Multilevel exploratory factor analyses were conducted using Mplus 8.1 (Muthén & Muthén, 1998-2017) with the items utilized to describe both home and work/school contexts in separate analyses. Maximum likelihood with robust standard errors was used due to non-normality of responses with oblique rotation. Given the emphasis of within-person processes in the current study, only within-person level factor structure was evaluated. The number of factors extracted was based on Kaiser’s criterion, interpretability, model fit statistics, and parallel structure across items based on the home and work/school environments. A 4-within and 4-between structure was found to be the best fitting model for both home ((202) = 494.62, *p* < .001, RMSEA = .034; CFI = .944, SRMRwithin = .027) and work/school contexts ((202) = 406.03, *p* < .001, RMSEA = .035; CFI = .940, SRMRwithin = .027). Table S1 lists rotated factor loadings and correlations; items were assigned to the scale for which they had the highest loading (highlighted in yellow). Although broad domain descriptions were similar, there were slight deviations in factor structure across contexts. Negative valence included 6 items representing a range of negative or unpleasant terms that were the same across context. Positive valence consisted of 6 items at home. At work/school, intellectually challenging was also included in this scale. Stress included two items for school/work (frustrating and stressful) and 2 additional items at home (intellectually challenging and relaxed-R), thereby representing situations deemed as presenting a challenge. Finally, Typicality included three items (boring, predictable, passive) and an additional item for the school/work context (relaxed).

*Table S1.*

Geomin rotated factor loadings and correlations at the within-person level

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | F1 – Positive Valence | F2 - Adversity | F3 – Negative Valence | F4 - Typicality |
| 1. nice | ***.59 / .64*** | **-.13 /** -.07 | **-.19 / -.16** | -.03 / -.01 |
| 1. gloomy | -.00 / -.20 | .12 / .05 | ***.49 / .45*** | **.22 /** .10 |
| 1. exciting | ***.55 / .59*** | .04 / .06 | .04 / .06 | **-.19** / -.15 |
| 1. boring | -.09 / -.28 | **.20 / .32** | .05 / .01 | ***.63 / .49*** |
| 1. intellectually challenging | **.32 / *.52*** | **.*35* / .33** | **-.13** / -.11 | .07 / -.03 |
| 1. frustrating | -.01 / -.09 | ***.52 / .51*** | **.29 / .24** | **.11** / -.03 |
| 1. funny | ***.63 / .51*** | -.06 / -.10 | -.01 / .01 | -.03 / .18 |
| 1. lively | ***.65 / .60*** | **.09** / .05 | .03 / .06 | **-.17 /** -.07 |
| 1. stressful | .03 / .04 | ***.72 / .53*** | .05 / .14 | -.05 / **-.29** |
| 1. heartwarming | ***.59 / .61*** | -.08 / .00 | -.03 / .03 | .06 / .24 |
| 1. unreliable | .07 / -.01 | .04 / .02 | ***.44 / .51*** | -.08 / -.07 |
| 1. important | ***.46 / .48*** | **.18 / .38** | .02 / -.05 | -.04 / -.00 |
| 1. unpleasant | -.05 / **-.18** | .19 / **.35** | ***.63 / .42*** | .02 / .04 |
| 1. sad | -.03 / .01 | -.04 / -.13 | ***.67 /*** *.****69*** | -.06 / -.08 |
| 1. relaxed | **.37 / .46** | ***-.48* /** -.16 | -.99 / -.00 | **.18 / .*53*** |
| 1. repulsive | .02 / .03 | -.13 / .01 | ***.71 / .64*** | .06 / .08 |
| 1. predictable | .03 / .02 | -.02 / .09 | -.09 / **-.11** | ***.58 / .48*** |
| 1. passive | -.03 / -.13 | -.07 / -.02 | .07 / .11 | ***.57 / .45*** |
| 1. terrifying | -.00 / .06 | **.20 /** .03 | ***.34 / .47*** | -.12 / -.19 |
|  |  |  |  |  |
| Factor 1 – Positivity |  |  |  |  |
| Factor 2 – Stress | -.13 / **-.28** |  |  |  |
| Factor 3 – Negativity | **-.35 / -.30** | **.48 / .33** |  |  |
| Factor 4 – Mundane | **-.39 / -.36** | **-.12 / -.24** | **.17 /** -.06 |  |
|  |  |  |  |  |

*Note*. Values for home are listed first, values for work/school context are listed second; values in bold are statistically significant at a level of *p* < .05; italicized values indicate the final factor assignment.

References

Costello, A. B., & Osborne, J. W. (2005). Best Practices in Exploratory Factor Analysis: Four Recommendations for Getting the Most From Your Analysis. *Exploratory Factor Analysis*, *10*(7), 9.

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