

Work-Family Enrichment: Literature Review

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In the earlier days, the interaction between work and family was explored primarily from the conflict perspective. Later on, researchers focused on understanding and explaining the bi-directional work-family enrichment, i.e., work-to-family enrichment (WFE) and family-to-work enrichment (FWE). Based on work-family enrichment framework located in the positive interface domain of work and family, this paper systematically reviews a large body of empirical literature and proposed a theoretical framework. Specifically, the authors discuss in detail the antecedents and outcomes, moderating and mediating roles as studied in WFE and FWE domains, and build up the nomological framework. The paper also identifies sparsely worked areas and limitations and suggests future scope of research therein.

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Introduction

The two most important domains in a person's life are work and family (Michel et al., 2011). With the passage of time, employees are more concerned with managing work and family lives (Babic et al., 2020). Changes in workforce, demographic shifts, and advances in technology (Kinnunen et al., 2014) have also led to a rising need for organizations to become flexible and sensitive to their employees' work and family domains. Since the 1960s, researchers are interested in studying the spillover from work to family roles (Goode, 1960; Kahn et al., 1964). This relationship can be interfering (Greenhaus & Beutell, 1985) as well as mutually supportive.

In the domain of positive interdependencies of work and family roles, the work-family enrichment theoretical framework was first proposed by Greenhaus and Powell (2006). This theory, along with the development of the work-family enrichment scale (Carlson et al., 2006), played an important role in progressing empirical research work in this domain. We took this article as a starting point and reviewed the subsequent empirical research work based on

the above theory. Based on Torraco's (2005) guide of conducting literature review, we aimed to address the following research questions:

- (a) Which variables (antecedents and consequences) are explored more? Which variables are relatively understudied?
- (b) How should theoretical and empirical research be processed given our review?

Overview of Work-Family Enrichment

Greenhaus and Powell (2006) defined work-family enrichment as "the extent to which experiences in one role improve the quality of life in the other role." The term 'enrichment' was first introduced by Kirchmeyer (1992). Other terms often used interchangeably are 'enhancement' (Ruderman et al., 2002), 'facilitation' (Barnett, 1998), 'positive spillover' (Voydanoff, 2001), and 'support' (Adams et al., 1996). Enrichment, enhancement and positive spillover are treated more at an individual level, whereas facilitation is construed at group level (Wayne et al., 2007) and system's level (Carlson et al., 2006). Irrespective of the treatment, majority of researchers agree that enrichment is an all-inclusive term, and for this review paper, we have also interpreted the terms interchangeably.

Search Strategy & Study Inclusion

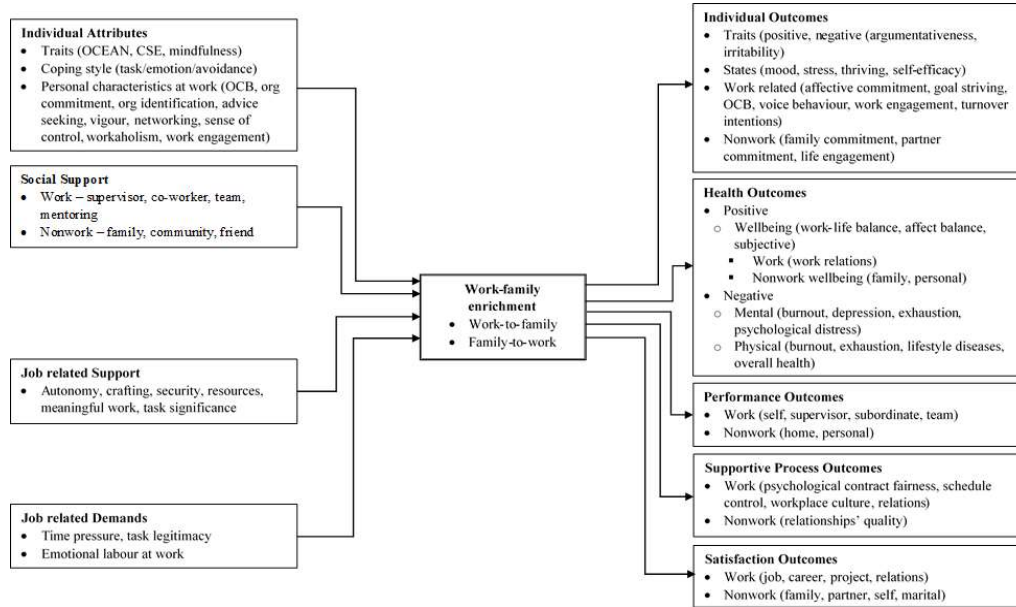
We took a two step-approach. First, we searched online databases (Google Scholar, Web of Science, EBSCO,

