gewoonlijk

9. Heeft u de laatste tijd plezier kunnen beleven aan uw gewone, dagelijkse bezigheden?

1. meer dan gewoonlijk
2. evenveel als gewoonlijk
3. wat minder dan gewoonlijk
4. veel minder dan gewoonlijk

10. Heeft u zich de laatste tijd ongelukkig en neerslachtig gevoeld?

1. helemaal niet
2. niet meer dan gewoonlijk
3. wat meer dan gewoonlijk
4. veel meer dan gewoonlijk

11. Bent u de laatste tijd het vertrouwen in uzelf kwijtgeraakt?

1. helemaal niet
2. niet meer dan gewoonlijk
3. wat meer dan gewoonlijk
4. veel meer dan gewoonlijk

12. Heeft u zich de laatste tijd als een waardeloos iemand beschouwd?

1. helemaal niet
2. niet meer dan gewoonlijk
3. wat meer dan gewoonlijk
4. veel meer dan gewoonlijk

Vragen over werk

1. Heeft u betaald werk?
 - a. Ja
 - b. Nee → doorlinken naar laatste deel
2. Hoeveel uur per week werkt u volgens uw arbeidscontract? (Indien u zelfstandig ondernemer bent: hoeveel werkt u gemiddeld?)
_____ uur per week
3. Hoeveel uur werkt u *daadwerkelijk* gemiddeld per week (inclusief reistijd en overuren)?
_____ uur per week
4. Wat voor soort dienstverband heeft u?
 - a. Ik heb een vast dienstverband
 - b. Ik heb een tijdelijk dienstverband
 - c. Ik werk als zelfstandige zonder personeel (ZZP)
 - d. Ik heb een eigen bedrijf met personeel
5. In welke sector bent u werkzaam?
 - a. Gezondheidszorg en welzijn
 - b. Handel en dienstverlening
 - c. ICT
 - d. Justitie, veiligheid en openbaar bestuur
 - e. Landbouw, natuur en visserij
 - f. Media en communicatie
 - g. Onderwijs, cultuur en wetenschap
 - h. Techniek, productie en bouw
 - i. Toerisme, recreatie en horeca
 - j. Transport en logistiek

Ziekteverzuim (Demerouti et al, 2004):

1. Gedurende het afgelopen *jaar*, hoeveel werkdagen heeft u niet gewerkt omdat u ziek was?
_____ dagen
2. Gedurende de afgelopen *twee maanden*, hoeveel werkdagen heeft u niet gewerkt omdat u ziek was? _____ dagen

Piekeren over relatieproblemen

Danner, G., Kluwer, E. S., Van Steenbergen, E. F., & Van Der Lippe, T. (2013). Knock,

knock, anybody home? Psychological availability as link between work and relationship. *Personal Relationships*, 20, 52-68. DOI: 10.1111/j.1475-6811.2012.01396.x

Schaal van 1 (= *vrijwel nooit*) t/m 7 (= *vrijwel altijd*)

Hoe vaak in de afgelopen twee maanden ...

1. ... bleef u tijdens de werkdag steeds denken aan problemen of onenigheden die u met uw partner had?
2. ... was u tijdens de werkdag afgeleid door problemen of onenigheden die u met uw partner had?
3. ... kon u tijdens de werkdag goed afstand nemen van problemen of onenigheden die u met uw partner had?
4. ... zat uw hoofd tijdens de werkdag nog vol met zaken gerelateerd aan problemen of onenigheden die u met uw partner had?
5. ... was u tijdens de werkdag aan het piekeren over problemen of onenigheden die u met uw partner had?

Werktevredenheid

Hoe tevreden bent u in het algemeen met uw werk?

1 (*uitermate ontevreden*) tot 10 (*uitermate tevreden*) (*slider?*)

Social support werk

De volgende vragen gaan over de hulp en steun die u ervaart van collega's wanneer zich conflicten of problemen voordoen in uw relatie. In hoeverre bent u het eens met de volgende uitspraken?

Antwoordopties: 1= helemaal mee oneens; 2= mee oneens; 3= een beetje mee oneens; 4= niet mee eens of oneens; 5= een beetje mee eens; 6= mee eens; 7= helemaal mee eens

1. Mijn collega's proberen me echt te helpen als ik ergens mee zit. CO
2. Ik kan over mijn persoonlijke problemen praten met mijn collega's. CO
3. Ik kan op mijn collega's rekenen als er dingen fout gaan in mijn persoonlijke leven. CO

Werkprestatie

Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., Van Buuren, S., Van der Beek, A. J., &

De Vet, H. C. (2014). Improving the individual work performance questionnaire using rasch analysis. *Journal of Applied Measurement, 15*, 160-175. DOI: 10.1136/oemed-2013-101717.51

Koopmans, L., Bernaards, C., Hildebrandt, V., De Vet, R. and Van Der Beek, A. (2014), "De

Individuele Werkprestatie Vragenlijst (IWPV): interne consistentie, construct validiteit en normering", *Tijdschrift voor gezondheidswetenschappen, 92*, 231-239.

Items 1 t/m 5 -> Taakprestatie

Items 6 t/m 13 -> Contextuele prestatie

De volgende uitspraken hebben betrekking op uw werkzaamheden op uw werk in de afgelopen 2 maanden.

In de afgelopen 2 maanden ...

Schaal van 1 (= vrijwel nooit) t/m 7 (= vrijwel altijd)

1. ... lukte het mij om mijn werk zo te plannen, dat het werk op tijd af was.

2. ... hield ik voor ogen welk resultaat ik moest behalen met mijn werk.
3. ... lukte het mij om hoofdzaken van bijzaken te scheiden.
4. ... lukte het mij om mijn werk goed uit te voeren met zo min mogelijk tijd en inspanning.
5. ... heb ik een optimale planning gemaakt.
6. ... ben ik uit mezelf met nieuwe taken begonnen, als mijn oude taken af waren.
7. ... heb ik uitdagende werktaken op me genomen, als die er waren.
8. ... heb ik gewerkt aan het bijhouden van mijn vakkennis.
9. ... heb ik gewerkt aan het bijhouden van mijn werkvaardigheden.
10. ... kwam ik met creatieve oplossingen voor nieuwe problemen.
11. ... heb ik extra verantwoordelijkheden op me genomen.
12. ... zocht ik steeds naar nieuwe uitdagingen in het werk.
13. ... had ik een actieve inbreng in werkoverleg of vergaderingen.

Vragen over therapie

Tot slot nog een aantal vragen over uw deelname aan de EFT relatiecursus of relatietherapie.

