

WORK-FAMILY INTERFACE AND ENRICHMENT: A STUDY OF UNIVERSITY TEACHERS

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Abstract *Work-family enrichment handles the dilemma of work-family interface by developing a synergy in both domains of life. The instrumental and affective gains from life roles are vital for the individual's and organizational success. In the present study, the work-to-family enrichment was explored and validated by using factor analysis. The information was collected from 223 teachers of central universities in North India. The sample included 121 males and 102 female respondents. The work-family measurement tool developed by Carlson, Kacmar, Wayne and Grzywacz (2006) was used to conduct the study. The results of the study showed the resources from work to family domain are perceived to be transferable in the form of development, affect and capital. The findings of study revealed that the instrumental gains from work roles are dominating the affective gains during work-to-family enrichment of teachers. The future research can be on the activated mental schema during work-family enrichment and the role of stereotypes in work-to-family enrichment.*

Keywords: *Life Roles, Transference, Enrichment, Teacher, Organization*

INTRODUCTION

Work-family enrichment includes a positive side of the work-family interface in term of positive spill over from family to work and work to family. This mutual transference of roles' gains is developing a positive theory in modern organizations. Life roles' gains and transference of these gains are ongoing talks in organizations and attracted the attention of behaviour and organizational scholars. This change is evident from the work of Greenhaus & Powell (2006); Chen & Powell (2012); Wayne, Randel & Stevens (2006) and Wayne, Grzywacz, Carlson & Kacmar (2007).

Work-family transference requires direct improvement in the performance through the instrumental path and indirect improvement in the performance through the effective path. This dual-path model generates five resources: skills & perspectives, psychological & physical resources, social capital, flexibility and material resources (Greenhaus & Powell, 2006). Work-family enrichment occurred when the resources generated in one life-role increased the performance in another life role (Carlson, Kacmar, Wayne & Grzywacz, 2006).

The life roles are at the centre of this ongoing debate. The term 'role' refers to behaviour rather than a position. Super (1990) recognized the roles of an individual's personal and

contextual factors in balancing life roles. For performing life-roles, the individual should have a clear understanding of the salience of life-role, the exposure, and accumulation of different roles experiences generated through life-role beliefs. This changing scenario in organizations and family domain is the impetus to investigate the positive side of behavioural gains and resource transference from one life role to another life role.

The main aim of higher education is to promote human knowledge and development of expertise in different walks of life. To undertake and fulfil this aim, the faculty members in higher education are performing roles of teacher, undertaking research, serving the society for dissemination of knowledge and performing different family roles (Kumar, 2018). The higher education in colleges and universities revolves around the roles and duties performed by faculty members. The roles of teachers at work and family are affecting each other. The teaching profession involves higher participation in limited working hours. All these aligned attributes of this profession lead to collaboration and smoothing of work and family roles. It is already proved that the energy, skills and experiences of roles are transferable from one domain to another domain of life. But, the family domain is more permeable rather than work.

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REVIEW OF LITERATURE

The interrelated mechanism in work and life roles changed the earlier paradigm of role conflicts to role gains. Work-family enrichment is positive spill over from one domain of life to another life domain (Wayne, Grzywacz, Carlson & Kacmar, 2007). People have desires and natural capability for growth and development, which leads them to accumulate resources. The resources generated in life roles directly influence the performance of participants and generate a direct and indirect positive effect in their life roles (Greenhaus & Powell, 2006). The accumulations of resources through life roles depend upon the salience of role in an individual's life. Similarly, in the case of two life roles, the salience of the second role worked as a moderator between the positive affect of the first role and high performance in the second role.

Wayne, Grzywacz, Carlson & Kacmar (2007) stated that Personal characteristics, like positive affectivity work identity and self-efficacy, promote positive emotions and individual development, which enable work-family facilitation. Timms et al. (2015) revealed that people experience work enrichment through positive mood and family enrichment through confidence in family life and stated that the workers with higher work-family enrichment showed higher work engagement and family satisfaction.

In organizational context, the work-family enrichment works at the interpersonal level through role copying (Kwan, Mao & Zhang, 2010). In the organization, the supportive work culture, social support and job autonomy was found to be associated with work-family enrichment. The work-family enrichment worked as a mediator variable for the development of strong identity with work and meaningful work through work engagement; the family-friendly organizational policies and job autonomy are also related to work-family enrichment (Siu et al., 2010).

