



*A Study Examining the Spillover Effect Between Relational
Distress and Work Performance with the Mediator Self-
Esteem and the Moderator Self-Control*

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Abstract

The divorce rate in the Netherlands has increased and this is partly due to relational distress. Relational distress has negative consequences for a person's health and well-being. This study investigated whether relational distress had a negative spillover effect on work performance. Relational distress is divided into severity of the problems, the count of the problems, and the maximum relational problem. Work performance is divided into task and contextual performance. In addition, the research measured whether self-esteem had a mediating effect and self-control had a moderating effect on the spillover between relational distress and work performance. This was measured by means of a study on a population consisting of clients of relationship therapists, in order to guarantee relational distress. The results of the analyses showed that there is a spillover effect of the subscale maximum relational distress on task and contextual performance. In addition, a mediating effect was found for maximum relational distress on contextual performance. The spillover effect is only found for maximum relational distress. This is mediated by self-esteem, only for contextual performance. This is a new study and an addition to the literature on the effects and consequences of relational problems on work outcomes. Future research into the different forms of relational problems and replication of this research is still necessary.

Keywords: relational distress; work performance; self-esteem; self-control.

Introduction

Currently, the number of divorces in the Netherlands is very high, with almost 35,000 taking place in 2017 alone (CBS Netherlands, 2017). As the divorce rate increases, it is accompanied by a number of potential consequences, both personal and professional. At the personal level, family fragmentation may cause the individual to be impacted by negative economic externalities. A divorce poses a significant financial risk for the individual and it is typical that they will have less disposable income during and after proceedings. At the professional level, work loss associated with marital problems translated into a loss of approximately 6.8 billion dollars per year in 1996 (Forthofer, Markman, Cox, Stanley, & Kessler, 1996). Further, individuals with relationship problems or divorcees are more likely to report sick at work (Dahl, Hansen, & Vignes, 2015). As divorce rates have increased, so too has research which investigates the impact of relationship distress on an individual's well-being and functioning. (Adams, 2004; for a review, see Fincham & Beach, 2010). According to Plunkett, Sanchez, Henry, and Robinson (1997), divorce has a detrimental impact on an individual's health and well-being due to the stress which accompanies it (Frone, 2013). Further, divorces have been associated with an increased probability of suffering from cardiovascular disease (Chida & Steptoe, 2010).

The negative impact which enduring relationship distress has is not just limited to the individual's physical and mental health – research has also found associations between relationship distress and decreased work functioning. Specifically, relationship distress has been found to be associated with lower levels of work performance (Kitson & Holmes, 1992). Further, observers perceive individuals who express distress at work as less competent employees (Wolf, Lee, Sah, & Brooks, 2016). As divorce rates increase and the negative impact which relational distress has on the well-being of the workforce is revealed, it becomes evident that more research is needed.

The association between relational distress and work outcomes may be understood in terms of the spillover effect, referring to the impact of one (seemingly unrelated) domain on another. The influence can be positive and negative. A positive effect in one domain can enrich personal resources and reflect a positive result in another domain, whereas a negative effect causes the opposite (ten Brummelhuis & Bakker, 2012). For instance, a negative work-to-family spillover can result in emotional exhaustion (Boles, Johnstone, & Hair, 1997). As the employee becomes emotionally exhausted due to workplace conflict, this spills over into dissatisfaction and distress in the homeplace (Mauno et al., 2015). Work-to-family spillover

can also be predictive of family-related absenteeism and poor family-related role performance (Frone, Yardley, & Markel, 1997).

The extant literature tends to neglect family-to-work spillover, instead favouring work-to-family. To address this paucity of research, the present study will focus on the negative family-to-work spillover. A study on this effect has already been carried out by other researchers, but the study's sample did not have enough relational distress to be able to accurately estimate the spillover effect. For a spillover effect to occur, the amount of relational distress must reach a certain threshold, as too little relational distress will not impact work outcomes. In an attempt to overcome this challenge, individuals in relational therapy were recruited. In this way, a relatively high level of relational distress is guaranteed. The main purpose of the present study was to investigate the spillover effect between relational distress and work performance. Further, the present study aimed to investigate the mediating effect of self-esteem and the moderating effect of self-control on this relationship, respectively. Interventions and research based on relational problems in combination with work performance may result in important psychological and economic benefits for business and society.

Spillover Between Relational Distress and Work Performance

Relational distress refers to unhappiness caused by relational problems and disagreements in a romantic relationship. Distress may pertain to a number of subjects, such as children, money or religion. Relational distress leads to negative effects on health and well-being and it is important to investigate how it affects other domains (Frone, 2013). Relational distress stems from three major factors: (1) a sense of perceived inequality in effort, (2) large emotional distance, and (3) a lack of growth possibilities in the relationship (Menaghan, 1982). Specifically, inequality in effort refers to one partner having more arousal and attention to what the other partner is doing than the other (Kahneman, 1973). Emotional distance is characterized by avoiding the partner and being emotionally cold. Emotionally distanced individuals do not recognize the emotional feedback of the partner. Emotional distance is seen as an inappropriate defence and can cause social and health problems (Michaelsen, 2012). Lastly, a lack of growth possibilities is not seeing any possibility for future improvement of the partner or the relationship with the partner (Menaghan, 1982). Together, these three factors combine to create tension and relational distress which may result in the termination of the relationship.

To quantify relational distress, the present study measures three variables: (1) the frequency of the relational problems, (2) the severity of the problems, and (3) the experience

of the most significant problem on the Likert-scale of the questionnaire (Geiss & O'Leary, 1981). These three dimensions have been neglected in prior research and are expected to have unique influences on relational distress.

Another variable of interest to the present study is work performance. Work performance consists of behaviors or actions that are relevant to the goals of the organization (Koopmans et al., 2014). It focuses on the behavior and action of the employees rather than the outcome. Work performance can be divided into task performance and contextual performance. Task performance is the performance on the core technical tasks of the job. Examples of task performance for a manager is task structuring, planning, or problem-solving. Contextual performance is the behavior that supports the organizational, social, and psychological environment within the task function (Koopmans et al., 2014). An example of contextual performance is enthusiastic volunteering or helping at an organizational event. Task activities usually vary between different jobs, whereas contextual activities are similar for virtually all jobs. A high level of work performance is essential for the success of a company. For example, higher work performance can increase the company's financial turnover (Shore & Martin, 1989). Furthermore, higher work performance can increase employees job satisfaction which has been found to be associated with improved employee well-being (Allan, Dexter, Kinsey & Parker, 2018). Thus, it is important to investigate what factors can influence work performance and, more importantly, how to protect against and overcome negative influences, such as relational distress.

There is already some evidence for the spillover effect between relational distress and work performance. For example, it has been found that employees work better together in team assignments when employees have fewer relationship problems and a more supportive partner (Ten Brummelhuis, 2009). This is because less relational problems and a more supportive partner increase personal resources, such as time and energy, which help colleagues at work. Partner demands have a negative influence on these resources which results in distress for both individuals in the relationship (Westman, 2001). Furthermore, research already found that family-to-work spillover can result in more work-related absenteeism and poor work-related role performance (Frone, Yardley, & Markel, 1997), such as not coming to work, being late for work, or not concentrating on work-related tasks due to the high relationship demands. The distress of the spillover is negatively related to physical and mental health behaviors (Frone, 2013). The expectation of this research is that a higher degree of relational distress is associated with a lower level of work performance. This

research makes a distinction between task and contextual performance. However, it is expected that relational distress is related to both task and contextual performance.