1. Van welke vorm van hulp maakt u gebruik?
 - a. Ik doe mee aan de Houd me vast cursus
 - b. Ik ben in EFT relatietherapie
 - c. Anders, namelijk _____
 - d. Geen

2. Wanneer was de eerste bijeenkomst? _____(maand en jaar)

3. Hoeveel bijeenkomsten heeft u nu gehad? _____(aantal)
4. Hoe lang geleden zijn de problemen tussen u en uw partner (ongeveer) begonnen?
_____jaar, maanden, weken geleden
5. Heeft u met uw huidige partner ooit eerder meegedaan aan een relatiecursus of -weekend, relatietherapie, coaching, of mediation?
- Nee
 - Ja, namelijk _____ (soort hulp) in _____ (jaar)
6. Wie heeft initiatief genomen om deze relatiecursus of -therapie te gaan doen?
- Ik heb het initiatief genomen
 - Mijn partner heeft het initiatief genomen
 - Wij hebben samen het initiatief genomen
 - Anderen (familie/vrienden/individueel therapeut) hebben ons aangemoedigd dit te gaan doen.
7. Hoe bent u bij deze relatiecursus of -therapeut terecht gekomen?
- Via internet
 - Via vrienden of bekenden
 - Via huisarts
 - Via wijkteam of een andere gemeentelijke instelling
 - Via werkgever of collega('s)
 - Via therapeut
 - Anders, namelijk _____
8. Wat waren uw overwegingen om deel te nemen aan deze relatiecursus of –therapie?
- 1= helemaal mee oneens; 2= mee oneens; 3= een beetje mee oneens; 4= niet mee oneens/ niet mee eens; 5= een beetje mee eens; 6= mee eens; 7= helemaal mee eens*

Ik doe het vooral omdat...

- a. ik het belangrijk vind om in mijn relatie te investeren
- b. ik het leuk en interessant vind om te doen
- c. ik mijn relatie wil verbeteren
- d. ik last heb van de problemen/conflicten en deze wil verminderen
- e. ik wil voorkomen dat we uit elkaar gaan
- f. mijn partner dat graag wil
- g. ik mijn kinderen voor een scheiding wil behoeden
- h. mensen in mijn omgeving me dat hebben aangeraden
- i. ik weet niet waarom ik het doe

9. Waren er zaken die u ervan weerhielden om hulp te zoeken bij uw relatieproblemen?
(meerdere aankruisen)

- a. Onbekendheid
- b. Schaamte
- c. Ik vond dat ik het zelf moest kunnen
- d. Ik wist niet hoe ik een goede therapeut moest vinden
- e. Mijn partner stond er negatief tegenover
- f. Mensen in mijn omgeving (vrienden, familie) stonden er negatief tegenover
- g. Bereikbaarheid (afstand, vervoer)
- h. Beschikbaarheid (wachtrij)
- i. Tijdplanning (op onhandige tijden)
- j. Hoge kosten
- k. Geen vertrouwen dat het zou helpen
- l. Anders, namelijk...

10. Hoe vindt u het om deel te nemen aan de HmV cursus of relatietherapie?

Zeer nutteloos	0	0	0	0	0	Zeer nuttig
Niet fijn	0	0	0	0	0	Heel Fijn
Heel dom	0	0	0	0	0	Heel wijs
Slecht	0	0	0	0	0	Goed
Zeer onnodig	0	0	0	0	0	Zeer nodig
Negatief	0	0	0	0	0	Positief
Zeer ineffectief	0	0	0	0	0	Zeer effectief

Debriefing

Bedankt voor het invullen van de eerste vragenlijst! Er volgt nu een korte uitleg over het onderzoek. Daarna kunt eventuele vragen of opmerkingen kwijt. Over ongeveer twee maanden ontvangt een e-mail met de 2^e vragenlijst.

In veel relaties komen periodes voor waarin het minder goed gaat tussen partners. Dit kan soms behoorlijke spanning geven. In dit onderzoeksprogramma onderzoeken of stress door relatieproblemen ervoor zorgt dat mensen zich minder goed voelen en minder goed presteren op hun werk. Ook willen we onderzoeken hoe gevoelens van verbondenheid en autonomie in de relatie (of het gebrek daaraan) van invloed zijn op het gedrag van partners. Ten slotte onderzoeken we wat partners motiveert of ervan weerhoudt om hulp te zoeken bij hun problemen. Dit helpt ons om inzicht te krijgen in zowel oorzaken als effecten van relatieproblematiek en wanneer en waarom mensen daarbij hulp zoeken. De kennis die we met dit onderzoek opdoen helpt ons bij het verder ontwikkelen van een goed hulpaanbod bij relatieproblemen. Uw medewerking levert daaraan een belangrijke bijdrage.

Als u nog iets kwijt wilt naar aanleiding van dit onderzoek dan kan dat hier:

[tekstbox]

Als u nog vragen of opmerkingen heeft naar aanleiding van dit onderzoek, dan kunt u een mailsturen naar EFTrelatieonderzoek@uu.nl of contact opnemen met Prof Dr Esther Kluwer (e.s.kluwer@uu.nl). Voor formele klachten over dit onderzoek kunt u terecht bij een onafhankelijke klachtenfunctionaris (klachtenfunctionaris-fetcsocwet@uu.nl).

Appendix 2: Shortened Questionnaire, Online sample

- Introductie + informed consent
- **Algemene vragen:**
 - geslacht, geslacht partner, leeftijd, burgerlijke staat, duur van de relatie, ooit gescheiden (en wanneer), aantal kinderen, opleiding, werkuren, inkomen.
- **Persoonlijke bronnen:**
 - Self-control; BSCS (Tangney, Baumeister & Boone, 2004)
 - Self-esteem (1 item; Robins, Holly, Hendin, & Trzesniewski, 2001)
 - Social support vrienden familie (Zimet, Dahlem, Zimet & Farley, 1988)
- **Vragen over de relatie**
 - Relationship quality; verkorte DAS-7 (Hunsley et al, 2001)
 - Relatieproblematiek: Marital Problems Inventory (Geiss & O’Leary, 1981)
- **Welzijn:**
 - General health; 1 item; VOEG (Dirken 1969, Martens et al. 1999); Spector & Jex (1998); zie Demerouti et al., 2004
 - Psychological distress; GHQ (Goldberg & Hillier, 1979)
- **Vragen over werk:**
 - Rumination about marital problems (Danner et al., 2013)
 - Work Performance; Individual Work Performance Questionnaire (IWPQ, Koopmans et al., 2014).
 - Social support work
- Debriefing

Introduction Social Media questionnaire

Hoi allemaal,

Voor mijn master, Social Health and Organizational Psychology doe ik en afstudeeronderzoek naar relatieproblemen binnen intieme relaties en hoe deze het werk kunnen beïnvloeden. Hiervoor heb ik JOUW hulp nodig!