The role of antecedents and consequences of work-family enrichment are understudied in the literature (Wayne, Randel & Stevens, 2006); however, in light of this, McNall, Nicklin & Masuda (2009) identified work-related (affective commitment, job satisfaction) and non-work related (well-being, health) consequences of work-family enrichment. In case of work-family enrichment antecedents, Wayne, Randel & Stevens (2006) identified individual and family identities, the emotional and instrumental support by family, organizational culture and family culture as antecedents of work to family and family to work enrichment. The findings of the study revealed that an individual's identity and emotional support are strongly related to enrichment process and higher organizational commitment and negative turnover intentions are consequences of work-family enrichment. Zhang, Kwong Kwan, Everett & Jian (2012) proposed the organizational commitment as a consequence

of work-family enrichment & identified servant leadership as an antecedent of work-family enrichment.

Salehi, Rasdi & Ahmad (2015) identified that personal and environmental factors lead to work-family enrichment of people associated with Malaysian research universities. Personal factors constitute extraversion, core self-evaluation and overall health, whereas environmental factors constitute job autonomy, social support and supportive work culture. According to Klerk, Nel & Koekemoer (2015), resources in the task, resources in the context of task and social resources increase the employee's perceived control over work and family. Further research stated that work dedication, job satisfaction and career satisfaction are significantly predicted by employees work autonomy and work-family affect and perspectives.

Dumas & Stanko (2016) found that leaders with family generate family role identification compared to non-family leaders. With family-generated role identification, they transfer this into their work. This leads to more acceptances by followers in term of higher supervisor rating. Rastogi, Rangnekar & Rastogi (2016) investigated work-family enrichment with relation to temporal and operational flexibility at the workplace and found that flexibility create a positive influence between work and family domains. This helps to manage talent in the organizations.

The review of literature recognized personal, organizational and environmental variables of work-family enrichment. The personal characteristics like positive affectivity work identity and self-efficacy promote positive emotions and individual development enable the work-family facilitation. The life-role gains positively affect the physical and mental health of individuals. The work-family enrichment develops a strong identity with work and meaningful work through work engagement. In the organizational context, the supportive work culture, social support, job autonomy were found to be associated with work role gains.

The proposed theory of work-life enrichment leads to explore and validate the factor structure of work-to-family enrichment of university teachers in the present study.

HYPOTHESES

H1: The work role gains are significantly affecting the family roles of teachers.

H2: The work role gains significantly differ in their transference impact on family life roles of teachers.

METHOD

Measurement (Research Tool)

The work-to-family enrichment part of research tool developed by Carlson, Kacmar, Wayne & Grzywacz (2006)

was used to conduct the study. A pilot study was conducted on 46 respondents. The results of the pilot study represented internal consistency in measurement tool (Guttman's split-half = 0.81, Cronbach's α = 0.91). Five-point Likert scale (1 = strongly disagree and 5 = strongly agree) was used. The statements given below were used for the collection of information.

Work-to-family enrichment (Development):

- V1: My participation in my job helps me to be a better family member.
- V2: My job develops my skills & abilities and this helps me to contribute to my family life.
- V3: I gain knowledge from my job and use this knowledge when deals with my family.
- Work-to-family enrichment (Affect).
- V4: My job puts me in a good mood and this helps me to be a better family member.
- V5: My job makes me feel happy and this helps me in my family life.
- V6: In my job work, I feel cheerful and good and this helps me to be a better family member.

- Work-to-family enrichment (Capital).
- V7: I feel personally fulfilled with my job and this helps me to be a better family member.
- V8: My job provides me with a sense of accomplishment and I feel this effects my family life.
- V9: My job provides me with a sense of success and this helps me to be a better family member.

To collect information, 300 questionnaires were distributed to the teachers associated with six central universities of North India. 235 questionnaires were received from the respondents. After initial screening, the 12 questionnaires with incomplete responses were dropped and valid 223 questionnaires were used for exploring and validating the underlying factor structure. Out of total valid respondents, 121 were males and 102 were females. The majority of respondents were the doctor of philosophy (N = 210) and assistant professors (N = 180).

RESULTS

The descriptive statistics are given in Table 1.