The Mediating Role of Self-Esteem

How can we explain the association between relational distress and work performance? In this research, the mediating role of self-esteem is studied. Self-esteem can be defined as someone's feeling of being able to do his/her work (Boyar & Mosley Jr, 2007). Self-esteem is an evaluative component, informed by how well we meet the ideals and standards about ourselves (Jordan, 1994). Individuals like to stand out and be better than others. Individualism and striving for uniqueness and distinction are part of the "separate self". This is the anchor of self-esteem (Jordan, 1994). Self-esteem is seen as a personal resource and individuals attempt to obtain, retain, and protect personal resources. The risk of losing or the loss of self-esteem results in stress (Hobfoll, 2002). Research suggests that self-esteem is associated with affect and mental well-being (Bajaj, Gupta, & Pande, 2016). Specifically, individuals with low self-esteem have a higher chance of suffering from anxiety and depression (Bajaj, Robins, & Pande, 2016). The research of Cai et al. (2015) showed that self-esteem positively predicted career adaptability and future work expectation. Furthermore, evidence suggests high self-esteem is associated with positive relational outcomes, such as beginning a relationship, higher partner happiness, and overall satisfaction in a romantic relationship (Luciano & Orth, 2017; Erol & Orth, 2017). Beginning a relationship will increase self-esteem further and a relationship break-up will decrease self-esteem. It is important and relevant to measure the effect of personal resources, such as self-esteem, on the spillover effect, as future therapy could use the findings to improve current relational therapy methods. For example, it may be the case that the focus of relationship therapy ought to be placed upon building the individual's self-esteem to decrease the potential detrimental impact low self-esteem may have on work performance.

For the present study, it is expected that self-esteem has a mediating effect on the spillover between relational distress and work performance, such that relational distress decreases self-esteem and the lowered self-esteem, in turn, decreases work performance. The expectation of the negative effect of relational distress on self-esteem is based on the research of Erol and Orth (2017), which found that relationship satisfaction is associated with high self-esteem. In addition, the sociometer hypothesis of Leary, Tambor, Terdal, and Downs (1995) suggests that individuals who feel excluded have lower self-esteem. The expectation is that individuals with relational distress feel more excluded than people who don't have relational distress, and resultantly have lower self-esteem. The expectation of the negative

effect of low self-esteem on work performance is based on the research of Cai et al. (2015) which found that self-esteem predicts career adaptability. In addition, the research of Jordan (1994) suggests that low self-esteem negatively affects the ability to perform in the world and the research of Judge and Bono (2001) suggests that low self-esteem has a negative influence on work performance. Thus, based on these studies the expectation of this research is that self-esteem mediates the spillover between relational distress and work performance.

The Moderating Role of Dispositional Self-Control

The strength of the spillover effect from relational distress into work performance may differ between individuals. In particular, individual differences in relation to dispositional self-control are expected to moderate this association. Dispositional self-control can be defined as the degree to which individuals are able to control and inhibit impulses of behavior across different situations (Finkel & Cambell, 2001). Impulses are arousals which result in positive and negative emotions, attention, and behaviors (Tangney, Baumeister, & Boone, 2014). Some individuals are better in their ability to override their inner response and desires, such as keeping a secret. High dispositional self-control can effectively predict numerous positive outcomes for daily life (Tangney, Baumeister, & Boone, 2014) and predicts positive effects on physical health and personal finances, and reduced crime rates (Moffit et al., 2011). Low self-control, on the contrary, is associated with peer rejection and unstable relationships (Chapple, 2005). Furthermore, low self-control is associated with reduced psychological well-being and more general distress (Bowlin & Baer, 2012). It is important and relevant to measure the effect of personal resources, such as self-control, on the spillover effect, as future therapy may use the findings to improve current relational therapy methods.

For individuals low in dispositional self-control the association between relational distress and work performance is expected to be stronger as compared to individuals high in dispositional self-control. The expectation is based on research which stated that high dispositional self-control results in better adjustment, emotional responses, and interpersonal skills (Tangney, Baumeister, & Boone, 2014). The expectation is that individuals with high dispositional self-control can better adjust to relational distress and use their interpersonal skills to moderate the negative spillover effect on work performance. In addition, the expectation is based on the research of Danner, Kluwer, van Steenbergen and van der Lippe (2016) which identified a moderating effect of self-control on the work-to-family spillover. According to Danner et al., work demands spill over into the relationship behavior only for people with low dispositional self-control as they are less able to preserve the boundaries between work and home than individuals high in dispositional self-control, thus they allow

the stress from the relational problems to spillover to their work. The stress cannot be inhibited by the individual low in dispositional self-control, resulting in the individual worrying about the relational stress while they should be focussing on work. As a result of this, the work performance can decrease.

The Present Research

This research focuses on the potential spillover effect between relational distress and work performance. Further, it will be examined whether self-esteem mediates this association. Lastly, the moderation effect of self-control on the spillover between relational distress and work performance will be examined. The hypotheses are:

1. Relational distress is associated with reduced work performance.
2. The association between relational distress and work performance can be explained by reduced levels of self-esteem.
3. For individuals low in dispositional self-control, the association between relational distress and work performance is expected to be stronger as compared to individuals high in dispositional self-control.

Figure 1 gives a more practical representation of all the hypotheses. The hypotheses are tested in a sample of around 100 people who experience relational distress, with a relationship duration of at least six months and a job of at least 20 hours a week. These criteria were put in place to ensure the results were reflective of the reality of the spillover effect between relational distress and work performance.

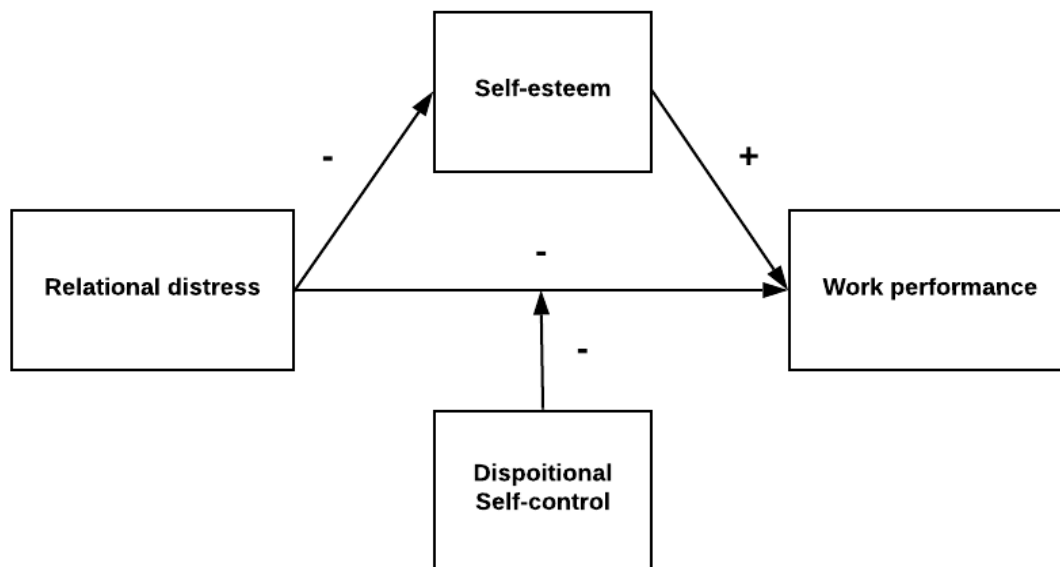


Figure 1. *The association between relational distress and work performance mediated by self-esteem and moderated by self-control*