- Ben jij 18 jaar of ouder?
- Heb je een relatie van minimaal 6 maanden?
- Werk jij minimaal 20 uur in de week?
- Ervaar jij ook wel eens relatieproblemen (bijv. ruzies/ conflicten)?

VUL DAN MIJN VRAGENLIJST IN EN KLIK OP ONDERSTAANDE LINK!

* Invullen van de vragenlijst duurt zo'n 10 à 15 minuutjes.

* De gegevens die je tijdens dit onderzoek elektronisch doorgeeft zullen vertrouwelijk en anoniem worden verwerkt en uitsluitend gebruikt worden voor onderzoeksdoeleinden.

Alvast bedankt voor je deelname, je helpt er me enorm mee! Delen is lief!

Rutger Buquet, Utrecht University

Informed consent

Het onderzoek

Deze online vragenlijst maakt deel uit van een onderzoeksprogramma van drie studenten van de master Social, Health & Organisational Psychology aan de Universiteit Utrecht. We onderzoeken hoe individuen omgaan met stress en meningsverschillen en hoe eventuele relatieproblemen het functioneren in het werk beïnvloeden. Daarmee proberen we inzicht te krijgen in de gevolgen van

relatieproblematiek. Dit helpt bij het verder ontwikkelen van een passend hulpaanbod. We stellen in deze vragenlijst vragen over o.a. uw relatie en over uw werk.

Vertrouwelijkheid gegevens

Wij werken volgens de ethiek-code van het Nederlands Instituut voor Psychologen. De gegevens die u tijdens dit onderzoek elektronisch doorgeeft zullen worden verwerkt en gebruikt voor onderzoeksdoeleinden. De verkregen onderzoeksgegevens worden altijd vertrouwelijk behandeld en anoniem opgeslagen. De resultaten worden slechts op groepsniveau gerapporteerd.

Deelname aan onderzoek

U kunt aan dit onderzoek deelnemen indien u 18 jaar of ouder bent, minimaal 20 uur per week werkt en een relatie hebt van minimaal 6 maanden. Als u niet wilt deelnemen, dan hoeft u daarvoor geen reden te geven. Ook als u nu toestemming geeft, kunt u die te allen tijde zonder opgave van redenen weer intrekken. U kunt op elk gewenst moment stoppen met het invullen van de vragenlijst. U kunt ook tussentijds stoppen en later doorgaan.

Contact

Als er achteraf nog iets is dat u wilt bespreken of uiten naar aanleiding van dit onderzoek, dan kunt u contact opnemen met r.buquet@students.uu.nl. Voor formele klachten over het onderzoek kunt u terecht bij een onafhankelijke klachtenfunctionaris (klachtenfunctionaris-fetcsocwet@uu.nl).

Criteria voor Deelname

- "ik ben ouder dan 18 jaar"
- "ik heb een relatie van minimaal 6 maanden"
- "ik heb een betaalde baan voor minimaal 20 uur per week"

Toestemmingsverklaring

Indien u bereid bent om uw medewerking aan dit onderzoek te verlenen, klik dan om verder te gaan naar de volgende pagina.

- Ik geef toestemming voor gebruik van mijn gegevens voor wetenschappelijk onderzoek en ga akkoord met deelname aan het onderzoek.

Questionnaire

Demografische gegevens

1. Wat is uw geslacht?
 1. Man
 2. Vrouw
 3. Anders
2. Wat is uw geboortedatum?
3. Wat is uw nationaliteit?
 1. Nederlands
 2. Een ander Europees land
 3. Anders, namelijk _____
4. Wat is de hoogste opleiding die u heeft voltooid?
 1. Geen onderwijs/ Basisonderwijs/ Cursus inburgering of cursus Nederlandse taal
 2. LBO/ VBO/ VMBO/ MBO 1
 3. MAVO/ HAVO/ ULO/ MULO
 4. MBO 2, 3, 4
 5. VWO/ Gymnasium
 6. HBO
 7. WO/ Universiteit

5. Hoe lang heeft u al een relatie met uw huidige partner? (In hele en halve jaren)

_____ jaar

6. Wat is uw huidige leefsituatie met uw partner?

- a. Gehuwd en samenwonend
- b. Ongehuwd en samenwonend
- c. Gehuwd en niet samenwonend
- d. Ongehuwd en niet samenwonend

7. Heeft u thuiswonende kinderen?

- a. Nee
- b. Ja, _____ kinderen

Persoonlijke eigenschappen

Self-control scale

Tangney, J. P., Baumeister, R. R., & Boone, A. L. (2004). High self-control predicts good adjustment, less pathology, better grades, and interpersonal success. *Journal of Personality, 72*, 271-324.

De volgende stellingen gaan over uw eigenschappen en persoonlijkheid. Geef aan hoe vaak het volgende voorkomt:

Schaal van 1 (= *vrijwel nooit*) t/m 7 (= *heel vaak*)

- 1. Ik kan verleidingen goed weerstaan

2. Ik vind het moeilijk om met slechte gewoontes te stoppen
3. Ik ben lui

1. Ik zeg ongepaste dingen
2. Ik doe wel eens dingen die slecht voor me zijn als ze leuk zijn
3. Ik weiger dingen die slecht voor me zijn
4. Ik zou willen dat ik meer zelfdiscipline had
5. Mensen zeggen dat ik een ijzeren zelfdiscipline heb
6. Pleziertjes weerhouden me er soms van mijn werk af te krijgen
7. Ik heb moeite met concentreren
8. Ik kan goed werken aan lange termijn doelen
9. Soms kan ik mezelf er niet van weerhouden iets te doen, zelfs als ik weet dat het verkeerd is
10. Ik doe vaak dingen zonder goed na te denken over mogelijke alternatieven

Self-esteem

In hoeverre is de volgende stelling op u van toepassing?

(1=helemaal niet van toepassing tot 7 = helemaal van toepassing)

1. Ik heb een hoge zelfwaardering.

Social support

De volgende vragen gaan over de hulp en steun die u ervaart van anderen wanneer zich conflicten of problemen voordoen in uw relatie. In hoeverre bent u het eens met de volgende uitspraken?