Table 1: Descriptive Statistics and Correlation Matrix (N = 223)

Item No.	M	SD	WFE (Correlation Matrix)								
			V1	V2	V3	V4	V5	V6	V7	V8	V9
V1	2.32	0.997	-								
V2	2.42	1.151	.838	-							
V3	1.98	1.181	.647	.740	-						
V4	1.82	1.043	.028	.076	.078	-					
V5	3.88	1.352	-.029	.002	-.027	-.052	-				
V6	2.26	1.035	.010	.009	.070	.222	.067	-			
V7	3.47	1.457	-.004	-.010	.052	.009	-.160	.005	-		
V8	3.60	1.217	.018	.008	.029	-.074	-.186	-.069	.453	-	
V9	3.68	1.433	-.012	-.051	.013	.030	-.063	-.039	.382	.351	-

Work-to-family enrichment scale variable V5 showed the highest mean value of 3.88 with an SD of 1.352. The standard error of skewness for the scales is 0.163, and standard error of kurtosis of measurement scales is 0.324.

Exploration of Work-to-Family Enrichment Factors

R-type of factor analysis was used to explore the underlying structure. Initially, nine statements were used. The statistical values are clearly showing intercorrelation among items of work-to-family enrichment. The KMO value of .669 is higher than the threshold value of .05, whereas Bartlett

test of sphericity is also significant ($\chi^2 = 569.357$, $df = 36$, $Sig. = .001$). Principal component analysis and orthogonal rotation varimax with Kaiser normalization were used as the extraction method. The rotation was converged in four iterations. The variables having communality < .40 should not be included in the study (Hair, Black, Babin, Anderson & Tatham, 2013). In the extraction of work-family enrichment, latent factors variable WFE5 (My Job makes me feel happy, and this helps me in my family life) showed communality less than 0.40 and thus were rejected and not included in the factors extraction. Latent root criterion and fixed factors exploration were used to extract the factors. The factors in the model are representing 62.11% of the total variance.

Table 2: Results of Factor Analysis, Rotated Component Matrix (N = 223)

Item No.	Work-to-Family Enrichment		
	Development	Affect	Capital
V2	.948		
V1	.914		
V3	.865		
V4		.779	
V6		.775	
V7			.792
V8			.775
V9			.702

Confirmatory Factor Analysis

The measurement model of work-family enrichment included three factors explored through exploratory factor

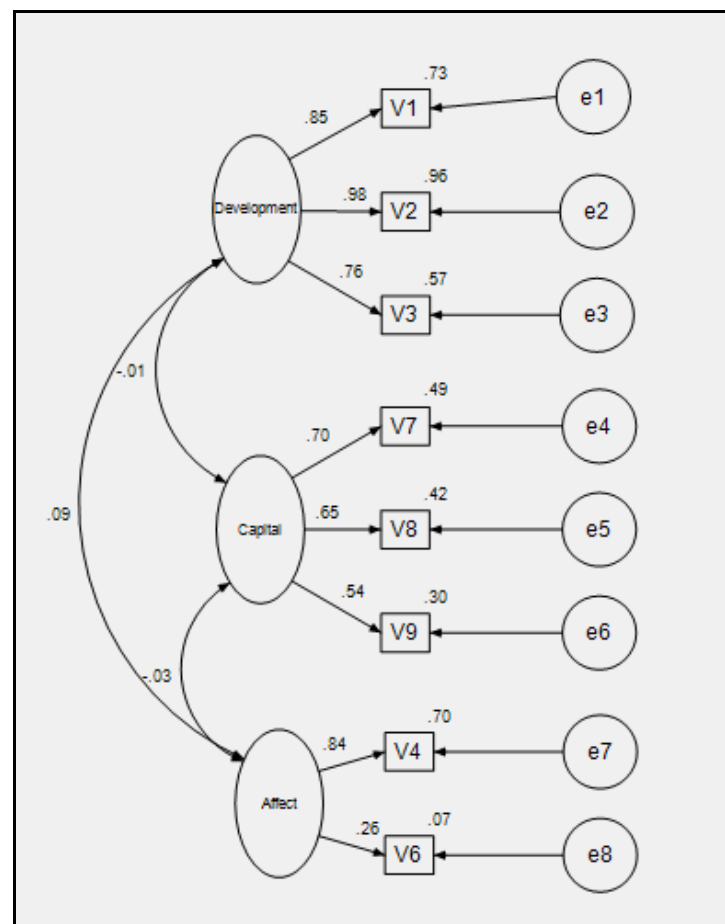
analysis. The maximum likelihood estimation was used to fit the model. The fit indices of work-to-family enrichment measurement model are given in Table 3.

For the structural model, the discrepancy divided by degree of freedom is equal to .619, which is less than the threshold limit of 2. The goodness of fit index showed a higher fit between saturated and default models. All the fit indices seem to be significant. All fit indices represented the best fit model of work-family enrichment. The value of standardized residual covariance for all variables is less than 2, i.e. the variables in the model are explaining minimum error variance. The variable estimates range from .265 (V6) to .981 (V2). All the estimates except V6 were significant. The model estimated of eight endogenous variables resulted in three latent factors of work-to-family enrichment. The measurement model of work-to-family enrichment is presented below (see Fig. 1).

Table 3: Fit Indices for Work-Family Enrichment Measurement Model

Fit Indices	χ^2	df	χ^2/df	p value	CAIC	CFI	IFI	GFI	P RATIO	RMSEA
Values	10.53	17	.619*	.880	132.26	1.00*	1.00*	.98*	.60*	.001*

Note. *Significant Values

**Fig. 1: Measurement Model**

The measurement model is showing discriminant validity among the factors. The number of distinct sample moment for the model was 36, and in total, 19 distinct parameters were estimated. This resulted in a degree of freedom equal to 17. The model is representing an overall fit for further analysis.

DISCUSSION

Greenhaus & Powell (2006) examined the role accumulation in three ways. First, one role produces additive effects in the second role. Second, participation in different roles works as a portfolio for the survival of participants from distress and risks. The third mechanism of role accumulation stated that the transference of experience generated in one role helps to improve the quality of life in another role. This discussion represents work-family enrichment as a bi-directional process, in which resources gained in work roles are transferred to family roles and vice-versa (Carlson and Frone, 2003). Morganson & Atkinson (2017) described enrichment as an individual-level phenomenon in which gain generated in one life domain are used to enhance performance and well-being in other life domain. While, Klerk, Nel & Koekemoer (2015) advocated that resources generated in one domain of life help individual's psychologically and physically in other domain of life. To describe work-family enrichment, Wayne, Grzywacz, Carlson & Kacmar (2007) focused on the people's desires and natural capability for growth and development. This statement leads researchers towards the application of resources conservation theory in work-family enrichment. To conserve resources, people engage themselves in different life roles, accumulate gains and enhance their functioning. The work and family are two domains include a large part of an individual's time and space. The result of the study showed that hypothesis H1 is not rejected. The three factors were explored representing work-to-family enrichment of university teachers. These factors are discussed in the light of available literature. The development represents additive effects of work roles to family roles in terms of development. In extracted factors, development deals with skills & abilities develops through the job, participation in job, knowledge gain through job. Greenhaus & Powell (2006) described work to family capital in term of fulfilment and success. In explored factors, personal fulfilment with the job, sense of accomplishment and sense of success are helping university teacher to be a better family member. Affect deals with positive affect in role A and increased performances of role B due to the positive affect of role A (Greenhaus & Powell, 2006). In factors, the work mood, happiness through job reflect in the family life of teachers. It reflects the psychological gains in term of work to family affects. The work-to-family enrichment of teachers in these universities is dominated by development in term of skills and abilities rather than the psychological

gains. Hence, Hypothesis H2 was not rejected, i.e., the work role gains significantly differ in their transference impact on life roles of teachers.

LIMITATIONS AND FUTURE SCOPE OF THE STUDY

The study was limited to work to the family interface of work-family enrichment. The future study can focus transference of roles gains in light of individual psychological resources and activation of mental schema in role transference.

CONCLUSIONS

The perceived work-life role gains through different job attributes are impacting teachers cognitively and affecting their family life roles in a positive sense. The resources gained from work roles leading teachers towards a better family member by impacting their family roles directly and indirectly. The acquisition of new skills & abilities, knowledge, fulfilment, accomplishment and success is a different factor from job these are enhancing the direct impact in term of development and capital gains from work roles. Whereas the sentiments like good mood and cheerfulness in job enhancing the indirect effect of work roles on family roles of teachers. The study revealed that the indirect transference of gains in work to family life roles is dominating by the direct transference of work-to-family enrichment. In a nutshell, the instrumental gains are more than the affective gains during work-to-family enrichment of teachers associated with higher education in India.

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