Method

Participants and design

Based on a power analysis, the study aimed to recruit 100 participants (G*power, version 3.1.9.2., Faul, Erdfelder, Buchner, & Lang, 2009). The total number of the sample was 115 participants. Exclusion criteria were used to determine the sample from the total research population. First, the Dyadic Adjustment Scale (further information in the measures section) was used to exclude participants who had not enough relational problems. Based on this excluding criteria, 55 individuals were excluded. Furthermore, individuals needed to work at least 20 hours a week and to be in at least a half-year relationship to be included. Based on these exclusion criteria, another 15 individuals were excluded. The research population was recruited by relational therapists from the Emotional Focussed Therapy (EFT) organization to ensure that the participants had some level of relational distress. Through relational therapists, 35 individuals were recruited. Snowballing through social media was used to increase the number of participants, resulting in 80 more individuals being recruited.

The participants had to be at least 18 years old. The sample consisted of 24 men, 90 women, and 1 gender non-conforming individual. The average age of the sample was 43.64 years old ($SD=11.99$). The sample consisted of 113 Dutch participants, 1 non-specified EU respondent, and 1 Moroccan participant. For 14% of the sample, the highest level of education completed was at least MBO 4, and for 70% of the sample, the highest level of

education completed was HBO or higher. For the remaining participants of the sample, the highest level of education completed was high school. Almost 69% of the research population were married and lived together. The average duration of the relationship of the research population was around 18 years ($SD=13$) and around half of the research population had children. The participants worked 31 hours per week on average ($SD=8.9$). The present study was quantitative research and utilised a cross-sectional design with continuous variables.

Procedure

After contacting the EFT about the research, the EFT contacted most of the relational therapists who assisted in the recruitment of participants. A flyer with the information regarding the research was posted on the website of the EFT to recruit more relational therapists. Furthermore, other relational therapists were recruited directly at a psychology event and contacted by email. The expectation was that relational therapists wanted to help with recruiting because our research deepens the knowledge of relational problems in connection with work performance and this knowledge could help relational therapists improve future therapies.

The relational therapists asked their clients to participate in the research. The participants could sign up online for the research by giving their email address and name of their relational therapist. The couples received an individual code on their personal email which needed to be filled in at the beginning of the research survey. A reminder of the survey was sent to the participating relational therapists and to the registered participants every week to ensure maximum participation. An agreement was made with the EFT to stay in touch about which relationship therapists were involved in the research and how many participants were recruited. After signing up, an online link to the questionnaire was sent by email to the participants. The questionnaire was programmed on Qualtrics, which showed how many participants had completed the online questionnaire.

After failing to achieve the desired number of participants by relational therapists, participants were recruited by social media. A link to the questionnaire was put on Facebook and LinkedIn. The message on social media asked if individuals had a relationship of at least six months, worked at least 20 hours a week, and had some kind of relational disagreement.

After clicking on the link of the email and on the link on social media, the informed consent was shown. The informed consent works according to the ethics code of the Nederlands Instituut for Psychologists (NIP). The informed consent indicated that the study aimed to investigate the causes and consequences of relationship problems. It was told what kind of subjects could be expected and about the anonymity of the questionnaire. Lastly, it

was indicated that the data is processed and used for research purposes and reported at group level only. Participation in the study was optional and participants could stop and continue whenever they wanted. At the end of the informed consent, it was asked whether the participants would give permission for their questionnaire to be included in the study.

The survey took around 30 minutes to fill in. The questionnaire started with questions about demographic variables. Subsequently, questions about self-control, self-esteem, relational distress, and work performance followed. The data was collected with two other individuals, because the same research population could be used. Respondents could ask questions and give comments at the end of the survey. The respondents had the opportunity to receive the general survey results by email. Among all participants, we drew 20 bol.com gift vouchers of 25 euro each as incentives to fill in the questionnaire.

Measures

The data was collected through a number of questionnaires (see Appendix A). First, demographic information was assessed (such as gender, age, work hours, relationship duration). Next, the study variables were measured in the following order: self-control, self-esteem, marital problems, and work performance.

The *Dyadic Adjustment Scale* (DAS-7) (Hunsley, Best, Lefebvre, & Vito, 2001) was used as a cut-off score to measure the stress level of participants, with the score being used as an exclusion criterion. A certain amount of stress needs to be present to examine the spillover effect. The questionnaire consisted of 7 items. The first three questions of the questionnaire use a 6-point Likert scale ranging from 0 (always disagree) to 6 (always agree). The question 4 to 6 of the questionnaire uses also a 6-point Likert scale ranging from 0 (never) to 5 (more often than once a day). The last question of the questionnaire uses a 7-point Likert scale ranging from 0 (extremely unhappy) to 6 (perfect). An example question is “How often do you have a stimulating exchange of ideas with your partner?”. The answers on the three different dimensions are summed up. Participants cannot have more than 23 points on the seven questions to participate in the analyses. Other studies use a cut-off score of 21 points to indicate which individuals have enough relational distress to participate in the analyses (Benson & Kesh, 2011; Snyder, Heyman & Haynes, 2008). Cronbach’s Alpha of the questionnaire is .75.

Self-control was measured by means of the *Self-control Scale* (Tangney, Baumeister, & Boone, 2004). This is a self-report questionnaire measuring dispositional self-control. The questionnaire consists of 13 items. The questionnaire uses a 7-point Likert scale ranging from 1 (almost never) to 7 (very often). Two questions as for an example: ‘I can resist temptation

well' and 'I have trouble stopping bad habits'. The reliability is high for this questionnaire, with a Cronbach's alpha of .77. The mean score of all the 13 items is used for the analyses.

The third questionnaire utilised was *Rosenberg's Self-esteem Scale* (Rosenberg, 1965). This self-report questionnaire consists of 1 item. The questionnaire uses a 7-point Likert scale ranging from 1 (not at all) to 7 (most certainly). The question is: "I have high self-esteem".

The fourth questionnaire was the *Marital Problems Inventory* (Geiss & O'Leary, 1981). This is a self-report questionnaire consisting of statements about relational problems. The questionnaire lists potential problem areas in an intimate relationship, not only for individuals in a marriage. Two example problem areas are: "Children, Parenting" and "Religion". The questionnaire gives a statement and asks the participant to indicate how much disagreement it caused for the participant and their partner in the last 2 months. The questionnaire consists of 24 items. The questionnaire uses a 7-point Likert scale from 1 (not at all) to 7 (most certainly). The questionnaire consists of three subscales, namely: (1) the level of relational distress subscale, (2) the severity of relational distress, and (3) the most severe relational issue subscale. The first subscale is the total number of problems rated 2 or higher on the Likert. The second subscale is the sum of each individual's severity ratings (2 or higher) for each problem area. Lastly, the third subscale is the most severely rated problem on the Likert scale. The three subscales are highly correlated and are used separately for the analysis (.65). The Cronbach's Alpha of the questionnaire, based on the mean score of the severity variable, is .94.