Antwoordopties: 1= helemaal mee oneens; 2= mee oneens; 3= een beetje mee oneens; 4= niet mee eens of oneens; 5= een beetje mee eens; 6= mee eens; 7= helemaal mee eens

- | | | |
|----|---|----|
| 1. | Ik kan over mijn relatieproblemen praten met mijn vrienden. | FR |
| 2. | Ik krijg de emotionele hulp en steun die ik nodig heb van mijn familie. | FA |
| 3. | Ik kan op mijn familie rekenen als er dingen fout gaan in mijn relatie. | FA |
| 4. | Wanneer ik problemen heb in mijn relatie kan ik op mijn vrienden rekenen. | FR |
| 5. | Ik kan over mijn relatieproblemen praten met familie. | FA |
| 6. | Ik krijg de emotionele hulp en steun die ik nodig heb van mijn vrienden. | FR |

(Schalen: vrienden (FR), familie (FA); en collega's (CO) à bij vragen over werk)

Vragen over de relatie

DAS-7

De meeste mensen hebben wel eens onenigheid in hun relatie. Wilt u voor de onderstaande onderwerpen aangeven in hoeverre u en uw partner het over deze onderwerpen eens of oneens zijn?

0 = Altijd oneens 1 = meestal oneens 2 = vaak oneens 3 = soms eens 4 = meestal eens

5 = altijd eens

1. hoe u in het leven staat
2. doelen, wensen, en andere dingen die u belangrijk vindt
3. hoeveelheid tijd die u samen doorbrengt

Als u en uw partner samen zijn, hoe vaak ...

0 = nooit ; 1 = minder dan 1x per maand; 2 = 1x of 2x per maand ; 3= 1x of 2x per week ; 4= 1x per dag; 5 = vaker dan 1x per dag

4. heeft u een interessante gedachtewisseling?

5. voert u samen een rustige discussie?

6. werkt u samen ergens aan?

7. De punten op de onderstaande lijn geven de mate van geluk in uw relatie weer. Het middelste punt, “gelukkig”, is de mate van geluk in de gemiddelde relatie. Klik het punt aan dat het beste weergeeft hoe gelukkig u bent in uw relatie, alles in beschouwing genomen.

0=heel erg ongelukkig; 1=behoorlijk ongelukkig; 2=een beetje ongelukkig; 3=gelukkig; 4=heel gelukkig; 5=extreem gelukkig; 6=perfect

Relatieproblemen (Marital problems inventory)

Geiss, S. K., & O’Leary, K. D. (1981). Therapist ratings of frequency and severity of marital problems: Implications for research. *Journal of Marital and Family Therapy*, 7, 515–520. doi:10.1111/j.1752-0606.1981.tb01407.x

This measure can be used to calculate three different dimensions of relationship problems:

(a) problem count, the total number of problem areas that the spouse rated as being a 2 or higher (possible range 0 to 19);

(b) problem severity, the sum of each spouse’s severity ratings of each problem area (possible range 19 to 209);

(c) maximum problem, the most severe problem rating at that time point (possible range 1 to 11).

Geef aan in welke mate de volgende onderwerpen de afgelopen 2 maanden tot stress, spanning, onenigheid, of problemen hebben geleid tussen u en uw partner.

Schaal van 1 (= *helemaal niet*) t/m 7 (= *in zeer sterke mate*)

1. ... Kinderen, opvoeding
2. ... Religie
3. ... Schoonouders, ouders en andere familieleden

4. ... Vrijtijdsbesteding
5. ... Communicatie
6. ... Het huishouden
7. ... Genegenheid/affectie tonen
8. ... Beslissingen nemen
9. ... Vrienden
10. ... Unrealistische verwachtingen
11. ... Geld en financiële zaken
12. ... Seks, fysieke intimiteit
13. ... Jaloezie
14. ... Problemen oplossen
15. ... Vertrouwen
16. ... Zelfstandigheid/onafhankelijkheid
17. ... Middelengebruik (alcohol, roken, drugs)
18. ... Loopbaanbeslissingen
19. ... Tijd die u samen doorbrengt
20. ... Ontrouw
21. ... Twijfels over de relatie, gedachten over scheiding
22. ... Emotionele intimiteit
23. ... Sleur en verveling
24. ... Tijd en aandacht voor werk
25. Anders, namelijk _____

Vragen over welzijn

Gezondheid (VOEG)

1. Voelt u zich gezond, in het algemeen?

Schaal van 1 (= *vrijwel nooit*) t/m 7 (= *vrijwel altijd*)

Psychologische distress (GHQ-12)

Wij willen graag weten hoe gezond u zich voelt en welke klachten u de *afgelopen weken* heeft gehad. Wilt u daarom alle onderstaande vragen beantwoorden door bij iedere vraag het antwoord dat het meest op u van toepassing aan te vinken. Denkt u erom dat het bij deze vragen uitsluitend gaat om de klachten *van de afgelopen weken* en dus *niet* om klachten die u in het verleden ooit heeft gehad.

1. Bent u de laatste tijd door zorgen veel slaap tekort gekomen?

1. helemaal niet
2. niet meer dan gewoonlijk
3. wat meer dan gewoonlijk
4. veel meer dan gewoonlijk

2. Heeft u de laatste tijd het gevoel gehad dat u voortdurend onder druk stond?

1. helemaal niet
2. niet meer dan gewoonlijk
3. wat meer dan gewoonlijk
4. veel meer dan gewoonlijk

3. Heeft u zich de laatste tijd kunnen concentreren op uw bezigheden?

1. beter dan gewoonlijk
2. net zo goed als gewoonlijk
3. slechter dan gewoonlijk
4. veel slechter dan gewoonlijk

4. Heeft u de laatste tijd het gevoel gehad zinvol bezig te zijn?

1. zinvoller dan gewoonlijk
2. net zo zinvol als gewoonlijk
3. minder zinvol dan gewoonlijk
4. veel minder zinvol dan gewoonlijk

5. Bent u de laatste tijd in staat geweest uw problemen onder ogen te zien?

1. beter dan gewoonlijk
2. net zo goed als gewoonlijk
3. minder goed in staat dan gewoonlijk
4. veel minder goed in staat dan gewoonlijk

6. Voelde u zich de laatste tijd in staat om beslissingen (over dingen) te nemen?

1. beter in staat dan gewoonlijk
2. net zo goed in staat als gewoonlijk
3. wat minder goed in staat dan gewoonlijk
4. veel minder goed in staat dan gewoonlijk

