VALIDITY EVIDENCE FOR THE LIFE BALANCE INVENTORY

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What is Life Balance?

- Equal amounts of time in leisure, work, rest activities
- Living with integrity; activity choices match our values (Pentland, 2009)
- Having a mix of challenging, stressful, routine activities (Jonsson & Persson, 2009)
- Role Balance (Marks & McDermitt, 2009)
Life balance as “outcome”

Q: How do we know if a life is “balanced?”

A: By the life outcome of having one’s essential needs met.

- Maslow (Hierarchy of needs)
- Deci and Ryan (Self Determination Theory)
- Carol Ryff (Psychological Well-being)

Christiansen & Matuska, 2006.
Life Balance Definition

- “a satisfying pattern of daily activity that is healthful, meaningful, and sustainable to an individual within the context of his or her current life circumstances” (Matuska & Christiansen, 2008, p.11).
lifestyle patterns must consist of a congruent array of daily activities that enable people to:

meet basic instrumental needs necessary for sustained biological health and physical safety

Matuska & Christiansen, 2008
lifestyle patterns must consist of a congruent array of daily activities that enable people to:

have rewarding and self-affirming relationships with others

Matuska & Christiansen, 2008
lifestyle patterns must consist of a congruent array of daily activities that enable people to:

*feel engaged, challenged, and competent*

Matuska & Christiansen, 2008
lifestyle patterns must consist of a congruent array of daily activities that enable people to:

create
meaning and
a positive
personal
identity

Matuska & Christiansen, 2008
Creating optimal lifestyle patterns require the SKILL to organize time and energy in ways that enable them to meet important personal goals and renewal.

Matuska & Christiansen, 2008
The “balance” idea

- **Congruence:**
  Match between desired and actual time spend in valued occupations.
  
  *(need dimension 5: organize time and energy to meet goals and renewal)*

- **Equivalence:**
  Equal levels of satisfaction in occupations that meet the need dimensions in the life balance model
  
  *(need dimensions 1, 2, 3, & 4: Physiological health, Relationships, Identity, Challenge)*
**Occupational Patterns**

**Congruence**
- Low: Actual vs Desired time spent in activities

**Equivalence**
- High: Equal satisfaction among activities that meet relationship, identity, health, challenge needs
- Low: Imbalance

**Life balance**
- Positive outcomes

**Negative outcomes**

**Environment**
- Imbalance

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**Concepts:**
- Congruence: Actual vs Desired time spent in activities
- Equivalence: Equal satisfaction among activities that meet relationship, identity, health, challenge needs
- Life balance: Positive outcomes
- Negative outcomes

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**Keywords:**
- Environment
- Imbalance
- Congruence
- Equivalence
- Life balance
- Positive outcomes
- Negative outcomes
THE LIFE BALANCE INVENTORY (LBI)

The Measure of Life Balance (Matuska)
Phase I: Face validity

- **Expert review:** 6 OS scholars asked to:
- **Pilot LBI:**
  - Rate 30 activity category items for **importance** (scale of 1-5) and for **satisfaction** (scale of 1-5)
Phase I: Pilot Test

- **Test-retest reliability**
  - Taken two weeks apart
  - 108 adults (mean age 39.7 years, 98% white, 58% female)
  - **Importance** ratings: Pearson correlation coefficients of .60 or above were attained for 26 of the 30 items ($p < .000$).
  - **Satisfaction** ratings: Pearson correlation coefficients of .60 or above for 16 of the 30 items ($p \leq .000$).

- **Item Analysis**
  - Each of the 30 items had a response range of 4 or 5 points indicating not everyone was rating them the same way.
Phase I: Pilot Test

- Qualitative feedback about the LBI
  - easy to answer, thought provoking, and covered most aspects of their lives.
  - Some confusion about how to rate a satisfaction level for an activity category that they rated as not important.
  - Five new items were created and one was deleted:
    - eating nutritiously, getting adequate sleep, caring for pets, taking care of personal hygiene, and managing money.
Graduate course in Principles of Educational & Psychological Measurement

- Improved: clarity of instructions, scaling, and added items

- A notable revision was made in the way the LBI was rated and scored.
  - For activities respondents “do or want to do” the scaling became 1.) always less than I want, 2.) sometimes less than I want, 3.) about right for me, 4.) sometimes more than I want, and 5.) always more than I want.
<table>
<thead>
<tr>
<th>I DO this activity Or WANT to do this activity</th>
<th>ALWAYS LESS than I want</th>
<th>SOMETIMES LESS than I want</th>
<th>ABOUT RIGHT for me</th>
<th>SOMETIMES MORE than I want</th>
<th>ALWAYS MORE than I want</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td></td>
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</tr>
</tbody>
</table>

- “About right for me” (3) represents “congruence”
- match between actual and desired time spent in each activity category
54 activity categories

- Getting regular exercise
- Having an intimate sexual relationship
- Making music
- Participating in formal religious activities
- Working for pay
- Spending time with spouse/significant other
- Getting adequate rest
- Gardening
Subscales represent equivalence

- **Health**
  - activities that promote physical health and renewal

- **Relationships**
  - activities that are done with others

- **Identity**
  - activities related to rituals, routines, or traditions

- **Challenge/interest**
  - activities with creative or engaging qualities
Pilot Test II: Rasch Analysis

- Provides information about the LBI at the item level and about its rating scale structure
- Converts ordinal scaling to interval scaling
  - 283 primarily white (96%) females (90%) ranging in age from 19 years to 90 years (mean = 42.8 years).
  - Diverse in level of education, marital status, number of children living with them, employment status, and type of community where they lived.
- All the items on the LBI as a whole fit the expectations of the Rasch model, meaning that each item contributes positively to the total score
- The internal consistency was good ($r = .89$)
Construct Validity

- Does overall congruence (match between actual and desired time spent in valued activity categories) relate to lower perceived stress, higher subjective well-being, and higher need satisfaction?

- Does equivalence as measured by degrees of equality among the LBI group scores (intended to address the need-based dimensions of the lifestyle balance model) relate to lower perceived stress, higher subjective well-being, and higher need satisfaction?
RESEARCH PURPOSE

Finding construct validity evidence for the model and measure of life balance
Research Questions

Do congruence and equivalence in activity configurations predict lower stress, higher personal well-being, and higher need satisfaction?

Do demographic characteristics influence the life balance model?
LBI Pre-testing

Confirmatory Factor Analysis

Item Response Testing (Rasch Analysis)
Methods

Survey Measures:

- Lifestyle Balance Inventory
- Depression, Anxiety, Stress Scale (depression subscale)
- Personal Well-being Index
- Psychological Need Satisfaction
- Demographic Questionnaire
Data Analysis

- Rasch Analysis
  - convert raw LBI scores to interval data
- Creating an equivalence score
  - mean difference between each subscale and overall mean
- Structural Equation Modeling
Participants

- 458 participants
- 45% male, 55% female
- 25% non-white
- ages from 18 years to 90 years
- mix of education level, income, marital status, and employment status.
Life Balance Model

Note: * $p \leq .000$
Life Balance Model

Note: * $p \leq .000$
Conclusions

- The Life Balance Model and Inventory have demonstrated Validity evidence
  - Congruence, moderated by equivalence predicted lower stress and higher need satisfaction and personal well-being.
  - [http://minerva.stkate.edu/lbi.nsf](http://minerva.stkate.edu/lbi.nsf)
Clinical Usefulness

- Group discussion
Questions?

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