Lastly, the fifth questionnaire was the *Individuele Werkprestatie* (Koopmans et al., 2014). This is a self-report questionnaire with statements about work in the last two months. The questionnaire consists of 13 items. The questionnaire uses answer options ranging from 1 (almost never) to 7 (very often). Two statements as examples: "I managed to plan my work in such a way that it was finished on time" and "I managed to do my job well with as little time and effort as possible". The questionnaire uses two different dimensions, task performance and contextual performance, which are highly correlated (above .75). The averages of the items on the task and contextual performance dimensions are used for the analysis. The Cronbach's Alpha is .92. The whole questionnaire can be found in the Appendix A.

Data Analyses

At the beginning of the data analyses, the unnecessary variables (from the data collection of the other individuals explained in the procedure) for this research were excluded. Participants are excluded from the dataset based on different requirements. The participants were excluded who have not finished the entire questionnaire. Based on the DAS-7, 55

individuals who scored above the sum of 23 were excluded as these participants did not experience enough relational distress to experience a significant spillover effect. Based on the minimum requirement of 20 work hours per week and that the relationship must be at least six months, 15 individuals were excluded. The remaining total number of participants for the analyses was 115.

The preparatory analyses started with examining the relevant information about the age, nationality, gender, hours of working, and other important descriptive information. Secondly, the means and standard deviations of the questionnaires and of the subscales was calculated. The answers on the self-control questionnaire were recoded. The answers on the MPI were divided into the three different subscales (maximum, severity, and count), as were the answers on the Individuele Werkprestatie questionnaire (task and contextual performance). Thirdly, the reliability in the form of the Cronbach's alpha of the questionnaires was calculated. Lastly, the correlations of the main variables were calculated to see which variables correlate.

Using the PROCESS macro for *Statistical Programme for Social Science (SPSS)*, confirmatory analyses were conducted to test the various hypotheses. To test the potential mediating effect of self-esteem on the spillover effect between relational distress and work performance, model 4 was utilised. Model 4 estimates the total and direct effect of relational distress on work performance, as well as the indirect effect of relational distress on the work performance through the mediator self-esteem. This model generates a bias-corrected 95% bootstrap confidence interval for the indirect effect using 5000 bootstrap samples and produces point estimates and bias-corrected 95% bootstrap confidence interval estimates of various indices of effect size for the indirect effect (Hayes, 2012). From the total effect of this bootstrapping analysis, it was also possible to investigate the spillover effect between relational distress and work performance. To investigate the potential moderating effect of self-control on the spillover effect between relational distress and work performance, model 1 was utilised. This model estimates a simple moderation model with the effect of relational distress on work performance moderated by self-control. The model generates the conditional effects of the independent variable on the dependent variable at values of the moderator equal to 25th, 50th, and 75th percentiles (Hayes, 2017). Model 1 also implements the Johnson-Neyman technique to identify the values on the continuum of self-control at which point the effect of independent variable on the dependent transitions between statistically significant and non-significant at the .05 level.

Results

Preparatory analyses

The means, standard deviations, and correlations of all the variables were analysed and can be seen in Table 1. The table shows that severity, maximum and count (three relational distress variables) are highly correlated (severity with count, $r(114) = .83, p = .000$, and maximum, $r(114) = .72, p = .000$; maximum with count, $r(114) = .54, p = .000$). All the variables increase when one of the three relational distress variables increase. Maximum relational distress is also correlated with self-esteem, $r(114) = -.24, p = .011$, suggesting that self-esteem decreases when the maximum relational distress is increasing or the maximum relational distress decreases when self-esteem is increasing. Maximum relational distress is also correlated with task performance, $r(114) = -.22, p = .021$, and with contextual performance, $r(114) = -.22, p = .016$. Maximum relational distress is decreasing when task or contextual performance is increasing or task and work performance decreases when maximum relational distress is increasing. Count is correlated to self-control, $r(114) = -.19, p = .040$, suggesting that self-control will decrease when count relational distress increases. Furthermore, task performance is highly correlated with contextual performance, $r(114) = .73, p = .000$. Task or contextual performance increases when one of the two is increasing. Task performance is also correlated with self-esteem, $r(114) = .20, p = .034$. Contextual performance is also correlated with self-esteem, $r(114) = .32, p = .001$. Task or contextual performance or self-esteem will increase when one of the two is increasing. Furthermore, what stands out is the standard deviation of self-control (.73). The variation of the score is very low compared to the other standard deviations.

Table 1

Means, Standard Deviations and Correlations of Main Variables

	M (SD)	2.	3.	4.	5.	6.	7.
1. Severity (Relational distress)	55.76 (22.11)	.72**	.83**	-.10	-.04	-.13	-.11
2. Maximum (Relational distress)	5.13 (1.57)		.54**	-.22*	-.22*	-.06	-.24*
3. Count (Relational distress)	12.27 (5.91)			-.12	-.01	-.19*	.01
4. Task (work performance)	4.80 (1.52)				.73**	.13	.20*
5. Contextual (work performance)	4.74 (1.50)					.09	.32*
6. Self-control	4.68 (.73)						.17†
7. Self-esteem	4.64 (1.30)						

Note. $n = 115$, † $p < .10$, * $p < .05$, ** $p < .001$

Confirmatory Analyses

Hypotheses 1 and 2. The mediation was tested by a bootstrapping analysis in PROCESS. The first hypothesis, the spill-over effect between relational distress and work performance, was tested by the total effect of the analyses of the mediation. The second hypothesis, the mediation of self-esteem, was tested by the indirect effect of the bootstrapping analyses. The bootstrapping analyses is tested six times because relational distress can be divided into count, maximum and severity, all acting as the independent variable. In addition, work performance can be divided into task and contextual, both acting as the dependent variables. The effects of the bootstrapping analyses to test the first and second hypotheses are shown in Table 2.

Table 2

Schematic representation of bootstrapping analyses of the mediator self-esteem on the spillover effect between relational distress and work performance.

Relational distress	Outcome	Total effect		Direct effect		Indirect effect	
		<i>B</i>	<i>p</i>	<i>B</i>	<i>p</i>	<i>B</i>	<i>BCI</i>
Maximum	Task performance	-.208**	.021	-.172*	.060	-.035	[-.105; .006]
	Contextual performance	-.215**	.016	-.152*	.084	-.063	[-.142;-.009]
Severity	Task performance	-.007	.294	-.005	.406	-.001	[-.005; .001]
	Contextual performance	-.003	.642	-.001	.924	-.002	[-.008; .002]
Count	Task performance	-.032	.189	-.032	.175	.001	[-.010; .013]
	Contextual performance	-.002	.928	-.003	.900	.001	[-.014; .018]

Note. $n = 115$, * $p < .10$, ** $p < .05$

There is a spillover effect between relational distress and task and contextual performance. The spillover effect is shown under total effect. The significant spillover effect is only found for maximum relational distress. Maximum relational distress has an spillover effect on task performance, $B = -.21$, $t(114) = -2.34$, $p = .021$, 95% $CI = [-.383; -.032]$, and maximum relational distress has also an effect on contextual performance, $B = -.22$, $t(114) = -2.45$, $p = .016$, 95% $CI = [-.388; -.041]$. Severity and count relational distress show no spillover effect on task and contextual performance.

It was found that self-esteem mediates the spillover effect between maximum relational distress and contextual performance. The significance is tested using bootstrapping procedures. The indirect effects were computed for each of the 10,000 bootstrapped samples, and the 95% confidence interval was computed by determining the indirect effects at the 25th and 75th percentiles (seen under *BCI* in table 2). The confidence interval at the spillover between maximum relational distress and contextual performance does not cross zero. The

direct effect of maximum relational distress to contextual performance is marginally significant, $B = -.22$, $t(114) = -1.75$, $p = .016$, 95% $CI = [-.325, .021]$. The indirect effect of self-esteem between the spillover of maximum relational distress and contextual performance is significant, $B = -.06$, 95% $CI = [-.142, -.009]$. This means that self-esteem is a partial mediator between the spillover of maximum relational distress and contextual performance. The spillover effect between maximum relational distress and task performance is not mediated by self-esteem. Furthermore, the indirect effect of self-esteem was not significant for count and severity relational distress variables to task and contextual performance because the confidence intervals cover zero. The indirect effect is significant when the intervals are both positive or both negative.

Hypothesis 3. The moderation of self-control on the spillover effect between relational distress and work performance was tested by PROCESS. The moderating effect of self-control on the spillover was not found. However, there is a significant main effect of maximum relational distress on task performance, $B = -.20$, $t(114) = -2.23$, $p = .028$, 95% $CI = [-.376; -.022]$, and contextual performance, $B = -.21$, $t(114) = -2.42$, $p = .017$, 95% $CI = [-.390; -.038]$. The higher the maximum relational distress, the lower the task and contextual performance. The interaction effects between relational distress, work performance, and self-control are not found. Further, there was not found to be any further main effects of count and severity relational distress on task and contextual performance, controlling for self-control. More elaborated statistics of the moderator can be found in Table 3 in Appendix B.

Exploratory Analyses

For the exploratory analyses, the difference between the subsamples was investigated by comparing mean scores. The difference between the social media-sample and the sample of the therapy couples (i.e. EFT-recruited participants) was investigated. The differences between the mean scores were tests using a one-sample t-test ($\alpha = .05$). Firstly, there was a significant difference in the scores for maximum relational distress for the EFT-recruited participants ($M = 6.0$, $SD = .92$) and the social media-sample ($M = 4.8$, $SD = 1.66$); $t(34) = 38.27$, $p = .000$, indicating that the EFT-recruited sample has significantly more relational distress. Secondly, there was a significant difference in the scores for severity for the EFT-recruited participants ($M = 71.5$, $SD = 20.50$) and the social media-sample ($M = 48.9$, $SD = 19.18$); $t(34) = 20.63$, $p = .000$, indicating that the EFT-recruited sample had significantly more severe distress.

Thirdly, there was a significant difference in the scores for count distress for the EFT-recruited participants ($M = 15.8$, $SD = 4.91$) and social media-sample ($M = 10.7$, $SD = 5.67$);

$t(34)=19.04, p=.000$, indicating that the EFT-recruited participants had more count distress. Fourth, there was a significant difference in the scores for task performance for the EFT-recruited participants ($M=4.9, SD=1.35$) and the social media-sample ($M=4.7, SD=1.59$); $t(34)= 21.70, p=.000$, indicating that the EFT-recruited participants had significantly more task performance. Fifth, there was a significant difference in the scores for contextual performance for the EFT-recruited participants ($M=4.8, SD=1.47$) and the social media-sample ($M=4.7, SD=1.52$); $t(34)= 19.41, p=.000$, indicating that the EFT-recruited participants had significantly more contextual performance.

Next, there was a significant difference in the scores for self-control for the EFT-recruited participants ($M=4.7, SD=.82$) and the social media-sample ($M=4.7, SD=.70$); $t(34)= 34.01, p=.000$, indicating that the EFT-recruited sample had significantly more dispositional self-control. Finally, there was a significant difference in the scores for self-esteem for the EFT-recruited participants ($M=4.5, SD=1.50$) and the social media-sample ($M=4.7, SD=1.20$); $t(79)= 35.19, p=.000$, indicating that the social media-sample had significantly more self-esteem.

Discussion

The increasing divorce rate and the negative consequences on individuals' well-being and functioning (e.g., Fincham & Beach, 2010) made it important to investigate the effects of relational distress. The current research tested the spillover between relational distress and work performance. The research question was: does relational distress spillover to work performance? The mediating effect of self-esteem and moderating effect of self-control on the spillover effect were also of interest to the present study. Three hypotheses were derived from the literature: (1) relational distress is associated with reduced work performance, (2) the association between relational distress and work performance can be explained by reduced levels of self-esteem, and (3) for individuals low in dispositional self-control, the association between relational distress and work performance is expected to be stronger as compared to individuals high in dispositional self-control.

The first hypothesis is partly confirmed. The results suggest that maximum relational distress is associated with reduced task and contextual performance. Count and severity relational distress did not show an influence on task and contextual performance. The spillover means that only for the maximum amount of relational distress, there is an effect on work performance. The relational problems need to be very severe before the work performance of an individual can be impacted. Both the task and the contextual performances are negatively influenced.

The spillover effect has only been found for the maximum relational distress. According to the literature, count, severity, and maximum are associated and measure the same relational distress (Lavner, Karney, & Bradbury, 2014). However, the three subscales of relational distress have different meanings and interpretations. The maximum relational distress is the most severe problem. The count relational distress is the total number of severe problem areas. The severity relational distress is the sum of all the severity ratings of the different problem areas. The maximum is the largest relational problem of all the problem areas. The most severe problem could have a bigger impact on other domains than a less severe problem. The results indicate that only for the most severe relational distress, the spillover effect on work performance can be found.

Another explanation for not finding the spillover effect for all the relational distress subscales can be found in the content of the EFT relational therapy, which focusses on affect regulation. The therapy focusses on controlling emotions and behavior and regulating it during the therapy sessions (Greenberg, 2014). The therapy is designed to focus on yourself and your partner. The explicit focus on the regulation of emotions and focussing on yourself and your partner can create a restriction for the relational distress to spillover to work performance. The exploratory analyses confirm this assumption. EFT-recruited participants show more maximum, severity, and count relational distress. However, the EFT-recruited sample shows better task and contextual performance compared to the social media-sample. This may indicate that the individuals in EFT therapy are better educated in regulating the relational distress.

The second hypothesis is also partly confirmed. The association between maximum relational distress and contextual performance can be partly explained by reduced levels of self-esteem. This partial explanation is because the whole spillover cannot be explained by only reduced levels of self-esteem. There is still a direct effect of maximum relational distress to contextual performance, controlled by the mediator self-esteem. The association between maximum relational distress and task performance could not be explained by reduced levels of self-esteem. In addition, the association between count and severity relational distress on task and contextual performance could not be explained by reduced levels of self-esteem. The mediation means that maximum relational distress reduces levels self-esteem and individuals lowered in self-esteem show less ability to perform on contextual performance. The results indicate that only the most severe problems have a negative effect on self-esteem and indirect on only contextual performance.

An explanation for the mediation effect of self-esteem between only maximum relational distress and contextual performance can be found in the content of relationship problems. Maximum relational distress is explained as the most severe relational problem. A more severe relational problem causes a decrease in quality of a relationship. Less quality of relationships decreases the levels of self-esteem. For example, according to research of Erol and Orth (2017), the period leading up to a break-up and the break-up of a relationship decreases self-esteem. The most severe problems cause the biggest effect on the relationship quality, which is why an effect was only found for maximum relational distress. After self-esteem is lowered by the most severe relational distress, the contextual performance may decrease. This was in line with the expectation and with the research of Judge and Bono (2001) which suggested that lowered self-esteem decreases work performance.

Hypothesis two also showed a difference between task and contextual performance regarding to the mediator self-esteem. The research found a mediation of self-esteem on the spillover effect on contextual performance and not on task performance. An explanation for the difference can be found in the definitions of task and contextual performance. Task performance focusses on the core technical tasks of the job. Contextual performance has much more to do with the social psychological environment of the job. The social psychological environment of the organization has more to do with keeping good relationships within the organization. Contextual performance is the relationship part of the job (Koopmans et al., 2014). Lowered self-esteem showed more social exclusion in different social situations (Leary, Tambor, Terdal, & Downs, 1995). Contextual performance focusses more on social situations than task performance, the effect of self-esteem is, therefore, bigger for contextual performance.

The third hypothesis is not confirmed. Self-control does not moderate the effect between relational distress and work performance. High self-control does not decrease the spillover effect. The spillover is only found for maximum relational distress to task and contextual performance. It is hard to find the moderation effect of self-control if there is no spillover effect for the count and severity relational distress.

An explanation for not finding the moderation effect of self-control can be found in the means, standard deviations and correlations in Table 1. Self-control does not correlate with maximum relational distress, severity relational distress, task performance or contextual performance. It is hard to find a moderation if the variables don't correlate with one another. Self-control only correlates with count relational distress. However, no results are found for this variable as well. An explanation is that the variance of self-control is very low. It seems

likely that the variance in the sample was too low to find an effect. This can be explained by the fact that most of the sample consisted of highly educated individuals (more than 70%), who are expected to have more self-control (Bandura, 1994). Highly educated individuals are better at setting and maintaining boundaries due to increased self-control. High self-control can decrease the spillover effect of relational distress to work performance.

Thus, a suggestion for future research can be made based on the explanation about the highly educated sample. Future research could examine the difference between individuals high in self-control and low in self-control.

Strengths

The first strength of this research is based on the sample. The sample tested individuals who are in therapy (i.e. EFT-recruited participants). The research needed individuals with an increased level of relational distress. The individuals with a higher level of relational distress were reached and recruited through relational therapists. A sample consisting of individuals with high relational distress is not tested very often. The research found a spillover effect between maximum relational distress and task and work performance. In addition, the research found a mediating effect of self-esteem. These findings fill a knowledge gap for a unique sample and reduce the literature gap for the possible effects of relational problems. As undergoing relational therapy may be a topic which individuals want to avoid discussing, it is a strength of the present study that this target group was acquired.

The second strength of this research is also based on the sample. The variation of the age of the sample is large. In this way, the research collected information on the spillover effect for many different ages. Based on the age of the sample, the research has a high ecological validity. This means that the age of the research is more likely to be representative of society.

Limitations

The most important limitation of the research is based on the study design. The design was cross-sectional, meaning it was designed to capture information based on data gathered for a specific point in time. It cannot be used to analyse behavior over a period of time. In addition, cross-sectional design is not the best way to determine cause and effect. It is possible that the spillover effect works both ways. Literature already suggested that conflicts in the work role can cause distress in the family role (e.g., Mauno et al., 2015). To examine the cause and effect of the spillover effect, future research needs to investigate the effects in a longitudinal research.

The second limitation is based on the sample. The sample consisted of two subsamples. One subsample was recruited by relational therapists and the other subsample was recruited by snowballing on social media. The subsample of the relational therapists could be better checked for external influencing factors. The questionnaire is spread on the personal social media accounts of the researchers. As a consequence, the social media subsample could exist of individuals who are friends of the researchers and try to do the researchers a favour. The individuals fill in the questionnaire quickly to help the researchers obtain more participants. Furthermore, there are differences between the subsamples based on the exploratory analyses. The different subsamples differ from each other for all the variables. The research would be stronger if all the participants were recruited the same way.

The last limitation of this research is based on the response rate. Of the 146 people who applied to take part in the research, only 49% completed the questionnaire after receiving it by email. Even after sending a reminder several times, the questionnaire was not filled in or further completed. Response rates are always lower for an online questionnaire because the participants cannot be controlled. However, the participants of this research had indicated in advance that they wanted to participate. An explanation for the low response rate may be that the participants did not trust the questionnaire. The participants received a questionnaire about their confidential relationship through e-mail. People may have been suspicious of what would be done with the information, despite the informed consent with the description about anonymity. Perhaps the participants thought that the questionnaire came from the relationship therapist because the relationship therapist initially asked if the participants wanted to participate in the study. The participants may have thought that the relationship therapist wanted to use the answers to the questionnaire for the therapy. This is only one possible explanation for the limitation of the low response rate.

Future research

First of all, future research that can lead to interesting results to examine the various problems would be interesting. In this study, differences were found between the subscales of relational problems. It is therefore interesting for future research to be able to explain even more differences between problems in a relationship. What are the differences between other relationship problems and what kind of influences can these differences have? Which relational problem has the biggest effect on another domain? Moreover, different factors at work could be included as an outcome variable, such as work performance, satisfaction, motivation, or engagement. There is already some research about the effects of different relational problems, such as the effect of communication, stress, jealousy, alcohol abuse, and

self-esteem problems on the relationship (e.g., Kuster et al., 2017; DiBelo, Rodriguez, Hadden & Neighbors, 2015). The effects on work domains have not been tested before. Furthermore, these different problems are all tested separately. An idea for future research is to investigate the different problems together and test the different effects on work factors. This is innovative research and provides more insight into the extent, severity, and effects of different problems in a relationship.

Another interesting topic for future research is: does your stress or relationship problems affect your partner's work performance? The current research looked at the direct individual influence of relational distress on one's own work performance. However, the relational distress can maybe have an impact, for example, on the partner's concentration and work performance i.e. a spillover effect on the partner's work performance. There is already some evidence about the negative spillover effect of mental illness on the partner's functioning and distress (Crowe & Lyness, 2014). Future research on the spillover effect between relational distress and a partner's functioning would be innovative and interesting.

Conclusion

To conclude, in the present study the spillover effect between relational distress and work performance was tested. In addition, it was tested whether the spillover effect could be explained by the mediator self-esteem or the moderator self-control. Spillover effects were found for maximum relational distress on work performance. Only the most severe relational distress showed an effect on task and contextual performance. The effect could partly be explained by the mediator self-esteem. The mediating effect of self-esteem between the spillover effect of maximum relational distress and contextual performance was found. The most severe relational problems negatively affect self-esteem. Decreased self-esteem decreases contextual performance. No significant results were found for the moderator self-control. Two hypotheses are partly confirmed and new useful and interesting information emerged from this research. The research provided more insight in which factors play a part in relational problems and the effect of it on work performance. It is important to replicate this study in order to not base the effects on only one research. With the high and rising divorce rate, more research in this area is necessary to learn more about the effects of relational problems on other domains. New research can be used to improve relational therapies to reduce relational problems in the future.

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Appendix A

Questionnaire Marital problems and Wellbeing - EFT sample - 2019

Informed consent

Welkom bij het EFT relatieonderzoek! 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. 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 Prof dr Esther Kluwer (e.s.kluwer@uu.nl). Voor formele klachten over het onderzoek kunt u terecht bij een onafhankelijke klachtenfunctionaris (klachtenfunctionaris-fetsocwet@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. (1)

Paarcode

Vul hier uw persoonlijke code in. Deze code is vermeld in de e-mail.

Gender

Wat is uw geslacht?

- Man (1)
- Vrouw (2)
- Anders (3)

Age

Wat is uw geboortedatum? (DD/MM/JJJJ)

Age

Partner Wat is de geboortedatum van uw partner? (DD/MM/JJJJ)

Nationality

Wat is uw nationaliteit?

- Nederlands (1)
- Een ander Europees land (2)
- Anders, namelijk (3) _____

Education

Wat is de hoogste opleiding die u heeft voltooid?

- Geen onderwijs/ Basisonderwijs/ Cursus inburgering of cursus Nederlandse taal (1)
 - LBO/ VBO/ VMBO/ MBO 1 (2)
 - MAVO/ HAVO/ ULO/ MULO (3)
 - MBO 2, 3, 4 (4)
 - VWO/ Gymnasium (5)
 - HBO (6)
 - WO/ Universiteit (7)
-

Relationshipduration

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

Leefsituatie

Wat is uw huidige leefsituatie met uw partner?

- Gehuwd en samenwonend (1)
 - Ongehuwd en samenwonend (2)
 - Gehuwd en niet samenwonend (3)
 - Ongehuwd en niet samenwonend (4)
-

Children

Heeft u thuiswonende kinderen?

- Nee (1)
 - Ja. Hoeveel kinderen heeft u? (2)
- _____

Divorce

Bent u ooit gescheiden?

- Nee (1)
- Ja. Hoeveel jaar geleden? (Indien vaker, wanneer voor het laatst?) (In hele en halve jaren) (3)

Selfcontrol**Vragen over uw persoonlijke eigenschappen en meningen.**

De volgende stellingen gaan over persoonlijkheidskenmerken. Hoe vaak komt het volgende voor?

Ik kan goed werken aan lange termijn doelen (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Soms kan ik mezelf er niet van weerhouden iets te doen, zelfs als ik weet dat het verkeerd is (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik doe vaak dingen zonder goed na te denken over mogelijke alternatieven (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Self-esteem

In hoeverre is de volgende stelling op u van toepassing?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)
Ik heb een hoge zelfwaardering (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Attachment

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

Ik vind het
moeilijk om
afhankelijk te
zijn van mijn
partner (9)

Ik vind het
makkelijk om
heel open te
zijn met mijn
partner (10)

Ik maak me
zelden zorgen
dat ik in de
steek gelaten
word (11)

Maritalproblems3

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

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)
Loopbaanbeslissingen (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tijd die u samen doorbrengt (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ontrouw (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twijfels over de relatie, gedachten over scheiding (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotionele intimiteit (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sleur en verveling (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tijd en aandacht voor werk (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anders, namelijk (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

AVC

De volgende vragen gaan over hoe u zich voelt in uw relatie. In mijn relatie...

Accomodation4

Wanneer mijn partner grof of bot doet tegen mij..

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)
voel ik mij zo boos dat ik rechtstreeks de deur uit wil lopen (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
negeer ik de gehele situatie (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
geef ik hem/haar het voordeel van de twijfel en vergeet de situatie (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
probeer ik de situatie op te lossen en de omstandigheden te verbeteren (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DyadCoping1

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.

Dit deel gaat over hoe u over uw stress communiceert met uw partner.
Wat doet u als u gestrest bent?

	Vrijwel nooit (1)	Ze zelden (2)	Zelden (3)	Soms (4)	Vaak (5)	Ze vaak (6)	Vrijwel altijd (7)
Ik laat mijn partner weten dat ik zijn/haar praktische ondersteuning, advies of hulp waardeer (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vraag mijn partner om dingen voor mij te doen als ik teveel te doen heb (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik toon mijn partner via mijn gedrag dat het niet goed met mij gaat of dat ik problemen heb (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vertel mijn partner openlijk hoe ik me voel en dat ik zijn/haar steun zou waarderen (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DyadCoping2

Dit deel gaat over wat u doet wanneer uw partner vertelt dat hij/zij stress heeft.
Wat doet u als uw partner gestrest is?

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 niet
gemotiveerd
omdat ik
denk dat
hij/zij de
problemen
zelf moet
aanpakken
(13)

Ik doe
dingen die
mijn partner
normaal
gesproken
doet om
hem/haar te
helpen (14)

Ik probeer
de situatie
samen met
mijn partner
te
analyseren
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
(16)

Vragen welzijn

Vragen over welzijn

Gezondheid De volgende vragen gaan over uw welzijn.

Voelt u zich gezond, in het algemeen?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)
1 (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Distress1

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

- Helemaal niet (1)
 - Niet meer dan gewoonlijk (2)
 - Wat meer dan gewoonlijk (3)
 - Veel meer dan gewoonlijk (4)
-

Distress2

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

- Helemaal niet (1)
- Niet meer dan gewoonlijk (2)
- Wat meer dan gewoonlijk (3)
- Veel meer dan gewoonlijk (4)

Distress3

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

- Beter dan gewoonlijk (1)
 - Net zo goed als gewoonlijk (2)
 - Slechter dan gewoonlijk (3)
 - Veel slechter dan gewoonlijk (4)
-

Distress4

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

- Zinvoller dan gewoonlijk (1)
- Net zo zinvol als gewoonlijk (2)
- Minder zinvol dan gewoonlijk (3)
- Veel minder zinvol dan gewoonlijk (4)

Distress5

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

- Beter dan gewoonlijk (1)
- Net zo goed als gewoonlijk (2)
- Minder goed in staat dan gewoonlijk (3)
- Veel minder goed in staat dan gewoonlijk (4)

Distress6

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

- Beter in staat dan gewoonlijk (1)
 - Net zo goed in staat als gewoonlijk (2)
 - Wat minder goed in staat dan gewoonlijk (3)
 - Veel minder goed in staat dan gewoonlijk (4)
-

Distress7

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

- Nee, ik had dat gevoel helemaal niet (1)
 - Niet minder de baas dan gewoonlijk (2)
 - Wat minder de baas dan gewoonlijk (3)
 - Veel minder de baas dan gewoonlijk (4)
-

Distress8

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

- Gelukkiger dan gewoonlijk (1)
- Even gelukkig als gewoonlijk (2)
- Minder gelukkig dan gewoonlijk (3)
- Veel minder gelukkig dan gewoonlijk (4)

Distress9

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

- Meer dan gewoonlijk (1)
 - Evenveel als gewoonlijk (2)
 - Wat minder dan gewoonlijk (3)
 - Veel minder dan gewoonlijk (4)
-

Distress10

Heeft u zich de laatste tijd ongelukkig en neerslachtig gevoeld?

- Helemaal niet (1)
 - Niet meer dan gewoonlijk (2)
 - Wat meer dan gewoonlijk (3)
 - Veel meer dan gewoonlijk (4)
-

Distress11

Bent u de laatste tijd het vertrouwen in uzelf kwijtgeraakt?

- Helemaal niet (1)
- Niet meer dan gewoonlijk (2)
- Wat meer dan gewoonlijk (3)
- Veel meer dan gewoonlijk (4)

Distress12

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

- Helemaal niet (1)
- Niet meer dan gewoonlijk (2)
- Wat meer dan gewoonlijk (3)
- Veel meer dan gewoonlijk (4)

Werk

De volgende vragen gaan over werk.

Heeft u betaald werk?

- Ja (1)
- Nee, ik heb geen betaald werk (2)
- Nee, ik ben momenteel werkzoekend (4)
- Nee, ik ben momenteel in de ziektewet (5)

Hrscontract

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

Hrsactual

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

Contract

Wat voor dienstverband heeft u?

- Ik heb een vast dienstverband (1)
 - Ik heb een tijdelijk dienstverband (2)
 - Ik werk als zelfstandige zonder personeel (ZZP) (3)
 - Ik heb een eigen bedrijf met personeel (4)
-

Sector

In welke sector bent u werkzaam?

- Gezondheidszorg en welzijn (1)
- Handel en dienstverlening (2)
- ICT (3)
- Justitie, veiligheid en openbaar bestuur (4)
- Landbouw, natuur en visserij (5)
- Media en communicatie (6)
- Onderwijs, cultuur en wetenschap (7)
- Techniek, productie en bouw (8)
- Toerisme, recreatie en horeca (9)
- Transport en logistiek (10)

Absenceyr

Gedurende het afgelopen jaar, hoeveel werkdagen heeft u niet gewerkt omdat u ziek was?
(aantal dagen)

Absencemonths

Gedurende de afgelopen twee maanden, hoeveel werkdagen heeft u niet gewerkt omdat u ziek was? (aantal dagen)

Rumination

Hoe vaak in de afgelopen *twee maanden*...

SocialSupportWork

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?

	Helemaal mee oneens (1)	Mee oneens (2)	Beetje mee oneens (3)	Niet oneens/ niet eens (4)	Beetje mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
Mijn collega's proberen mij echt te helpen als ik ergens mee zit (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik kan over mijn persoonlijke problemen praten met mijn collega's (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik kan op mijn collega's rekenen als er dingen fout gaan in mijn persoonlijke leven (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Workperf

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

In de afgelopen twee maanden...

had ik een actieve
inbreng in
werkoverleg of
vergaderingen (13)



Vragen therapie

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

Hulpvorm

Aan welke vorm van hulp neemt u deel?

- Ik doe mee aan de Houd me vast cursus (1)
- Ik ben in EFT relatietherapie (2)
- Anders, namelijk (3) _____
- Geen (4)

Eerste bijeenkomst

Wanneer was de eerste bijeenkomst? (maand en jaar; mei 2018 wordt 05-2018)

Aantal bijeenkomsten

Hoeveel bijeenkomsten heeft u nu gehad? (aantal)

Startproblemen

Hoe lang geleden zijn de problemen tussen u en uw partner (ongeveer) begonnen?
(Aantal jaren of maanden geleden)

- Aantal jaren geleden (4) _____
- Aantal maanden geleden (5) _____

Therapieverleden

Heeft u met uw huidige partner ooit eerder meegedaan aan een relatiecursus of -weekend, relatietherapie, coaching, of mediation?

- Nee (1)
- Ja, namelijk (soort hulp) in (jaar) (2)

Initiatief

Wie heeft het initiatief genomen om deze relatiecursus of -therapie te gaan doen?

- Ik heb het initiatief genomen (1)
 - Mijn partner heeft het initiatief genomen (2)
 - Wij hebben samen het initiatief genomen (3)
 - Anderen (familie/vrienden/individueel therapeut) hebben ons aangemoedigd dit te gaan doen (4)
-

Hoe bent u bij deze relatiecursus of -therapeut terecht gekomen?

- Via internet (1)
- Via vrienden of bekenden (2)
- Via huisarts (3)
- Via wijkteam of een andere gemeentelijke instelling (4)
- Via werkgever of collega('s) (5)
- Via therapeut (6)
- Anders, namelijk (7) _____

Barrières

Waren er zaken die u in eerste instantie ervan weerhielden om hulp te zoeken bij uw relatieproblemen? (u kunt meerdere opties aankruisen)

- Onbekendheid (1)
- Schaamte (2)
- Ik vond dat ik het zelf moest kunnen (3)
- Ik wist niet hoe ik een goede therapeut moest vinden (4)
- Mijn partner stond er negatief tegenover (5)
- Mensen in mijn omgeving (vrienden, familie) stonden er negatief tegenover (6)
- Slechte bereikbaarheid (afstand, vervoer) (7)
- Slechte beschikbaarheid (wachtlIJst) (8)
- Tijdplanning (op onhandige tijden) (9)
- Hoge kosten (10)
- Geen vertrouwen dat het zou helpen (11)
- Geen (12)
- Anders, namelijk (13) _____

Afsluiting

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

Q111 Als u nog vragen of opmerkingen heeft naar aanleiding van dit onderzoek, dan kunt u contact opnemen met Prof Dr Esther Kluwer (e.s.kluwer@uu.nl). Voor klachten kunt u bij een onafhankelijke klachtenfunctionaris (klachtenfunctionaris-fetsocwet@uu.nl).

Druk alstublieft op onderstaande knop (-->) om uw antwoorden op te slaan.

Appendix B

Table 3

Schematic representation of the analyses of the moderator self-control on the spillover effect between relational distress (maximum, severity and count) on work performance.

	Task performance					Context performance				
	<i>SE</i>	<i>T</i>	<i>95%CI</i>	β	<i>p</i>	<i>SE</i>	<i>T</i>	<i>95%CI</i>	β	<i>p</i>
Maximum	.09	-2.23	[-.38, -.02]	-.20	.028	.09	2.41	[-.39, -.04]	-.21	.017
Self-control	.19	1.30	[-.13, .63]	.25	.200	.19	.79	[-.23, .52]	.15	.432
Maximum x self-control	.10	.30	[-.17, .23]	.03	.765	.10	-.42	[-.24, .15]	-.04	.672
Severity	.06	-1.63	[-.22, .02]	-.10	.107	.06	-1.15	[-.18, .05]	-.07	.255
Self-control	.63	-1.13	[-1.95, .54]	-.71	.262	.61	-.85	[-1.74, .70]	-.52	.398
Severity x self-control	.01	1.39	[-.01, .04]	.02	.170	.01	1.00	[-.01, .04]	.01	.318
Count	.03	-1.02	[-.07, .02]	-.03	.309	.02	.10	[-.05, .05]	.00	.924
Self-control	.20	1.23	[-.15, .64]	.24	.220	.20	.92	[-.21, .58]	.18	.358
Count x self-control	.03	.73	[-.04, .08]	.02	.466	.03	.15	[-.05, .06]	.00	.884