7. Heeft u de laatste tijd het gevoel gehad dat u moeilijkheden niet de baas kon?

1. nee, ik had dat gevoel helemaal niet
2. niet minder de baas dan gewoonlijk
3. wat minder de baas dan gewoonlijk
4. veel minder de baas dan gewoonlijk

8. Heeft u zich de laatste tijd alles bij elkaar redelijk gelukkig gevoeld?

1. gelukkiger dan gewoonlijk
2. even gelukkig als gewoonlijk
3. minder gelukkig dan gewoonlijk
4. veel minder gelukkig dan gewoonlijk

9. Heeft u de laatste tijd plezier kunnen beleven aan uw gewone, dagelijkse bezigheden?

1. meer dan gewoonlijk
2. evenveel als gewoonlijk
3. wat minder dan gewoonlijk
4. veel minder dan gewoonlijk

10. Heeft u zich de laatste tijd ongelukkig en neerslachtig gevoeld?

1. helemaal niet
2. niet meer dan gewoonlijk
3. wat meer dan gewoonlijk
4. veel meer dan gewoonlijk

11. Bent u de laatste tijd het vertrouwen in uzelf kwijtgeraakt?

1. helemaal niet
2. niet meer dan gewoonlijk
3. wat meer dan gewoonlijk
4. veel meer dan gewoonlijk

12. Heeft u zich de laatste tijd als een waardeloos iemand beschouwd?

1. helemaal niet
2. niet meer dan gewoonlijk
3. wat meer dan gewoonlijk
4. veel meer dan gewoonlijk

Vragen over werk

1. Hoeveel uur per week werkt u volgens uw arbeidscontract? (Indien u zelfstandig ondernemer bent: hoeveel werkt u gemiddeld?)

_____ uur per week

2. Hoeveel uur werkt u *daadwerkelijk* gemiddeld per week (inclusief reistijd en overuren)?

_____ uur per week

3. Wat voor soort dienstverband heeft u?

- a. Ik heb een vast dienstverband
- b. Ik heb een tijdelijk dienstverband
- c. Ik werk als zelfstandige zonder personeel (ZZP)
- d. Ik heb een eigen bedrijf met personeel

Ziekteverzuim (Demerouti et al, 2004):

1. Gedurende het afgelopen *jaar*, hoeveel werkdagen heeft u niet gewerkt omdat u ziek was?

_____ dagen

2. Gedurende de afgelopen *twee maanden*, hoeveel werkdagen heeft u niet gewerkt omdat u ziek was? _____ dagen

Piekeren over relatieproblemen

Danner, G., Kluwer, E. S., Van Steenbergen, E. F., & Van Der Lippe, T. (2013). Knock,

knock, anybody home? Psychological availability as link between work and relationship. *Personal Relationships*, 20, 52-68. DOI: 10.1111/j.1475-6811.2012.01396.x

Schaal van 1 (= *vrijwel nooit*) t/m 7 (= *vrijwel altijd*)

Hoe vaak in de afgelopen twee maanden ...

1. ... bleef u tijdens de werkdag steeds denken aan problemen of onenigheden die u met uw partner had?
2. ... was u tijdens de werkdag afgeleid door problemen of onenigheden die u met uw partner had?
3. ... kon u tijdens de werkdag goed afstand nemen van problemen of onenigheden die u met uw partner had?
4. ... zat uw hoofd tijdens de werkdag nog vol met zaken gerelateerd aan problemen of onenigheden die u met uw partner had?
5. ... was u tijdens de werkdag aan het piekeren over problemen of onenigheden die u met uw partner had?

Social support werk

De volgende vragen gaan over de hulp en steun die u ervaart van collega's wanneer zich conflicten of problemen voordoen in uw relatie. In hoeverre bent u het eens met de volgende uitspraken?

Antwoordopties: 1= helemaal mee oneens; 2= mee oneens; 3= een beetje mee oneens; 4= niet mee eens of oneens; 5= een beetje mee eens; 6= mee eens; 7= helemaal mee eens

1. Mijn collega's proberen me echt te helpen als ik ergens mee zit. CO
2. Ik kan over mijn persoonlijke problemen praten met mijn collega's. CO
3. Ik kan op mijn collega's rekenen als er dingen fout gaan in mijn persoonlijke leven. CO

Werkprestatie

Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., Van Buuren, S., Van der Beek, A. J., &

De Vet, H. C. (2014). Improving the individual work performance questionnaire using rasch analysis. *Journal of Applied Measurement, 15*, 160-175. DOI: 10.1136/oemed-2013-101717.51

Koopmans, L., Bernaards, C., Hildebrandt, V., De Vet, R. and Van Der Beek, A. (2014), "De

Individuele Werkprestatie Vragenlijst (IWPV): interne consistentie, construct validiteit en normering", *Tijdschrift voor gezondheidswetenschappen, 92*, 231-239.

Items 1 t/m 5 -> Taakprestatie

Items 6 t/m 13 -> Contextuele prestatie

De volgende uitspraken hebben betrekking op uw werkzaamheden op uw werk in de afgelopen 2 maanden.

In de afgelopen 2 maanden ...

Schaal van 1 (= *vrijwel nooit*) t/m 7 (= *vrijwel altijd*)

1. ... lukte het mij om mijn werk zo te plannen, dat het werk op tijd af was.
2. ... hield ik voor ogen welk resultaat ik moest behalen met mijn werk.
3. ... lukte het mij om hoofdzaken van bijzaken te scheiden.
4. ... lukte het mij om mijn werk goed uit te voeren met zo min mogelijk tijd en inspanning.
5. ... heb ik een optimale planning gemaakt.
6. ... ben ik uit mezelf met nieuwe taken begonnen, als mijn oude taken af waren.
7. ... heb ik uitdagende werktaken op me genomen, als die er waren.
8. ... heb ik gewerkt aan het bijhouden van mijn vakkennis.
9. ... heb ik gewerkt aan het bijhouden van mijn werkvaardigheden.
10. ... kwam ik met creatieve oplossingen voor nieuwe problemen.
11. ... heb ik extra verantwoordelijkheden op me genomen.

12. ... zocht ik steeds naar nieuwe uitdagingen in het werk.

13. ... had ik een actieve inbreng in werkoverleg of vergaderingen.

Debriefing

Bedankt voor het invullen van de vragenlijst! Er volgt nu een korte uitleg over het onderzoek. Daarna kunt u eventuele vragen of opmerkingen kwijt.