ProQuest, JSTOR, PsycINFO, and SCOPUS) using the keywords and their various combinations (work-family enrichment, work-life enrichment, work-family facilitation, work-life facilitation, work-nonwork enrichment, and work-nonwork facilitation). Second, we looked at the reference lists of those selected articles to ensure no relevant papers were omitted. We shortlisted articles published in English in SCOPUS (2019) and ABDC (2019) ranked journals only, to ensure that data were subjected to a rigorous peer review process. We consciously excluded conference proceedings, dissertations and book chapters as we found it to be best suited for the purpose of our study. Further, we scrutinized the full articles to see whether the authors based their work on Greenhaus and Powell's work-family enrichment theory (2006). In all, 129 empirical papers were included in this study.

Findings

Before we proceed further in listing our findings, we would like to demarcate prior studies based on the direction of research, that is, work-to-family enrichment (WFE) and family-to-work enrichment (FWE). This is because though the research on work-family enrichment is accepted to be bi-directional in nature, researchers focused more on the work-to-family direction. Within that context itself, the factors from family life influencing work life are most explored, be it at attribute level or resources level. Based on the empirical reviews we built up Fig. 1, which summarizes the antecedents, outcomes, mediating and moderating factors in the work family enrichment domain.

Fig. 1 Theoretical Framework for Work-Family Enrichment



Antecedents of WFE

A multitude of work has been done on factors impacting work-to-family enrichment. We segregated them further under six categories: (a) individual attributes, (b) social support, (c) leadership, (d) organization level support, (e) job related demands and (f) job related support.

Individual Attributes: Prior empirical research established that the attributes of core self-evaluation (Bhargava & Baral, 2009; Mcnall et al., 2011; Moazami-Goodarzi et al., 2015; Omar et al., 2018), personality traits of extraversion (Salehi et al., 2015), dispositional control (Andreassi & Thompson, 2007), calling (Hirschi et al., 2019), mindfulness (Chen et al., 2020), positive thinking (Rotondo & Kincaid, 2008) predict

WFE. Additionally, personal characteristics exhibited in work such as achievement striving (Proost et al., 2010), advice seeking (Rotondo & Kincaid, 2008), networking (Baumeler et al., 2018), OCB (Kwan & Mao, 2011), vigor (Moazami-Goodarzi et al., 2015), sense of control (Mauno & Ranaten, 2013), and work-role engagement (Chen & Powell, 2012) also led to positive WFE.

Social Support: Support from different sources at work – social support (Wadsworth & Owens, 2007; Karimi & Nouri, 2009; Salehi et al., 2015), supervisor (Lingard et al., 2010; Au & Ahmed, 2015; Siu et al., 2015) and co-workers (Baral & Bhargava, 2011) aid the enrichment process. From the non-work area, family (Baral & Bhargava, 2011; Siu et al., 2015; Jain & Nair, 2017), and community support (Mishra & Bhatnagar, 2018) positively predict WFE.

Leadership: It has been evidenced that different types of leadership, specifically, authentic leadership (Braun & Nieberle, 2017), and servant leadership (Zhang et al., 2012) have a positive impact on WFE. Benevolent leadership is also found to positively predict subordinate's WFE (Wu et al., 2020).

Organization-level Support: Having a supportive and innovative organization culture (Sok et al., 2014) and organizational policies (Siu et al., 2010), flexibility (Lingard et al., 2010; Rastogi et al., 2016), perceived organizational support (McNall et al., 2011), and psychological climate (Brosch & Binnewies, 2018) positively predict WFE.

Job Related Demands: The demands on resources create strain, and thus negatively impact WFE. So are illegitimate tasks (Ahmed et al., 2018), job demands (Rastogi & Chaudhary, 2018), time pressure (Brosch & Binnewies, 2018). Interestingly, while one study looked at the negative effect of emotional labor exerted at work (Yanchus et al., 2010), another study observed that emotional labor (workplace interactional demands) increased WFE, partially mediated by relatedness and personal accomplishment (Solat et al., 2020).

Job Related Support: Additionally, Characteristics of job autonomy (Karimi & Nouri, 2009; Siu et al., 2010; Baral & Bhargava, 2011; Salehi et al., 2015; Chen et al., 2017), job crafting (Rastogi & Chaudhary, 2018), job security (Molino et al., 2013), job-related resources (Molino et al., 2013), meaningful work (Johnson &

Jiang, 2017), and task significance (Chen et al., 2017) also positively predict WFE.

Antecedents of FWE

Antecedents to family-to-work enrichment (FWE) have been found to be sparse. There are two reasons behind this; firstly, the relationships studied have often not found empirical validations (Wayne et al., 2006; Timms et al., 2015; Wadsworth & Owens, 2007), and secondly, lesser number of studies looked into this. 38% of the studies focused on bi-directional enrichment, and there is no study on unidirectional family-to-work enrichment. Among the studies done in this direction, core self-evaluation (Omar et al., 2018), direct action (Rotondo & Kincaid, 2008), positive thinking (Rotondo & Kincaid, 2008), psychological involvement (Allis & O'Driscoll, 2008), agreeableness (Michel & Clark, 2012), stability (Hill et al., 2007), supervisory support (Bhargava & Baral, 2009), flexibility (Lingard et al., 2010; Au & Ahmed, 2015), job autonomy (Siu et al., 2010), social support (Wadsworth & Owens, 2007), family support (Karatepe & Bekteshi, 2008; Bhargava & Baral, 2009), role quality (Pederson et al., 2009), perceived job characteristics (Baral & Bhargava, 2011), sense of control (Mauno & Ranaten, 2013), positive affect (Daniel & Sonnentag, 2014; McNall et al., 2015), and neuroticism (Michel & Clark, 2012) positively predict FWE.

Consequences of WFE

Prior research on consequences of work-family enrichment too were more

focussed on the work-to-family direction. We have segregated the outcomes under five categories: (a) individual outcomes, (b) health outcomes, (c) performance outcomes, and (d) supportive process outcomes and (e) satisfaction outcomes.

Individual attributes impacted as well as are impacted by work-family enrichment (bi-directional).

Individual Outcomes: Prior research showed that individual attributes impacted as well as are impacted by work-family enrichment (bi-directional). For example, WFE increases OCB (Wayne et al., 2006), as also OCB positively impacts WFE (Kwan & Mao, 2011). Affective commitment (van Steenbergen et al., 2007, Karatepe & Magaji, 2008; Bhargava & Baral, 2009; Wayne et al., 2013; Akram et al., 2014; Koekemoer et al., 2020), goal striving (Russo, 2015), organizational citizenship behavior (OCB) (Bhargava & Baral, 2009; Mishra et al., 2013), voice behavior (Zhang et al., 2011), and work engagement (Hakanen et al., 2011; Marais et al., 2014; Timms et al., 2015; Henry & Desmette, 2018; Koekemoer et al., 2020) were found to be positively impacted by WFE. Individuals with higher WFE are likely to exhibit greater self-efficacious behaviors (Nagarajan & Parthasarathy, 2016). In addition, positive mood (Carlson et al., 2011b; Carlson et al., 2014), self-efficacy (Nagarajan & Parthasarathy, 2016; Premchandran & Priyadarshi, 2019), and thriving behavior (Russo et al., 2018) were positively impacted by WFE.

Individual attributes not only acted as antecedents of WFE, but also were found to be outcomes of WFE. For instance, prior researchers have proven that individual traits such as argumentativeness, irritability, and parenting warmth (Cooklin et al., 2015) were negatively impacted by WFE, as also individual's state like vulnerability to stress (Russo, 2015). WFE was also found to be negatively impacting turnover intentions (Haar & Bardoel, 2008; Karatepe & Magaji, 2008; Mcnall et al., 2009; Russo & Buonocore, 2012; Akram et al., 2014; Mihelic, 2014; Wayne et al., 2017).

Health Outcomes: Interestingly, health outcomes are one area where the impact of both directions of work-family enrichment (WFE and FWE) are well-established. Especially adverse ones like burnout (ten Brummelhuis et al., 2008; Innstrand et al., 2008; Yanchus et al., 2010, Babic et al., 2020), depression (Yanchus et al., 2010; Jaga et al., 2013), exhaustion (Innstrand et al., 2008; Jaga et al., 2013), mental health (Garies et al., 2009; Srivastava & Srivastava, 2014), psychological distress (Haar & Bardoel, 2008; Carlson et al., 2014), and psychological strain (Rantanen et al., 2013; Kalliath, 2014), which are negatively impacted by work-family enrichment, have been extensively studied. Thus, the importance of having a positive experience at work (enrichment) is established by prior research work. From the positive aspect, wellbeing is found to be positively influenced by WFE, be it subjective wellbeing (Allis & O'Driscoll, 2008), workplace culture well-being (Brougham et al., 2015), personal well-being (Jaga

et al., 2013), and affect balance (Garies et al., 2009) as well as work-life balance (Chan et al., 2016; Bansal & Agarwal, 2019). This also garners support from the school of positive psychology.

Performance Outcomes: WFE also positively impacts performance outcomes – on-job (van Steenbergen et al., 2007; Karatepe & Bekteshi, 2008; Carlson et al., 2011b; Choi & Kim, 2012; Lim et al., 2012; Wayne et al., 2017) as well as that of the subordinate's (Carlson et al., 2011a). This is especially true not only for salaried employees, but also for entrepreneurs, as one study established the link between WFE and entrepreneurial success (Powell & Eddleston, 2013).

Supportive Process Outcomes: By supportive process outcomes, we intend those areas at work where WFE impacts positively, like psychological contract fairness (Taylor et al., 2009), schedule control (Carlson et al., 2011a), and relationship quality (Garies et al., 2009) have been studied.

The most exhaustively researched area is the impact of WFE on job satisfaction.

Satisfaction Outcomes: Researchers have established positive impact of both WFE and FWE on family satisfaction (Boyar & Mosley Jr., 2007; Hunter et al., 2010; Dunn & O'Brien, 2013; Carlson et al., 2014) and life satisfaction (van Steenbergen et al., 2007). The most exhaustively researched area is the impact of WFE on job satisfaction (Boyar

& Mosley Jr., 2007; van Steenbergen et al., 2007; Mcnall et al., 2009; Baral & Bhargava, 2010; Lu, 2011; Masuda et al., 2012; Russo & Buonocore, 2012; Nicklin & Mcnall, 2013; Akram et al., 2014; Carlson et al., 2014; Michel & Michel, 2015; Koekemoer et al., 2020). We also found that work-family enrichment (both WFE and FWE) positively impacted project satisfaction (Hunter et al., 2010).

Consequences of FWE

As stated above, barring a few areas, the empirical validation of FWE was not explored much by previous researchers. Except the few studies where results supported both WFE and FWE relationships, other outcomes are marital satisfaction (Hakanen et al., 2011), workplace culture wellbeing (Brougham et al., 2015), partner's availability (Pederson et al., 2009), workplace culture (Pederson et al., 2009), home commitment (van Steenbergen et al., 2007), and family engagement (Marais et al., 2014). We believe these areas, especially, the outcomes of work-family enrichment are something theoreticians as well as practitioners may well take note of and be interested in.

Mediating Role of WFE

One-third of the studies (14 out of 43) looked at the mediating role of work-family enrichment and work-family con-

Work-family enrichment is found to positively mediate the relationship between support with satisfaction outcomes

flict in unison (32.6%). Work-family enrichment is found to positively mediate the relationship between support (work, family, supervisor, organization, social) with satisfaction outcomes, be it work (Wayne et al., 2006; Karatepe & Bekteshi, 2008; Lu, 2011; Nicklin & Mcnall, 2013; Tang et al., 2014; Zhang et al., 2015; Burhanudin et al., 2020), family (Karatepe and Bekteshi, 2008; Lu, 2011; Nicklin & Mcnall, 2013), or life (Karatepe & Bekteshi, 2008; Lu, 2011). Additionally, it also mediates the relationship between support and organization citizenship behavior (Wayne et al., 2006), as well as psychological contract fairness (Taylor et al., 2009). A recent study investigated the relationship of a leader's benevolent on subordinate's WFE, mediated by positive group affective tone and work engagement (Wu et al., 2020). WFE also negatively impacted the relationship between various work factors and turnover/ intention to quit. These include support (Wayne et al., 2006), work-family culture (Gordon et al., 2007; Mishra et al., 2013), flexible work arrangements (Mcnall et al., 2009; Chen et al., 2018), and positive affectivity (Mcnall et al., 2015). Another commonality found was that of the positive role of WFE with job resources (Hakanen et al., 2011), work resources (Marais et al., 2014), home resources (Marais et al., 2014), authentic leadership (Jiang & Men, 2017) and engagement. Yet another well researched relationship is the positively mediating role of WFE between organizational work-family culture with that of satisfaction (Gordon et al., 2007), OCB (Gordon et al., 2007; Mishra et al., 2013), employee brand attraction (Mishra

et al., 2013), innovative work-place behavior (Bansal & Agarwal, 2019). Thus, for practitioners, this may be of interest, as a deeper understanding of WFE would help in handling organization culture.

Moderating Role of WFE

Only three studies were found to explore the moderating role of WFE. It was noted that WFE moderated the transfer of resource gain and loss between work and family (Chen et al., 2014). Work-to-family positive spillover was also found to have a moderating effect on emotional labor due to surface acting at work and at home (Liu et al., 2018). In a multi-level study on authentic leadership, work-family enrichment of leader influenced the relationship between authentic leadership and follower's work-family enrichment (Braun & Neiberle, 2017). Since there are limited studies looking at the moderating role of enrichment, further research is warranted for better understanding.

Discussion

The treatment of work-family enrichment (work-to-family and family-to-work) has not been uniform. WFE is most researched, and in that too, the factors related to work outcomes (i.e., family aspects impacting work outcomes) have been of more interest. While formulating the theoretical framework, based on the empirical findings, we did notice some areas with sparse research-work done, and hence there is possibility of further exploration.

WFE is built on the foundation of the expansionist approach of Role theory

(Sieber, 1974; Marks, 1977). Subsequently, researchers have added perspectives gained from Conservation of Resources theory (Hobfoll, 1989; 2002) and Ecological Systems perspectives (Voydanoff, 1995). Other theories explored include Broaden-and-Build (Fredrickson, 1998), Boundary (Ashforth et al., 2000), Social Exchange (Blau, 1964), Social Identity (Ashforth & Mael, 1989), Regulatory Focus (Higgins, 1997), Affective Events (Weiss & Cropanzano, 1996), Social Cognitive (Bandura, 1986), Self-determination (Deci & Ryan, 1985), and Social Comparison (Festinger, 1954).

Future researchers may explore Prospect theory (Kahneman & Trevsky, 1979), which can help understand milestone changes in career/life and the consequential changes in enrichment.

Future researchers may explore Prospect theory (Kahneman & Trevsky, 1979), which can help understand milestone changes in career/life and the consequential changes in enrichment, substantiated by longitudinal data. Two studies examined cross-over effects, e.g., supervisor's WFE impacting subordinate's performance (Carlson et al., 2011b) and individual's attributes impacting partner's energy (Sprung & Jex, 2017). Taking a cue from the Social Systems (Parsons, 1951), it will be interesting to explore other cross-domain interactions, e.g., subordinate's work-family enrichment impacting superior's performance. Also, Cognitive Appraisal (Lazarus, 1991) can help explain how and

why individuals respond to situational events from the environment. This, combined with personality factors, can also benefit practitioners by envisaging their employees' enrichment outcomes.

Essentially, WFE empirical work is based on self-reported data. Self-reported data captures only one perspective, which may create problems in certain studies, e.g., those which explored the impact of spousal relationship (Wayne et al., 2013; van Steenbergen et al., 2014; Sprung & Jex, 2017; Liu et al., 2018). To an extent, researchers may consider using a multi-source method to address this issue, measuring the degree of consensus amongst different members. Also, for a more comprehensive understanding of this domain, more multi-level studies combining individual, team, and overall organizational perspectives are called for. Studies that have explored reciprocal relationships of work-family enrichment, where 'work' area acts as both antecedent and outcome (Bhargava & Baral, 2009; Pedersen et al., 2009; Kwan & Mao, 2011; Sok et al., 2014), have predominantly used cross-sectional data. Longitudinal studies in such cases may provide further insight into the nature of the relationship between antecedents and outcomes. Further, longitudinal data from the work-front may throw light on how team development stages influence work-family enrichment. Similarly, from the family-front, longitudinal data may throw light on how same-gender spouses/ partners, single-parent households, families with dependent parents, etc. focus on WFE.

Majority of the studies are conducted predominantly in developed nations (United States, 36, Europe, 32). In the Asian continent, studies are concentrated in China and India (14 each). Very few multi-nation, as also global studies, were seen. Cross-cultural validity of work-family enrichment measure becomes an area of interest. Can the relevance of some elements of the scale vary across different country contexts? Related questions to explore involves: Is work-family enrichment more likely to occur in countries with less power distance, less on individualistic orientation? Does geographical distance amongst partners' influence work-family enrichment? Also, work and family could be explored outside the traditional organizational context, e.g., in sports, entertainment industry, etc.

While gender as a construct has been well-researched, cross-cultural differences have hardly been explored. We came across two empirical studies, one establishing that the gender gap was higher in more gender-egalitarian countries (study on eight European nations by Beham et al., 2020) and the other found no differences across gender (study conducted in Malaysia by Nasurdin et al., 2013). It would be interesting to explore this concept across culturally diverse nations and see how gender differences influence work-family enrichment. Work-family enrichment intervention with pre-post experimental design with a control group is an area which needs to be explored. Face-reading software may be used to understand the antecedents and outcomes of work-family enrichment. Using advanced technologies, non-verbal

communication cues can be analyzed to decipher the nature of relationships in both work- and family-fronts. Rooted in positive psychology, researchers have explored the impact of positive leadership on subordinate's work-family enrichment. Given the current inclination towards studying destructive forms of leadership, future research may explore the impact of abusive supervision on WFE, and coping strategies adopted by employees.

Practical Implications

The theoretical discussion in this article has pointed us towards several practical implications. First, as was mentioned at the beginning of this article, moving beyond work-family conflict, currently, the focus area is on work-family enrichment. To ensure this enrichment, HR professionals need to remove the organizational stressors and take proactive measures. A supportive work-family culture, with family-supportive policies as well as family-supportive behaviors from colleagues and supervisors (social support), results in positive work-related outcomes like increasing job satisfaction (Boyar & Mosley Jr., 2007; Gordon et al., 2007; Baral & Bhargava, 2010; Zhang et al., 2015), organization commitment (Boyar & Mosley Jr., 2007; Gordon et al., 2007; Baral & Bhargava, 2010), performance (Karatepe Bektashi, 2008; Kumar et al., 2018) and decreasing turnover intentions (Wayne et al., 2006) for the organization. Secondly, family life may also enrich employees' work life. HR professionals can take a critical role in facilitating and communicating the resources available

for employees' work-life enrichment. Supportive policies like flexible work arrangements (FWA) increases bidirectional work-family enrichment (Lingard et al., 2010; Rastogi et al., 2016), but it needs to be customized to the demands and motivations of employees (as per their age group, as also family status, family type, number of children, etc.). Hence, practitioners, while designing interventions, may be given more flexibility to ensure need-wise interventions and customize accordingly to foster employees' work-life enrichment. Thirdly, from time to time, workshops may be arranged where employees and their family members may jointly discuss how family-roles influence work-role, and vice versa. It will pave the way to ideate and implement what can be done further to manage work-family roles successfully. Young employees who often face the jolt of balancing work and family life may be given realistic career expectations and special training to ensure enrichment in both domains. Counselling support may provide employees the required resource to ensure a positive work-family interface. Fourthly, there is a need for considering cultural differences while dealing with enrichment (Beham et al., 2020). While handling a diverse employee base, professionals need to be more aware of the diverse needs and motivations of in-

Young employees who often face the jolt of balancing work and family life may be given realistic career expectations and special training to ensure enrichment in both domains.

dividuals. The term 'family' has different connotations – while in the Western context, it is generally used to cover spouse and kids, in collectivistic societies (like Asian countries), it may include extended families (e.g., parents, siblings, in-laws, and relatives etc.). Fifthly, positive and supportive leadership like authentic leadership (Braun & Nieberle, 2017), servant leadership (Zhang et al., 2012), benevolent leadership (Wu et al., 2020) positively impacts the subordinate employee's work-family enrichment. Hence, HR professionals may stress training and developing positive, supportive, compassionate, and empathetic leaders. Finally, the importance of positive individual attributes is important. Core self-evaluation (Bhargava & Baral, 2009; Mcnall et al., 2011; Moazami-Goodarzi et al., 2015; Omar et al., 2018), mindfulness (Chen et al., 2020), and positive thinking (Rotondo & Kincaid, 2008) influence WFE positively. WFE also impacts self-efficacy (Nagarajan & Parthasarathy, 2016; Premchandran & Priyadarshi, 2019), positive mood (Carlson et al., 2011b; Carlson et al., 2014), and thriving behavior (Russo et al., 2018). Thus, conducting training programs to build psychological strengths like resilience can go a long way in ensuring overall enrichment. In-person classes and even online wellness programs can (Wayne et al., 2020) ensure enrichment.

Conclusion

Work-family enrichment has been an area of interest not only for researchers, but also for practitioners. One of the influential and most prominent frameworks

of work-family enrichment has been provided by Greenhaus and Powell (2006), and this review is an attempt to trace research done on this domain following the above framework. While possible care has been taken in selection and examining the articles, some limitations still remain. We hope more research will be carried out in this dynamic and evolving domain of work-family enrichment which has tremendous impact at individual, organizational and overall societal levels.

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