In veel relaties komen periodes voor waarin het minder goed gaat tussen partners. Dit kan soms behoorlijke spanning geven. In dit onderzoeksprogramma onderzoeken we of stress door relatieproblemen ervoor zorgt dat mensen zich minder goed voelen en minder goed presteren op hun werk. Dit helpt ons om inzicht te krijgen in de effecten van relatieproblematiek en wanneer en waarom mensen daarbij hulp zoeken. De kennis die we met dit onderzoek opdoen helpt ons bij het verder ontwikkelen van een goed hulpaanbod bij relatieproblemen. Uw medewerking levert daaraan een belangrijke bijdrage.

Als u nog iets kwijt wilt naar aanleiding van dit onderzoek dan kan dat hier:

[tekstbox]

Als u nog vragen of opmerkingen heeft naar aanleiding van dit onderzoek, dan kunt u een mail sturen naar r.buquet@students.uu.nl of contact opnemen met Prof Dr Esther Kluwer (e.s.kluwer@uu.nl). Voor formele klachten over dit onderzoek kunt u terecht bij een onafhankelijke klachtenfunctionaris (klachtenfunctionaris-fetsocwet@uu.nl).

Na verzenden gegevens:

Uw antwoorden zijn succesvol verzonden. Hartelijk dank voor uw medewerking!

Appendix 3: Flyer, In-therapy sample



EFT relatieonderzoek

Doe mee!

*Nemen u en uw partner deel aan de Houd me Vast cursus of bent u samen in EFT
relatietherapie? Doe dan mee aan het onderzoek!*

EFT relatieonderzoek

De Universiteit Utrecht doet in samenwerking met de Stichting EFT Nederland onderzoek onder stellen in EFT relatietherapie of de Houd me Vast cursus. We onderzoeken hoe partners omgaan met stress en meningsverschillen, hoe eventuele relatieproblemen het welzijn en/of het functioneren in het werk beïnvloeden, en wat mensen motiveert, of ervan weerhoudt, om hulp te zoeken bij relatieproblemen. Dit helpt ons om inzicht te krijgen in de oorzaken en effecten van relatieproblematiek, wat van groot belang is voor het verder ontwikkelen van het hulpaanbod.

Doe mee!

Neemt u samen met uw partner deel aan de Houd me Vast cursus of bent u samen in EFT relatietherapie? Doe dan mee aan het onderzoek! **U kunt zich aanmelden door [HIER](#) te klikken.** Wij nemen dan per e-mail contact met u op.

Wat houdt het in?

Deelneme houdt in dat u en uw partner, elk individueel, tweemaal een online vragenlijst invullen met een tussenperiode van 2 maanden. Het invullen kost ca. 20-30 minuten en alle gegevens worden anoniem verwerkt. Bent u (nog) niet in EFT relatietherapie of relatiecursus? Dan kunnen u en uw partner ook meedoen aan het onderzoek. Onder alle deelnemers verloten we 20 bol.com codesubonnen van 25 euro (max 1 per stel). Tevens kunt u een verslag van de uitkomsten van het onderzoek ontvangen.

Vragen?

Stuur een mail naar eftrelatieonderzoek@uu.nl



Stichting EFT-Nederland

Appendix 4: Syntax, copy Word

*DELETE UNNECESSARY VARIABLES (clean up data file).

*Delete Self Control.

```
DELETE VARIABLES selfcontrol_1 selfcontrol_2 selfcontrol_3 selfcontrol_4 selfcontrol_5 selfcontrol_6  
selfcontrol_7 selfcontrol_8 selfcontrol_9 selfcontrol_10 selfcontrol_11 selfcontrol_12 selfcontrol_13.
```

EXECUTE.

*Delete Self-Esteem.

```
DELETE VARIABLES selfesteem_1.
```

EXECUTE.

*Delete Social Support.

```
DELETE VARIABLES socialsupport_1 socialsupport_2 socialsupport_3 socialsupport_4 socialsupport_5  
socialsupport_6.
```

EXECUTE.

*Delete Gezondheid.

```
DELETE VARIABLES Gezondheid_1.
```

EXECUTE.

*Delete Job Satisfaction.

```
DELETE VARIABLES jobsat_1.
```

EXECUTE.

*Delete Social Support Work.

```
DELETE VARIABLES SocialSupportWork_1 SocialSupportWork_2 SocialSupportWork_3.
```

EXECUTE.

*RENAMIG VARIABLES.

*Relationship Distress.


```
RENAME VARIABLES maritalproblems1_1 = MP1.  
RENAME VARIABLES maritalproblems1_2 = MP2.  
RENAME VARIABLES maritalproblems1_3 = MP3.  
RENAME VARIABLES maritalproblems1_4 = MP4.  
RENAME VARIABLES maritalproblems1_5 = MP5.  
RENAME VARIABLES maritalproblems1_6 = MP6.  
RENAME VARIABLES maritalproblems1_7 = MP7.  
RENAME VARIABLES maritalproblems1_8 = MP8.  
RENAME VARIABLES maritalproblems2_1 = MP9.  
RENAME VARIABLES maritalproblems2_2 = MP10.  
RENAME VARIABLES maritalproblems2_3 = MP11.  
RENAME VARIABLES maritalproblems2_4 = MP12.  
RENAME VARIABLES maritalproblems2_5 = MP13.  
RENAME VARIABLES maritalproblems2_6 = MP14.  
RENAME VARIABLES maritalproblems2_7 = MP15.  
RENAME VARIABLES maritalproblems2_8 = MP16.  
RENAME VARIABLES maritalproblems2_9 = MP17.  
RENAME VARIABLES maritalproblems3_1 = MP18.  
RENAME VARIABLES maritalproblems3_2 = MP19.  
RENAME VARIABLES maritalproblems3_3 = MP20.  
RENAME VARIABLES maritalproblems3_4 = MP21.  
RENAME VARIABLES maritalproblems3_5 = MP22.  
RENAME VARIABLES maritalproblems3_6 = MP23.  
RENAME VARIABLES maritalproblems3_7 = MP24.  
RENAME VARIABLES maritalproblems3_8 = MP25.  
RENAME VARIABLES maritalproblems3_8_TEXT = MPtext.  
EXECUTE.
```

**Delete Mistake Variable maritalproblems3_8 (MP25) Was named same as the one before.

```
DELETE VARIABLES MP25.
```

EXECUTE.

*Rumination.

RENAME VARIABLES rumination_1 = RUM1.

RENAME VARIABLES rumination_2 = RUM2.

RENAME VARIABLES rumination_3 = RUM3.

RENAME VARIABLES rumination_4 = RUM4.

RENAME VARIABLES rumination_5 = RUM5.

EXECUTE.

**Item RUM3 is reversed --> recode into same variable.

DATASET ACTIVATE DataSet1.

RECODE RUM3 (1=7) (2=6) (3=5) (4=4) (5=3) (6=2) (7=1).

EXECUTE.

*Negative Affect/ Mood.

RENAME VARIABLES distress1 = NA1.

RENAME VARIABLES distress2 = NA2.

RENAME VARIABLES distress3 = NA3.

RENAME VARIABLES distress4 = NA4.

RENAME VARIABLES distress5 = NA5.

RENAME VARIABLES distress6 = NA6.

RENAME VARIABLES distress7 = NA7.

RENAME VARIABLES distress8 = NA8.

RENAME VARIABLES distress9 = NA9.

RENAME VARIABLES distress10 = NA10.

RENAME VARIABLES distress11 = NA11.

RENAME VARIABLES distress12 = NA12.

EXECUTE.

*Work Performance.

RENAME VARIABLES workperf_1 = WP1.

RENAME VARIABLES workperf_2 = WP2.

RENAME VARIABLES workperf_3 = WP3.

RENAME VARIABLES workperf_4 = WP4.

RENAME VARIABLES workperf_5 = WP5.

RENAME VARIABLES workperf_6 = WP6.

RENAME VARIABLES workperf_7 = WP7.

RENAME VARIABLES workperf_8 = WP8.

RENAME VARIABLES workperf_9 = WP9.

RENAME VARIABLES workperf_10 = WP10.

RENAME VARIABLES workperf_11 = WP11.

RENAME VARIABLES workperf_12 = WP12.

RENAME VARIABLES workperf_13 = WP13.

EXECUTE.

*EXCLUSION CRITERIA

*Exclude respondents who work less than 20 hours a week (means include people who work 20 hours or more).

FILTER OFF.

USE ALL.

SELECT IF (hrscontract >= 20).

EXECUTE.

**Check frequencies.

FREQUENCIES VARIABLES=hrscontract

/ORDER=ANALYSIS.

EXECUTE.

*Exclude respondents who are in a relationship for less than 0.5 years.

FILTER OFF.

USE ALL.

SELECT IF (relationshipduration >= 0.5).

EXECUTE.

**Check frequencies.

FREQUENCIES VARIABLES=relationshipduration

/ORDER=ANALYSIS.

EXECUTE.

*Exclude non-distressed respondents (based on DAS score).

**First Check reliability of DAS-7. .

*1,2,3,4,5,6.

RELIABILITY

/VARIABLES=das1_1 das1_2 das1_3 das2_1 das2_2 das2_3

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA

/SUMMARY=TOTAL.

*1,2,3,4,5,6,7.

RELIABILITY

/VARIABLES=das1_1 das1_2 das1_3 das2_1 das2_2 das2_3 das3_1

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA

/SUMMARY=TOTAL.

**Check for missing data DAS.

FREQUENCIES VARIABLES=das1_1 das1_2 das1_3 das2_1 das2_2 das2_3 das3_1

/ORDER=ANALYSIS.

EXECUTE.

**Compute Variable DAS (sum score).

```
COMPUTE DAS_total=SUM(das1_1, das1_2, das1_3, das2_1, das2_2, das2_3, das3_1).
```

```
EXECUTE.
```

**select cases based on cut off point --> (cut off point (max score 24)).

```
FILTER OFF.
```

```
USE ALL.
```

```
SELECT IF (DAS_total <= 24).
```

```
EXECUTE.
```

*Check how many respondents are then included with respect to power.

```
FREQUENCIES VARIABLES=DAS_total
```

```
/ORDER=ANALYSIS.
```

*CHECK MISSING VALUES.

*(missing values checken voor alle variabelen via Analyze -->Descriptive Statistics --> Fequencies.

```
FREQUENCIES VARIABLES=MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8 MP9 MP10 MP11 MP12 MP13 MP14  
MP15 MP16 MP17 MP18 MP19 MP20 MP21 MP22 MP23 MP24 NA1 NA2 NA3
```

```
NA4 NA5 NA6 NA7 NA8 NA9 NA10 NA11 NA12 RUM1 RUM2 RUM3 RUM4 RUM5 WP1 WP2 WP3 WP4  
WP5 WP6 WP7 WP8 WP9
```

```
WP10 WP11 WP12 WP13
```

```
/ORDER=ANALYSIS.
```

***Relationship Distress: NO missing values.

***Rumination: NO missing values.

***Negative Affect: NO missing values.

***Work Performance: NO missing values.

*RELIABILITY ANALYSIS (Cronbach's Alpha).

*Relationship Distress (Marital Problems Inventory).

```
RELIABILITY
```

/VARIABLES=MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8 MP9 MP10 MP11 MP12 MP13 MP14 MP15
MP16 MP17 MP18 MP19

MP20 MP21 MP22 MP23 MP24

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE SCALE CORR

/SUMMARY=TOTAL.

EXECUTE.

*Negative Affect (GHQ-12).

RELIABILITY

/VARIABLES=NA1 NA2 NA3 NA4 NA5 NA6 NA7 NA8 NA9 NA10 NA11 NA12

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE SCALE CORR

/SUMMARY=TOTAL.

EXECUTE.

*Rumination.

RELIABILITY

/VARIABLES=RUM1 RUM2 RUM3 RUM4 RUM5

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE SCALE CORR

/SUMMARY=TOTAL.

EXECUTE.

*Work Performance.

**Reliability Task Performance.

RELIABILITY

/VARIABLES=WP1 WP2 WP3 WP4 WP5

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE SCALE CORR

/SUMMARY=TOTAL.

EXECUTE.

**Reliability Contextual Performance.

RELIABILITY

/VARIABLES=WP6 WP7 WP8 WP9 WP10 WP11 WP12 WP13

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE SCALE CORR

/SUMMARY=TOTAL.

EXECUTE.

*COMPUTE (SUBSCALE) VARIABLES.

*Relationship Distress.

*1 - Subscale Problem Severity (the sum of each spouse's severity ratings of each problem area - possible range: 24-168).

COMPUTE

Severity=SUM(MP1,MP2,MP3,MP4,MP5,MP6,MP7,MP8,MP9,MP10,MP11,MP12,MP13,MP14,MP15,MP16,MP17,

MP18,MP19,MP20,MP21,MP22,MP23,MP24).

EXECUTE.

* 2 - Subscale Maximum Problem (most severe problem rating at that time point, --> maximum score for one of the items: - possible range 1-7).

COMPUTE

Maximum=MAX(MP1,MP2,MP3,MP4,MP5,MP6,MP7,MP8,MP9,MP10,MP11,MP12,MP13,MP14,MP15,MP16,MP17,

MP18,MP19,MP20,MP21,MP22,MP23,MP24).

EXECUTE.

*3 - Subscale Problem Count (the total number of of problem areas that the spouse rates as being a 2 or higher - possible range: 0-24).

**Recoding to make sumscores of recoded values (1=0 & 2-7 =1).

RECODE MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8 MP9 MP10 MP11 MP12 MP13 MP14 MP15 MP16
MP17 MP18 MP19 MP20

MP21 MP22 MP23 MP24 (1=1) (2=2) (3=3) (4=4) (5=5) (6=6) (7=7) INTO MP1C MP2C MP3C MP4C
MP5C MP6C

MP7C MP8C MP9C MP10C MP11C MP12C MP13C MP14C MP15C MP16C MP17C MP18C MP19C
MP20C MP21C MP22C MP23C

MP24C.

EXECUTE.

**Recode values 1=0 and 2-7=1.

RECODE MP1C MP2C MP3C MP4C MP5C MP6C

MP7C MP8C MP9C MP10C MP11C MP12C MP13C MP14C MP15C MP16C MP17C MP18C MP19C
MP20C MP21C MP22C MP23C

MP24C (1=0) (2 thru 7=1).

EXECUTE.

**Compute Count (sumscores of recoded variables).

COMPUTE

Count=SUM(MP1C,MP2C,MP3C,MP4C,MP5C,MP6C,MP7C,MP8C,MP9C,MP10C,MP11C,MP12C,MP13C,M
P14C,MP15C,MP16C,MP17C,MP18C,

MP19C,MP20C,MP21C,MP22C,MP23C,MP24C).

EXECUTE.

*Rumination.

*1 - Rumination total score (Sumscore Rumination).

COMPUTE RUM =mean(RUM1,RUM2,RUM3,RUM4,RUM5).

EXECUTE.

*Negative Affect.

* 1. NA_tot (sum score of recoded NA).

**Recoding to make sum scores. (1-2 = 0; 3-4 = 1).

RECODE NA1 NA2 NA3 NA4 NA5 NA6 NA7 NA8 NA9 NA10 NA11 NA12 (1 thru 2=0) (3 thru 4=1).

EXECUTE.

**Computing variable Negative affect.

COMPUTE NA =mean(NA1,NA2,NA3,NA4,NA5,NA6,NA7,NA8,NA9,NA10,NA11,NA12).

EXECUTE.

*Work performance.

**Computing subscales Work Performance.

*1 - Task Performance (MEAN of Item 1-5).

COMPUTE Task=MEAN(WP1,WP2,WP3,WP4,WP5).

EXECUTE.

*2 - Contextual Performance (MEAN of Item 6-13).

COMPUTE Context=MEAN(WP6,WP7,WP8,WP9,WP10,WP11,WP12,WP13).

EXECUTE.

*MEANS, SD'S & CORRELATIONS BETWEEN ALL VARIABLES.

DESCRIPTIVES VARIABLES=DAS_total Severity Maximum Count NA RUM Task Context

/STATISTICS=MEAN STDDEV MIN MAX.

CORRELATIONS

/VARIABLES=DAS_total Severity Maximum Count NA RUM Task Context

/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE.

*PROCESS FOR EACH PATH (X-->M's-->Y).

**Task Performance = outcome.

*Severity --> Negative Mood & Rumination --> Task Performance.

*Maximum --> Negative Mood & Rumination --> Task Performance.

*Count --> Negative Mood & Rumination --> Task Performance.

**Contextual Performance = outcome.

*Severity --> Negative Mood & Rumination --> Contextual Performance.

*Maximum --> Negative Mood & Rumination --> Contextual Performance.

*Count --> Negative Mood & Rumination --> Contextual Performance.

*DESCRIPTIVES.

*Checking all descriptives using frequencies.

*Compute Age (Create from Birthday).

***Make sure age is recognized as a date in the variable view (dd.mm.jjjj)!

**Compute Formdate.

COMPUTE Formdate=DATE.DMY(15,05,2019).

EXECUTE.

**Compute Age.

COMPUTE Age_1 = CTIME.DAYS(Formdate-age)/365.25.

EXECUTE.

**Compute round age.

COMPUTE AGE_rnd=rnd(Age_1).

EXECUTE.

*Checking what the most common areas for relationship problems are.

DATASET ACTIVATE DataSet1.

FREQUENCIES VARIABLES=MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8 MP9 MP10 MP11 MP12 MP13 MP14
MP15 MP16 MP17

MP18 MP19 MP20 MP21 MP22 MP23 MP24

/STATISTICS=STDDEV MEAN

/ORDER=ANALYSIS.

* FACTOR ANALYSIS FOR RELATIONSHIP PROBLEMS.

FACTOR

/VARIABLES MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8 MP9 MP10 MP11 MP12 MP13 MP14 MP15 MP16
MP17 MP18 MP19

MP20 MP21 MP22 MP23 MP24

/MISSING LISTWISE

/ANALYSIS MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8 MP9 MP10 MP11 MP12 MP13 MP14 MP15 MP16
MP17 MP18 MP19

MP20 MP21 MP22 MP23 MP24

/PRINT INITIAL CORRELATION SIG DET KMO EXTRACTION ROTATION

/PLOT EIGEN

/CRITERIA MINEIGEN(1) ITERATE(25)

/EXTRACTION PC

/CRITERIA ITERATE(25) DELTA(0)

/ROTATION OBLIMIN

/METHOD=CORRELATION.

*OUTLIER ANALYSIS.

EXAMINE VARIABLES=DAS_total Severity Maximum Count RUM NA Task Context

/PLOT BOXPLOT STEMLEAF

/COMPARE GROUPS

/STATISTICS DESCRIPTIVES EXTREME

/CINTERVAL 95

/MISSING LISTWISE

/NOTOTAL.

*T test Sample.

DATASET ACTIVATE DataSet1.

T-TEST GROUPS=sample(0 1)

/MISSING=ANALYSIS

/VARIABLES= DAS_total Severity Maximum Count NA RUM Task Context

/CRITERIA=CI(.95).

*split file for correlations .

DATASET ACTIVATE DataSet1.

SORT CASES BY sample.

SPLIT FILE SEPARATE BY sample.

*Correlations for each sub-sample.

CORRELATIONS

/VARIABLES=DAS_total Severity Maximum Count NA RUM Task Context

/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE.