

The antecedents and outcomes of work-family enrichment among female workers

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COMMENTS

Beforehand the following facts should be kept in mind:

- The editorial style as well as the references referred to in this mini-dissertation follow the format prescribed by the Publication Manual (6th edition) of the American Psychological Association (APA). This practice is in line with the policy of the Programme in Industrial Psychology of the North-West University (Potchefstroom) to use the APA style in all of its scientific documents from January 1999 onwards.
- The mini-dissertation is submitted in the form of a research article. The editorial style specified by the South African Journal of Industrial Psychology (which agrees largely with the APA style) is used for the article whereas the APA guidelines are followed in constructing the tables.

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DECLARATION

I, Esandr  Marais, hereby declare that “The antecedents and outcomes of work-family enrichment among female workers” is my own work and that the views and opinions expressed in this study are those of the author and taken from relevant literature references as shown in the references.

I further declare that the content of this research will not be handed in for any other qualification at any other tertiary institution.

ESANDR  MARAIS

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SUMMARY

Title:

The antecedents and outcomes of work-family enrichment among female workers

Keywords:

Female workers, work-to-family enrichment, family-to-work enrichment, work resources, home resources, work engagement, family engagement

The roles of females have changed significantly over the past years as females increasingly are entering the labour market in South Africa. This resulted in females having to fulfil multiple roles simultaneously, for example being mother, wife and employee. Therefore the statement can be made that females have a work life and a family life to contend with. This can be enriching, seeing that these domains can generate experiences and resources, which females can use in other domains to enhance the quality.

The general objective of this study was to explore various relationships that females experience between work resources, home resources, work engagement, family engagement and work-family enrichment. A cross-sectional survey design was used in this study. A combined purposive and convenience non-probability sample of female workers ($N = 420$) was taken across the spectrum of several industries in South Africa. Measuring instruments were used for biographical characteristics, work resources (self-developed), home resources (self-developed), work-family enrichment (MACE Work-Family Enrichment Instrument), work engagement (Utrecht Engagement Scale) and family engagement (adapted Utrecht Work Engagement Scale). Omegas and Cronbach's alpha coefficients were used to determine the reliability of the findings, while correlations were employed to identify significant relationships between the constructs. The dual work-family enrichment models and the mediating effect of the various dimensions of work-to-family enrichment, as well as family-to-work enrichment, were also tested by the Mplus statistical programme. Two models in

which work-family enrichment and family-work enrichment act as mediators were also tested.

The results indicated a positive statistical significant relationship between work resources, and work-family enrichment; also between home resources, and family-work enrichment; and between work-family enrichment and work engagement. However, a very small, but statistical significant, relationship was shown to exist between family-work enrichment and family engagement. Work-family enrichment also mediated the relationship, with a large effect, between work resources, with work engagement as outcome and family-work enrichment mediated the relationship, with a small effect, between home resources, with family engagement as outcome.

Recommendations were made for organisations to follow up and for future research on the topic.

OPSOMMING

Titel:

Die oorsake en uitkomst van werk-familie-verryking

Sleutelwoorde:

Vroulike werkers, werk-na-familie-verryking, familie-na-werk-verryking, werkhulpbronne, huishulpbronne, werksbegeestering, familiebegeestering

Die rol van vroue het oor die afgelope paar jaar aansienlik verander deurdat vroue toenemend die arbeidsmark in Suid-Afrika begin betree het. Dit het daartoe gelei dat vroue veelvuldige rolle moet vervul, byvoorbeeld om 'n ma, eggenote en werknemer te wees. Dus mag beweer word dat 'n vrou 'n werk-én familie-lewe in stand moet hou. Hierdie veelvuldige domeine waarin vroue moet op tree, kan wel verrykend wees (werk-familie-verryking). Die rede is dat hierdie rolle ervarings en hulpbronne kan genereer wat vroue ook in hulle ander rolle kan benut om die gehalte van daardie rolle te verbeter.

Die algemene doelwit van hierdie studie was om die verhouding te ondersoek wat vroue ervaar tussen werkhulpbronne, huishulpbronne, werksbegeestering, familiebegeestering en werk-familie-verryking. 'n Kruis-deursnee opname ontwerp was gebruik in hierdie studie. 'n Gekombineerde doelgerigte en gerieflikheids- en nie-waarskynlikheidssteekproef onder vroulike werkers ($N = 420$) is gedoen by verskeie ondernemings in Suid-Afrika. Meetingsinstrumente was gebruik vir biografiese eienskappe, werkhulpbronne, huishulpbronne, werk-familie-verryking (MACE Werk-Familie Verrykingsinstrument), werksbegeestering (Utrecht Begeesteringskaal) en familiebegeestering (aangepaste Utrecht Begeesteringskaal). Omegas en Cronbach se alpha koëffisiënte is ingespan om die betroubaarheid vas te stel, terwyl korrelasies gebruik is om betekenisvolle verhoudings tussen die konstrakte uit te ken. Die twee werk-familie-modelle en die mediators se bemiddeling van werk-na-familie-verryking en familie-na-werk-verryking is ook getoets deur die Mplus

statistiese program aan te wend. Twee modelle was getoets met werk-familie-verryking en familie-werk-verryking as mediators.

Die resultate toon 'n reeks positiewe verhoudings: tussen werk-hulpbronne en werk-familie-verryking; ook tussen huis hulpbronne en familie-werk-verryking; en tussen werk-familie-verryking en werksbegeestering. Daar is egter geringe aanduidings gevind van 'n verhouding tussen familie-werk-verryking en familiebegeestering. Werk-familie-verryking het egter die verhouding tussen werk hulpbronne en werksbegeestering as uitkomste met groot effek bemiddel. Familie-werk-verryking het die verhouding tussen huislike hulpbronne en familiebegeestering as uitkomste met baie klein effek bemiddel.

Aanbevelings is gemaak vir die organisasies om op te volg asook vir toekomstige navorsing oor die onderwerp.

CHAPTER 1

INTRODUCTION

The study focuses on work-family enrichment and the effects that certain antecedents (work resources and home resources) and outcomes (work engagement and family engagement) have for female workers in South Africa. This chapter presents the problem statement and the study's research objectives, comprising the general objective and specific objectives drawn from it. The research method is explained and the division of chapters outlined.

1.1 PROBLEM STATEMENT

The roles of females have changed significantly over the past years. In the past, females only fulfilled the role of bearing and nurturing children and having the responsibility of home-centred functions, whilst the males went out to work to provide for the household (Franks, Schurink, & Fourie, 2006). However, females increasingly are entering the labour market, because of a definite trend towards equal employment opportunities (McLellan & Uys, 2009; Van den Berg & Van Zyl, 2008). This is also relevant for the South African labour market. The participation of females in the formal labour market has increased significantly during the past three decades, and statistics indicate that females make up 51.3% of the adult population and 46% of females represent the labour market (Lewis-Enright, Crafford, & Crous, 2009; Statistics South Africa, 2011; Van den Berg & Van Zyl, 2008). Females in South Africa also have increasing working opportunities. These include high-powered positions, management positions or self-employment and this state of affairs requires on-going commitment and availability among female employees (McLellan & Uys, 2009).

It can therefore be concluded that this situation in the work environment has resulted in females having to fulfil different life roles (Franks et al., 2006), for example that of being a female worker, being a mother and a homemaker. Due to the increasing trend of dual-career couples, females began to share their household responsibilities. Nevertheless, female workers still feel that they carry most of the home responsibilities (Franks et al., 2006). In this sense a female has a work life and a family life that both require her full attention. Females also have many different role expectations and demands which they have to balance.

They have to find time and energy to do both housework and paid work, and fulfilling these multiple roles can lead to role conflict (Franks et al., 2006; McLellan & Uys, 2009; Naidoo & Jano, 2002). These pressures accompanying such multiple-role experiences can cause work-family conflict (Greenhaus, 1988). Work-family conflict can be defined as a form of inter-role conflict in which the role pressures experienced in the work and family domains are mutually incompatible in some respects (Greenhaus & Beutell, 1985).

In the past the literature and research have focussed mainly on work-family conflict (Barnett, 1998; Frone, 2003; Gareis, Barnett, Ertel, & Berkman, 2009). Predominantly, the focus was on the mediating role of work-family conflict to explore the underlying processes in the relationship between the work-family interface and certain constructs of the work-family interface (Anderson, Coffey, & Byerly, 2002; Choi, 2008). However, work-family scholars (Gareis et al., 2009; Grzywacz & Marks, 2000) called for a shift of the focus from conflict to the positive or enrichment side of the work-family interface. The reason was that, compared to studies done on work-family conflict, little research attention has been given to work-family enrichment (Frone, 2003; Witt & Carlson, 2006). Grzywacz and Marks's (2000) study suggest that a more complete understanding of the work-family interface is needed, particularly the positive side.

According to Baral and Bhargava (2011), work life and family life does not always have to be in conflict, as these roles can enrich each other with the resources and rewards inherent in each role. Therefore the multiple roles that females have to fulfil can be enriching rather than depleting or causing conflict as these roles can provide more opportunities and resources for women to succeed and to feel good about themselves and in turn such a condition can lead to women being empowered and experiencing more control over their lives (Boixados, Hernandez, Guillamon, & Pousada, 2010; Ruderman, Ohlott, Panzer, & King, 2002). It is therefore necessary to explore the positive side of the work-family life of female workers, seeing that few studies have addressed the positive side and the interaction between the work domain and the family domain as seen from that side (Frone, 2003; Geurts & Demerouti, 2003). The positive side of the work-family interface consists of the following variables: work-family positive spillover, work-family facilitation, and work-family enhancement. Of these, work-family enrichment is seen as the main concept as it consists of all three above-mentioned components of the work-family interface. This concept also builds mainly on the idea of positive spillover as it involves the transferring of experience from one domain to

another without enhancing the quality of the domain and for enrichment to occur experience should not only be transferred but also applied successfully to improve the quality of the receiving domain (Powell & Greenhaus, 2004; Carlson, Kacmar, Wayne, & Grzywacz, 2006). Enrichment is therefore seen as the main concept and is also the only sound construct that has generated a published, peer-reviewed theoretical model and produced an empirically validated global measure (Carlson et al., 2006; Greenhaus & Powell, 2006; Shein & Chen, 2011).

Work-family enrichment focuses on the positive side of the work-family interface and can be defined as “the extent to which experiences in one role improve the quality of life in the other role” (Greenhaus & Powell, 2006, p. 72). In other words, work-family enrichment investigates how involvement and experiences in one domain (work or family) can contribute and improves the other domain (work or family); also how resources gained in one role can contribute and enhance experiences in the other role.

Previous research has found that female workers who experience a positive interaction between their work domain and family domain can cause them to feel more satisfied, committed and engaged towards their work (Montgomery, Peeters, Schaufeli, & Den Ouden, 2003; Mostert, Cronjé, & Pienaar, 2006; Van Aarde & Mostert, 2008). This therefore suggests that the positive involvement and experience in the family domain can help improve the work domain.

From the literature it is clear that limited research has been done on female workers in South Africa to establish the relationship between work resources, and home resources, as well as the interaction between the work and family domain within this setting (Van Aarde & Mostert, 2008). Research also suggests that work and home resources do play a role in positive work-home interaction (Montgomery et al., 2003; Mostert et al., 2006). A previous study (Van Aarde & Mostert, 2008) contends that when female workers experience high levels of the availability of work resources, this may evoke positive feelings that can spill over and exert a positive influence on the home domain. Work resources include support (supervisor and social), work-related developmental possibilities and autonomy (Mostert, 2012). Correspondingly, home resources include home support, home autonomy and home-related developmental possibilities. The experience of work-family enrichment can lead to a number of positive outcomes such as job satisfaction, organisational commitment, work

engagement and family satisfaction (Frone, 2003; Grzywacz & Marks, 2000). Work engagement entails the states of high performance and positive affect and seeing that engaged workers experiences work as a meaningful activity, which can generate certain resources, they can transfer these elements to their family domain and thereby improve their family life (Siu et al., 2010). However, in contrast with the findings above, there are limited studies that link the antecedents and outcomes of the family and work domain with work-family enrichment (Baral & Bhargava, 2011).

As seen from the discussion above, female workers are becoming highly involved in both the work domain and family domain. Therefore it can be anticipated that certain antecedents in the work and/or family domain will lead to work-family enrichment. Accordingly certain outcomes in the work and/or family domain are to be expected because of work-family enrichment. For the purpose of this study various constructs (antecedents and outcomes) will be examined and their relationship to the work-family enrichment of female workers pointed out. These constructs entail: *work resources*, *home resources*, *work engagement* and *family engagement*.

There also is limited investigation of the mediating role of work-family enrichment in the literature. Baral and Bhargava (2009) argue that work-family enrichment will also play a mediating role in the relationship between certain constructs. They have found that work-family enrichment do play a mediating role in the relationships between job characteristics (such as autonomy, variety and feedback) and job outcomes (such as job satisfaction, affective commitment and organisational citizenship behaviour); also between supervisor support and affective commitment. Therefore, the mediating role of work-family enrichment needs to be examined further. The reason is that the mediating role of work-family enrichment was not explored sufficiently in the literature when explaining the relationship between work resources, home resources, work engagement and family engagement.

1.1.1 Work-family enrichment

As was explained above, work-family enrichment focuses on the positive side of how resources in one domain (e.g. work or family) can contribute and enrich the other domain (e.g. family or work). Greenhaus and Powell (2006) define work-family enrichment as “the extent to which experiences in one role improve the quality of life in the other role”, (p. 72).

Work-family enrichment is also considered to be bidirectional, which means that the enrichment occurs in both directions: from the work domain to the family domain and vice versa.

- Work-to-family enrichment is seen to occur when an employee's work experiences improve the quality of the family life,
- Family-to-work enrichment to occur when the employee's family experiences improve the quality of the work life

(Carlson et al., 2006; Greenhaus & Powell, 2006).

More specifically work-to-family enrichment occurs when resources gained from the work role improves the quality and performance in the family role; and family-to-work enrichment occurs when resources gained from the family role improves the quality and performance in the work role (Carlson et al., 2006). For example, a partner may give advice on how to perform a task at work better and the partner uses this advice to enhance the quality of the work in terms of improved performance skills as he or she had learnt from the family role (Gareis et al., 2006). Or when a female partner has experienced a productive day at work it can cause her to feel more positive and good about herself. This mind-set can then be translated into actions where she is more attentive to and interactive with the family at home (Gareis et al., 2006).

As mentioned above, other than the construct of work-family enrichment, other constructs also aim to describe the positive side of the work-family interface. These include the mentioned constructs of work-family positive spillover, work-family enhancement and work-family facilitation. *Work-family positive spillover* (Crouter, 1984) refers to "experiences in one domain such as moods, skills, values, and behaviors being transferred to another domain" (Carlson et al., 2006, p. 133). *Work-family facilitation* (Grzywacz, 2002) refers to improvements that are obtained through experience or engagement in one life domain that enhances the functioning of another domain (Carlson et al., 2006). *Work-family enhancement* (Sieber, 1974) refers to the benefits, experience or resources that individuals require and the chance that these aspects will have a beneficial effect on other roles in the person's life (Carlson et al., 2006; Sieber, 1974).

Of all these constructs, *Work-family enrichment* is seen as the most comprehensive construct dealt with in the literature on positive work-family interface. *Work-family enrichment* builds mostly on the notion of positive spillover (Carlson et al., 2006), as work-family enrichment is a construct that represents how the reciprocal benefit of the work and family domain through the transfer of resources. This construct also represents the extent to which these experiences in one role will improve the quality in the other role (Greenhaus & Powell, 2006). *Work-family enrichment* is the only sound construct that has generated a theoretical model, which was published and peer-reviewed, as well as a global measure that was validated empirically (Carlson et al., 2006; Greenhaus & Powell, 2006; Shein & Chen, 2011).

Carlson et al. (2006) was the first study to develop a measuring instrument to determine the extent of work-family enrichment, based on Greenhaus and Powell's (2006) work-family enrichment model. For their measuring instrument Carlson et al. (2006) proposed six dimensions of work-family enrichment: three in the direction work-to-family enrichment (namely, *development*, *affect* and *capital*), and three in the direction family-to-work enrichment (namely, *development*, *affect* and *efficiency*). *Development*, in both directions, occurs when an increase in intellectual and personal development (i.e. confidence and accomplishment) in one role enhances involvement in another role. *Affect*, in both directions, is defined as positive feelings that impact one role but are generated through involvement in another role. *Capital*, in the work-to-family direction, occurs when involvement in work leads to an improvement in psychological capital resources such as a sense of security, confidence, accomplishment, or self-esteem, which improves the individual's performance as a family member. *Efficiency*, in the family-to-work direction, occurs when involvement in family requires a sense of focus, ability of time management at work or an urgency that helps the individual to be an improved worker (Carlson et al., 2006).

The measurement scale of Carlson et al. (2006) does not cover all of the work-family enrichment resources as conceptualised by Greenhaus and Powell's model of work-family enrichment. De Klerk, Nel, Hill and Koekemoer (2013) addressed this gap by developing a measuring instrument (MACE Work-Family Enrichment Instrument) that include most of the resources than was identified by the work-family enrichment model of Greenhaus and Powell (2006). The MACE Work-Family Enrichment Instrument measures resources which entail *perspectives*, *affect*, *time management* and *socio-capital*.

Perspectives refer to the acquisition of skills, perspectives and values through the involvement in the work or family role. *Affect* refers to the acquisition of a self-concept, positive affect, increased energy levels and mental sharpness through the involvement in the work or family role. *Time management* means gaining the ability to determine timing and pace at which role requirements are met through the involvement in the work or family role. *Socio-capital* refers to the acquisition of the ability to maintain relationships and support (emotional or social) through the involvement in the work or family role. All of these resources aim to improve the individual's quality in the work or family role. (De Klerk et al., 2013).

The new MACE Work-Family Enrichment Instrument mentioned above, measures the enrichment between work and family in both directions: work-to-family enrichment (W-FE) and family-to-work enrichment (F-WE). The instrument also consists of the following sub-dimensions: for the W-FE direction: work-family perspectives (WFP), work-family affect (WFA), work-family socio-capital (WFS) and work-family time management (WFT); for the F-WE direction; family-work perspective (FWP), family-work affect (FWA), family-work socio-capital (FWS) and family-work time-management (FWT).

1.1.2 Work resources, home resources, work engagement and family engagement

Work resources

Work resources are the physical, social, psychological or organisational aspects that may help to reduce job demands and can be functional in achieving work goals and can stimulate personal growth, development and learning (Hanaken, Bakker, & Schaufeli, 2006). Work resources may include aspects such as support (supervisor and social), work-related developmental possibilities and autonomy (Mostert, 2012). In terms of work resources, extensive research has been done on support at work (Baral & Bhargava, 2011; Beutell & Wittig-Berman, 2008; Hakanen, Peeters, & Perhoniemi, 2011; Hill, 2005; Karatepe & Beketshi, 2008; Nicklin & McNall, 2013; Wadsworth & Owens, 2007). More specifically Baral and Bhargava (2011) have only found a positive relation between supervisor support and work-to-family enrichment. The finding is consistent with other research as well (Beutell & Wittig-Berman, 2008; Hill, 2005; Karatepe & Beketshi, 2008; Wadsworth & Owens,

2007). Nicklin and McNall (2013) also found that supervisor support is related to work-to-family enrichment. Researchers have also found that work resources are a positive predictor of work-to-family enrichment (Hakanen et al., 2011). It is also been found that workers who experience work-to-family enrichment also experienced increased work resources such as autonomy and work-related developmental possibilities (Innstrand, Langballe, & Falkum, 2010; Geurts, Taris, Kompier, Dikkers, Van Hooff, & Kinnunen, 2005; Voydanoff, 2004). Demerouti, Geurts and Kompier (2004) have also found a positive relation between work resources, such as autonomy and social support, and work-family facilitation.

Home resources

Home resources can consist of support, developmental possibilities and autonomy at home. Home resources are those aspects within the home situation that help to reduce demands from the home and help to foster development, growth and well-being in the home domain (Hakanen et al., 2011). *Home support* refers to instrumental, informational, emotional and appraisal support from significant others (Ten Brummelhuis & Bakker, 2012). *Home-related developmental possibilities* can be seen as opportunities for self-growth in the home domain (Demerouti, Bakker, & Voydanoff, 2010). *Home autonomy* implies that the individual is able to decide how and when home tasks are performed (Ten Brummelhuis & Bakker, 2012). Various researchers (Aryee, Srinivas, & Tan, 2005; Baral & Bhargava, 2011; Grzywacz & Marks, 2000; Karatepe & Bekteshi, 2008) have found a positive relationship between family support and family-to-work enrichment. Hakanen et al. (2011), has also found that family-to-work enrichment was a positive predictor of home resources. According to Demerouti (2012) individuals who transfer energy and motivation they have gained from the work domain to the family domain, generate home resources such as social support, autonomy and developmental possibilities.

Work engagement

Work engagement can be defined as a positive, energetic, fulfilling and work-related state of mind in which employees is dedicated to excel in their performance at work and is confident of their effectiveness and this conditions characterised by vigour, absorption and dedication (Bezuidenhout & Cilliers, 2010; Schaufeli, Salanova, González-Romá, & Bakker, 2002; Schutte, Toppinen, Kalimo, & Schaufeli, 2000). *Work vigour* refers to high levels of energy and resilience and the willingness to invest in one's job and/or other activities, and is not exhausted easily (Schaufeli et al., 2002). *Work absorption* is characterised by being totally

happy to be surrounded by one's work and to forget about time and everything else (Schaufeli et al., 2002). *Work dedication* refers to having a strong involvement in one's work together with feelings of enthusiasm, pride, loyalty, significance and inspiration (Schaufeli et al., 2002). Research that has been done on work engagement found that this variable mediates the relationship between supervisor support and job autonomy (which forms part of work resources) and work-to-family enrichment (Siu et al., 2010). Furthermore, Hakanen et al. (2011) found that work-to-family enrichment is a predictor of work engagement.

Family engagement

Family engagement can be seen as the flipside of work engagement, where employees feel positive and energetic towards their family and get a sense of fulfilment from their family. This form of engagement can also be characterised by vigour, absorption and dedication. When family engagement is viewed as the flipside of work engagement, *family vigour* can be seen as high levels of energy and resilience and the willingness to invest in one's family and/or other activities and not being exhausted easily (Schaufeli et al., 2002). *Family absorption* can be characterised by being totally happy to be surrounded by one's family and to forget about time and everything else (Schaufeli et al., 2002). *Family dedication* can be referred to as having a strong involvement in one's family together with the same feelings of enthusiasm, pride, loyalty, significance and inspiration (Schaufeli et al., 2002). A study done by Rothbard (2001) on the relationship between family engagement and women's enhanced work performance, suggests that women who build a positive family environment enriches their work domain (Halbesleben, Harvey, & Bolino, 2009). Also, when resources are generated through family experiences it can lead to family engagement (Graves, Ohlott, & Ruderman, 2007). Higher work engagement can lead to higher family enrichment also through generating increased resources (Rothbard, 2001).

It is clear from the discussion above that some research was undertaken on the relationships of the above mentioned constructs with work-family enrichment. However, few research models include the different constructs: on the one hand of: the various work resources (support, developmental possibilities and autonomy); the work-family enrichment dimensions, and work engagement; the various home resources (support, developmental possibilities and autonomy); family-work enrichment dimensions, and family engagement. Therefore this study focuses on the antecedents (work resources and home resources) of the concept work-family enrichment and its outcomes (work engagement and family

engagement). In addition, seeing that work-family enrichment is viewed as bi-directional, two research models are tested: Work-to-family enrichment and Family-to-work enrichment. Furthermore, several studies (Baral & Bhargava, 2011; Carlson, Kacmar, Zivnuska, Ferguson, & Whitten, 2011; Hunter, Jansen Perry, Carlson, & Smith, 2010; Jaga & Bagraim, 2011) have also tested hypotheses exploring the two directions instead of one. Therefore it makes sense to test these two directions in two separate models.

1.2 RESEARCH QUESTIONS

The following research questions emerged from the problem statement:

- How are work-family enrichment and its antecedents (work resources and home resources), and outcomes (work engagement and family engagement) conceptualised according to the literature?
- Is there a relationship between work resources, work-family enrichment, and work engagement among female workers?
- Is there a relationship between home resources, family-work enrichment, and family engagement among female workers?
- Does work-family enrichment mediate the relationship between work resources and work engagement among female workers?
- Does family-work enrichment mediate the relationship between home resources and family engagement among female workers?
- What recommendations can be made for future research and practice?

1.3 RESEARCH OBJECTIVES

The research objectives are divided into a general objective and specific objectives flowing from it.

1.3.1 General objective

The general objective of this research was to explore the relationship between work resources, home resources, work engagement, family engagement and work-family

enrichment on a sample of female workers. The aim also was to test two models that have work-family enrichment and family-work enrichment as mediators.

1.3.2 Specific objectives

The specific objectives of this research are:

- To conceptualise work-family enrichment and its antecedents (work resources and home resources) and outcomes (work engagement and family engagement) according to the literature.
- To determine the relationship between work resources, work-family enrichment, and work engagement among female workers.
- To determine the relationship between home resources, family-work enrichment, and family engagement among female workers.
- To determine whether work-family enrichment mediates the relationship between work resources and work engagement among female workers.
- To determine whether family-work enrichment mediates the relationship between home resources and family engagement among female workers.
- To make recommendations for future research and practice.

1.4 RESEARCH HYPOTHESES

The following hypotheses were put forward for this research.

H_{1a}: There is a positive relationship between work resources and work-to-family enrichment among female workers.

H_{1b}: There is a positive relationship between home resources and family-to-work enrichment among female workers.

H_{1c}: There is a positive relationship between work engagement and work-to-family enrichment among female workers.

H_{1d}: There is a positive relationship between family engagement and family-to-work enrichment among female workers.

H_{2a}: Work-family enrichment mediates the relationship between work resources and work engagement as outcome among female workers.

H_{2b}: Family-work enrichment mediates the relationship between home resources and family engagement as outcome among female workers.

1.5 RESEARCH METHOD

The research method consists of a literature review and an empirical study. The results obtained are presented in the form of a research article.

1.5.1 Research Approach

This study is quantitative in nature. According to Struwig and Stead (2010), quantitative research is a form of conclusive research involving large representative samples and procedures for data collection that are structured. A randomised cross-sectional survey design was used to collect the data and thus to attain the research objectives. During a cross-sectional design several groups of people are examined at one point in time (De Vos, Strydom, Fouché, & Delport, 2011). The researcher opted for the cross-sectional survey design because it is easier to conduct and less expensive than that of the replicated design (De Vos et al., 2011).

1.5.2 Literature review

The literature review focuses on gathering information on the following constructs/keywords and its variables: *work resources* (work support, work-related developmental possibilities and work autonomy), *home resources* (home support, home-related developmental possibilities and home autonomy), *work engagement* (work vigour, work absorption and work dedication), *family engagement* (family vigour, family absorption and family dedication), female workers, and *work-family enrichment*. A complete literature review was undertaken by the use of extensive scientific research. Sources that were consulted include library resources such as databases, scientific and accredited articles on the internet and relevant textbooks. Databases that were employed include JSTOR, SAePublications, EbscoHost, Scopus, Juta, ScienceDirect, GoogleScholar and Sabinet References.

1.5.3 Research participants and procedure

For the purpose of this study a sample of females are selected who work across the spectrum of several industries (e.g. Humanities, Education, Administrative, Agricultural/Practical) ($N = 420$). A combined purposive and convenience non-probability sampling method is used. This allowed for sufficient representation of the population, seeing that only females are included who has a family life. The requirement is that the participants had to be fulltime employees and experience a family life as well, i.e. having family members in their life, for example having a mother, sibling, husband, etc. Various organisations are approached and ethical clearance is obtained from the managers to conduct the study within their organisation. The purpose of the study is also explained to each participant in person. The ethical aspects are explained, for instance that the study is voluntary, confidential and anonymity of participants are emphasised. A hard copy (paper-based) questionnaire is used. By estimation it takes approximately 45 minutes to complete the questionnaire and participants are given two weeks to complete the questions. The researcher collects the questionnaires after the set time frame. The questionnaires are stored in a secure place and only the researcher has access to it. After the specified time-frame the data collection process ended and statistical analysis commenced.

1.5.4 Measuring instruments

For the purpose of this study measuring instruments are employed to measure the following variables: biographical characteristics, work resources (self-developed), home resources (self-developed, work-family enrichment, work engagement and family engagement. The measurements areas follows:

Biographical characteristics

A biographical questionnaire is provided to gather the relevant information about the participants. Information such as the participants' age, ethnicity, language, highest qualification obtained, is gathered by means of this questionnaire.

Work resources (self-developed)

Three work resources are measured, including *work support*, *work developmental possibilities* and *work autonomy*. These three work resources (items) are rated on a four-point Likert scale ranging from 0 (*never*) to 3 (*always*). *Work support* is measured with the scale developed by Bakker et al. (2004). It includes three items e.g. “How often does it happen that you can count on your colleagues when you have difficulty in your work?” *Work-related developmental possibilities* are assessed by three items that are conceptually mirrored from existing scales of *home-related developmental possibilities* developed by Demerouti et al. (2010). An example item is: “How often does it happen that at your work, you have the opportunity to develop your strong points?” *Work autonomy* is measured with the scale developed by Bakker, Demerouti and Verbreke (2004) consisting of three items, e.g. “How often does it happen that you have a say in decisions that affect your work?” Reliable Cronbach’s alpha coefficients are found which ranged between 0.68 and 0.74 for *autonomy*, and between 0.81 and 0.85 for *support* and for *developmental possibilities* = 0.86 (Bakker et al., 2004; Bakker, Demerouti, & Euwema, 2005).

Home resources (self-developed)

The home resources are measured by an instrument developed by Demerouti et al. (2010) and conceptually mirror existing scales of job resources, since several scholars have successfully used a job-related measure as a model to construct a symmetrical home-related measurement (Frone & Rice, 1987; Frone, Russell, & Cooper, 1992; Parasuraman, Purohit, Godshalk, & Beutell, 1996). All these items of home resources are rated on a four-point Likert scale ranging from 0 (*never*) to 3 (*always*). *Home support* is measured with four items, including, “How often does it happen that your partner or family members show that they value you for the work you do at home?” *Home-related developmental possibilities* are assessed by three items, including, “How often does it happen that in your free time you have the opportunity to develop yourself?” *Home autonomy* is assessed in terms of four items, including, “How often does it happen that you decide for yourself how you spend your leisure time?” The following alpha coefficients are found according to a study done by Koekemoer and Mostert (2010): *home autonomy* = 0.64, *home support* = 0.70 and *home developmental possibilities* = 0.82.

Work-family enrichment

Work-family enrichment is measured by means of the *MACE Work-family Enrichment Instrument* (De Klerk et al., 2013). Dimensions of work-family enrichment consist of work-family perspectives (five items; i.e., “My family life is improved by my work showing me different viewpoints”), work-family affect (three items; i.e., “My family life is improved by my work that puts me in a good mood”), work-family socio-capital (three items; i.e., “My family life is improved by maintaining good relationships with my colleagues”) and work-family time management (six items; i.e., “My family life is improved by managing my time at work”). For the direction of family-to-work enrichment, the family-work enrichment dimensions consist of certain family-work perspectives (four items; i.e., “My work is improved by the skills I learn in my family life”), family-work affect (three items; i.e., “My work is improved by being optimistic about my family life”), family-work socio-capital (three items; i.e., “My work is improved by being supportive in my family life”) and family-work time management (three items; i.e., “My work is improved by keeping a sufficient pace in my family life”). Respondents indicated their levels of agreement to each statement on a four-point scale; (1) “Disagree”, (2) “Neither agree nor disagree”, (3) “Agree” and (4) “Strongly agree”. Reliable Cronbach’s alpha coefficients are found: *work-family perspectives*=0.91, *work-family affect* = 0.84, *work-family socio-capital*= 0.80, *work-family time management*= 0.90, *family-work perspectives*= 0.89, *family-work affect* = 0.89, *family-work socio-capital*= 0.78 and *family-work time management*= 0.83 (De Klerk et al., 2013).

Work engagement

The Utrecht Work Engagement Scale (UWES) (Schaufeli et al., 2002) is used in the present study. This entailed: *work vigour* (four items), *work absorption* (four items) and *work dedication* (three items). Examples of statements are; “At my work, I feel bursting with energy”; and “At my job, I feel strong and vigorous” (Schaufeli et al., 2002). The instrument is scored on a seven-point frequency rating varying from 1 (*never*) to 7 (*every day*). In a study conducted by Mendes and Stander (2011) the following alpha coefficients were achieved on the dimensions: *work vigour* = 0.81, *work dedication* = 0.90 and *absorption* = 0.78 (Storm & Rothman, 2003).

Family engagement

The 17-item UWES scale is adapted to measure the levels of family engagement with specific focus on three dimensions, namely family vigour, family absorption and family dedication.

This 13-item adapted scale has three scales, which are family vigour (six items), family dedication (three items) and family absorption (four items). Examples of statements are; “I am enthusiastic about spending time with my family”; “When I am with my family, I forget everything else around me” and “With my family I feel energised” The instrument is scored on a seven-point frequency rating varying from 1 (*never*) to 7 (*every day*).

1.5.5 Statistical analysis

The statistical analysis is carried out with Structural Equation Modelling (SEM) methods as implemented by Mplus 7.11 (Muthén & Muthén, 2013) to investigate the hypotheses. The reason for choosing Mplus is because of its unique ability to specify continuous and/or latent variables in analyses (De Beer, Pienaar, & Rothmann Jr., 2013). In order to test the hypotheses a cross-lagged model is investigated by using a categorical estimator. The default estimator for models that contain categorical data in Mplus is the mean and variance-adjusted weight least-squares method (WLSMV) (Muthén & Muthén, 2013).

Factor Analysis is implemented by means of Mplus to test the factorial validity of the measuring instruments. The input type for this instrument is the covariance matrix. Furthermore, a correlation matrix from Mplus for the latent variables is also included for analyses and discussion. Omegas are also used to determine the reliability of the constructs that were measured, seeing that omegas provide the most accurate estimate of reliability and values above 0.7 indicate good reliability (Revelle & Zinbarg, 2009; Stone et al., 2013). The Cronbach’s alpha coefficients are also used to determine the reliability of the constructs that were measured in this study. A cut-off point of 0.70, indicating high reliability, is applied (De Vos et al., 2011).

The following fit indices are considered to test the two research models (Work-to-family enrichment and Family-to-work enrichment): Comparative Fit Index (CFI), Tucker-Lewis Index (TLI). For the CFI and TLI, acceptable fit is considered at a value of 0.90 and above, and for the RMSEA a value of 0.08 and below is to be considered an acceptable model fit (Byrne, 2010).

To investigate the mediation effects of work-to-family enrichment and family-to-work enrichment, the model indirect function of Mplus are used. Indirect effect refers to the amount of mediation and equals the reduction of the effect the initial variable has on the outcome; it measures of the amount of mediation (Byrne, 2010).The bootstrapping resampling option is enabled and set to 5000 samples; typically this value is set to at least 1000 (Hayes, 2009); bias-corrected 95% confidence intervals were also reported (Shrout & Bolger, 2002). Furthermore, the categorical estimator, WLSMV, is used for the bootstrapping analyses and κ^2 (kappa-squared) values are calculated to help establish a basis from which to communicate the magnitude of the mediating effect sizes (De Beer et al., 2013; Preacher & Kelley, 2011).

1.5.6 Ethical Considerations

The ethical considerations that were taken into account to ensure that the research project would be fair and ethical are as follows:

- The researcher acted honest, fair and respectful towards the participants of this study.
- The research was not harmful in any way towards the participants and participation was voluntary.
- No invasion of privacy occurred during the study.
- The participants were informed beforehand of what the study consists; a letter of informed consent was given to the participants.
- No deception was involved during the conducting of the study.

1.6 OVERVIEW OF CHAPTERS

Chapter 1 of the dissertation introduced the basic elements of the study. In Chapter 2 the findings of the research objectives are discussed in the form of a research article. The conclusion, limitations, and recommendations of this study are expounded in Chapter 3.

1.7 CHAPTER SUMMARY

In this chapter the problem statement and research objectives were put forward. The measuring instruments and the research method that was employed were also explained, followed by a brief overview of the subsequent chapters.

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CHAPTER 2

RESEARCH ARTICLE

The antecedents and outcomes of work-family enrichment among female workers

Abstract

Orientation: Females are involved in both a work and family domain. Work-family enrichment is a concept that describes how these domains can enrich each other through gaining resources in the one domain and transferring these to the other domain.

Research purpose: The objective was to determine the relationship between work resources, home resources, work engagement, family engagement and work-family enrichment. The aim also was to test two models representing work-to-family and family-to-work enrichment as mediators.

Motivation for the study: By investigating work-family enrichment, as a newly research concept, and its antecedents and outcomes, it will add to the positive side of the work-family interface literature and provide information to organisations.

Research design, approach and method: A cross-sectional survey design was used in this study on a sample of female workers ($N = 420$) in South Africa. Product-moment correlations, fit indices, SEM and testing mediation were used to analyse the data. Omegas and alpha coefficients were employed to determine the reliability.

Main findings: A positive relationship between work-family enrichment and its antecedents and outcomes were found. Furthermore, work-family enrichment mediated (large effect) the relationship between work resources and work engagement and family-work enrichment mediated (small effect) the relationship between home resources and family engagement.

Practical/managerial implications: The results provide more insight and understanding to organisations and female workers on the benefits of being involved in both the domain of the work life and the family life.

Contribution: The study contributes to the limited research undertaken on work-family enrichment within the South African context. The present study also contributes to the literature on the use of the newly developed MACE Work-Family Enrichment Instrument.

Keywords: Female workers, work-family enrichment, work resources, home resources, work engagement, family engagement.

Introduction

To a greater extent females are entering the labour market in South Africa, in the light of more equal work opportunities in the formal labour market, particularly in high-powered positions, management positions or for self-employment (Lewis-Enright, Crafford, & Crous, 2009; McLellan & Uys, 2009; Van den Berg & Van Zyl, 2008). Statistics indicate that females make up 51.3% of the adult population and 46% represent the labour market (Statistics South Africa, 2011). Therefore it seems necessary to investigate females as this indicates that the role of females has changed significantly over the past years, as they no longer have the one dimensional role of only acting as mother, wife and a home-maker within the home domain (Franks, Schurink, & Fourie, 2006).

Nowadays in the highly technical and developed world, the only role that still remains uniquely gender related for females is that of bearing children (Franks et al., 2006). However, despite this fact, females presently are still socialised to perform their traditional roles as well. This is even the case with working females, who still feel that they need to carry most of the household responsibilities (Franks et al., 2006). In the past, research has mainly focused on the conflict that such multiple roles can generate (Barnett, 1998; Frone, 2003; Gareis, Barnett, Ertel, & Berkman, 2009). Recent research indicated, however, that a female's work life and her family life can provide reciprocal enrichment through the resources and rewards inherent in each role. When females fulfil such multiple roles, it can provide more opportunities and resources for them to succeed and to feel good about themselves and this condition in turn can result in females being empowered and having more control over their lives (Baral & Bhargava, 2011; Boixados, Hernandez, Guillamon, & Pousada, 2010; Ruderman, Ohlott, Panzer, & King, 2002).

When a female participates in multiple roles within both the work and family domain they can generate more positive experiences and resources, which can be used to promote improved functioning and growth in each of these roles (Grzywacz & Marks, 2000; Van Aarde & Mostert, 2008). Such females may also gain more energy in performing these multiple life-roles (Nolan & Surujlal, 2012). Females are also capable of combining their work life and family life successfully and if they succeed, it is likely that they will experience more productivity and less stress at work; their work satisfaction will improve and hence their

quality of life (Franks et al., 2006). Research has also found that a positive involvement in both the work life and family life of workers also holds significant benefits such as improved satisfaction, commitment and engagement towards their work (Montgomery, Peeters, Schaufeli, & Den Ouden, 2003; Mostert, 2006; Mostert, Cronjé, & Pienaar, 2006). Therefore it is necessary to investigate the positive side of the work-family interface of female workers and also to examine these antecedents and outcomes and their relationship with the construct of work-family enrichment.

Few studies have addressed this positive, interactive side of the relationship between the work domain and the family domain (Frone, 2003; Geurts & Demerouti, 2003). The positive side of the work-family interface consists of the following variables: positive spillover, facilitation, enhancement and enrichment. Work-family enrichment is seen as the main concept, seeing that it comprises all three above mentioned components' conceptualisations of the positive side of the work-family interface. For example, work-family enrichment builds mainly on the idea of positive spillover and this involves the transferring of experience from one domain to another domain, however not enhancing the quality of the domain and thus for enrichment to take place it must not only be transferred but also applied successfully to improve the quality of the domain (Powell & Greenhaus, 2004; Carlson, Kacmar, Wayne, & Grzywacz, 2006). Work-family enrichment is defined as "the extent to which experiences in one role improve the quality of life in the other role" (Greenhaus & Powell, 2006, p. 72). More specifically this enrichment refers to how involvement in one domain (work or family) can generate resources, which can bring about improved quality of life in the other domain (work or family reciprocally).

Resources such as skills, experiences, opportunities, can be gained from the work domain and may enhance the quality of life in the family domain (thus enrich the domain). Concurrently, resources such as positive moods, a sense of accomplishment, and positive behaviours, gained through the involvement in the family domain may enhance the quality of life in the work domain (Balmforth & Gardner, 2005; Jaga & Bagraim, 2011). Thus it can be seen that these resources are generated from the work domain (i.e. work resources) and from the family domain (i.e. home resources). Work resources and home resources both refer to those aspects (physical, social or psychological) from within the work and home situation that help reduce demands from work and home, and help to foster development, growth and well-being within the work and home domain (Hanaken, Bakker, & Schaufeli, 2006).

When employees, particularly female workers, have higher levels of experiencing these resources (i.e. work resources), it may have a positive impact outside of the work domain. This experience may, for instance, evoke positive feelings that can spill over and have a positive influence on females' home or family domain (Montgomery et al., 2003; Mostert et al., 2006; Van Aarde & Mostert, 2008). This impact suggests the notion of work-family enrichment. Female workers who experience work-family enrichment may also experience improved engagement in their work. Work engagement thus resembles the dual states of high performance and positive affect (Siu et al., 2010). Engaged workers experience work as meaningful, which can generate resources and, in turn, this can lead to the transferring of the resources to their family domain and thereby improve their family domain (Siu et al., 2010).

However, in contrast with the above findings, a limited number of South African studies deals with work-family enrichment as well as its antecedents and outcomes (Britz 2010; Jaga & Bagraim, 2011; Jaga, Bagraim, & Williams, 2013). Britz's (2010) study focuses on the experience and interaction between multiple roles (work and non-work roles), as well as the outcomes of being involved in these multiple roles (such as support from home and satisfaction). A positive interaction was found between these multiple roles. The study done by Jaga and Bagraim's (2011) have shown that job satisfaction and career satisfaction both are outcomes of work-to-family enrichment; also that family satisfaction is an outcome of family-to-work enrichment. Another example is that of Jaga et al. (2013), who found that work-to-family enrichment predicts decreased emotional exhaustion and a decrease in depression symptoms; family-to-work enrichment predicts subjective wellbeing. From the discussion above it can thus be seen that further research is needed in South Africa on work-family enrichment and its antecedents and outcomes. Also no research in the South African context focussed on testing work-family enrichment as mediator between antecedents and outcomes. Therefore it seems imperative to investigate this relationship.

Research purpose and objectives

In light of the above discussion, the purpose of the present study was to investigate 1) the relationship between the antecedents (*work resources* and *home resources*) and outcomes (*work engagement* and *family engagement*) and the concept work-family enrichment; and 2) the mediating role of work-family enrichment and family-work enrichment between work

resources, home resources, work engagement and family engagement. This was done among a sample of working females in various industries in South Africa.

Contribution to the field

The study contributes to the limited research undertaken on work-family enrichment within the South African context. The present study also contributes to the literature on the use of the newly developed MACE Work-Family Enrichment Instrument. Furthermore it also contributes to investigating antecedents and outcomes related to work-family enrichment for South African female workers.

What will follow

Against this background, this study aims to explore the antecedents and outcomes related to work-family enrichment among female workers. This is done by discussing the concept work-family enrichment, followed by investigating certain antecedents and outcomes associated with work-family enrichment. Furthermore the hypotheses of this study are provided.

Literature review

Work-family enrichment

The focus on the positive side of the work-family life began when Marks (1977) and Sieber (1974) proposed that participating in multiple life roles may hold advantages (Greenhaus & Powell, 2006). They posited the role-accumulation theory, which states that engagement in more than one life role can provide benefits that enhance individuals' lives (Shein & Chen, 2011). Marks (1977) more specifically suggested that engagement in activities in one role can generate energy such as resources and benefits that may produce additional energy that can be used for roles in another domain (Shein & Chen, 2011). Greenhaus & Powell (2006) also suggested that there can be advantages for employees participating in multiple life roles. They proposed the construct of "Work-family enrichment" which refers to "the extent to

which experiences in one role improve the quality of life in the other role” (Greenhaus & Powell, 2006, p. 72).

Work-family enrichment therefore investigates how involvement and resources gained in one domain (work or family) can contribute and improve experiences in the other domain (work or family). According to Greenhaus and Powell (2006) work-family enrichment is also considered to be bi-directional. This means that enrichment occurs in both directions (i.e. the work domain and the family domain). More specifically it implies that work-to-family enrichment occurs when the quality of the family role increases because of experiences in the work role. Concurrently, family-to-work enrichment occurs when the quality of the work role increases because of experiences in the family role (Greenhaus & Powell, 2006). For example a female worker may get advice or a suggestion from her partner to perform a task better at work (Gareis et al., 2009). Or a female worker can also experience a productive day at work, which then can translate into increased attentive behaviour (paying more attention) toward her family at home (Gareis et al., 2009).

Work-family enrichment can occur in two modes. Firstly, such enrichment takes place when resources gained from Role A (the work or family life) directly improves performance in Role B (the work or family life) – the instrumental path. Secondly this enrichment can occur indirectly through the resources’ influence on positive affect – the affective path (Greenhaus & Powell, 2006).

- An example of the *instrumental* path is when an employee learns conflict-handling skills at work and employs these skills at home to resolve conflict more effectively between family members, or when parents develop greater patience with their children which in turn can help them relate better to others within the work environment (Carlson et al., 2006).
- An example of the *affective* path is when an individual is in a positive mood when leaving work and will likely respond more positively, happily and patiently at home to family members; a feeling that can enhance his/her affect and performance as a family member, for example as a parent or a spouse (Carlson et al., 2006).

The resources mentioned above include; skills and perspectives, as well as flexibility, psychological and physical resources, social-capital resources and material resources

(Greenhaus & Powell, 2006). Skills refer to cognitive, interpersonal, coping and multitasking abilities as well as wisdom and knowledge derived from role experiences; perspectives refer to the way people perceive or handle certain situations; flexibility implies the discretion to self-determine the pace, timing and location at which role demands are met; psychological and physical resources refer to positive self-evaluations such as self-esteem and self-efficacy, and to positive emotions about the future as well as physical health; social capital refers to the interpersonal relationships accumulated in the work and family roles that may help an individual to achieve his or her goals; and material resources include gifts and finances that can be acquired from the work and the family roles (Greenhaus & Powell, 2006).

Carlson et al. (2006) were also the first to develop a measuring instrument to assess work-family enrichment. This model is based on Greenhaus and Powell's (2006) theoretical model of work-family enrichment. Their measuring instrument consists of six dimensions of work-family enrichment: three in each direction (work-to-family and family-to-work). The dimensions of the enrichment in the work-to-family direction are *development*, *affect* and *capital*. *Development*, in both directions, occurs when an increase in intellectual and personal development (i.e. confidence and accomplishment) in one role enhances involvement in another role. *Affect*, in both directions, is defined as positive moods that impact one role but are generated through involvement in another role. *Capital*, in the work-to-family direction, occurs when involvement in work leads to an improvement in psychological capital resources (i.e. a sense of security, confidence, accomplishment, or self-esteem) that enhances the individual's performance as a family member. *Efficiency*, in the family-to-work direction occurs when involvement in family requires a sense of focus, time management at work or a sense of urgency that helps the individual to be a better worker (Carlson et al., 2006).

On closer investigation, the scale of Carlson et al. (2006) fails to address all of the necessary resources (skills and perspectives, psychological and physical, flexibility, social-capital and material) as proposed by Greenhaus and Powell's (2006) work-family enrichment theoretical model. In an attempt to address this issue and further measurement issues, as well as matters on theory building related to the positive side of the work-family interface, De Klerk, Nel, Hill and Koekemoer (2013) developed the MACE Work-Family Enrichment Instrument. This instrument was also based on the work-family enrichment theoretical model proposed by Greenhaus and Powell (2006).

This new instrument includes more resources and measures the enrichment between work and family in both directions. In other words, it measures work-to-family enrichment (W-FE); and family-to-work enrichment (F-WE). The instrument consists of sub-dimensions for each direction.

- For W-FE, the sub-dimensions: work-family perspectives (WFP), work-family affect (WFA), work-family socio-capital (WFS) and work-family time management (WFT).
- For F-WE, the sub-dimensions: family-work perspective (FWP), family-work affect (FWA), family-work socio-capital (FWS) and family-work time-management (FWT).

According De Klerk et al. (2013) *perspectives* refer to the acquisition of skills, perspectives and values through the involvement in the work or family role. *Affect* indicates the acquisition of self-concept, positive affect, and increased energy levels and mental sharpness through the involvement in the work or family role. *Time management* implies gaining the ability to determine timing and pace at which role requirements are met through the involvement in the work or family role. *Socio-capital* refers to the acquisition or maintaining of relationships and support (emotional or social) through the involvement in the work or family role. In each case these sub-dimensions form part of a reciprocal process that improves the individuals' quality in the work or family role (De Klerk et al., 2013). For the purpose of this study the MACE Work-Family Enrichment Instrument was thus used, seeing that it provides more resources for an assessment.

Antecedents of work-family enrichment

Work resources

Work resources are those physical, social, psychological or organisational aspects that can be functional in achieving work goals and simultaneously stimulate personal growth, development and learning (Hanaken et al., 2006). In this sense work resources may include aspects such as work support (supervisor and social), work-related developmental possibilities and work autonomy (Mostert, 2012). *Work support* is located at an interpersonal level, whereas *work-related developmental possibilities* are located at a macro, organisational level, and *work autonomy* at the level of the task (Demerouti & Bakker, 2011). Work resources are a positive predictor of work-to-family enrichment and this may indicate that

when adequate work resources are available to an individual, as a consequence he/she may experience an enriching situation at home (Hakanen, Peeters & Perhoniemi, 2011). A positive relation has also been found between work-to-family enrichment and work support (Baral & Bhargava, 2011; Beutell & Wittig-Berman, 2008; Hill, 2005; Karatepe & Beketshi, 2008; Nicklin & McNall, 2013; Wadsworth & Owens, 2007). This may indicate that when support at work is available it may help the individual to integrate work and family responsibilities and such a condition may provide the individual with psychological resources such as confidence to deal with both work and family duties (Baral & Bhargava, 2011; Winfield & Rushing, 2005).

Home resources

Home resources are those aspects of the home situation that help to reduce demands from home and foster development, growth and well-being in the home domain (Hakanen et al., 2011). As in the case of work resources, home resources may include variables such as home support, home-related developmental possibilities and home autonomy. *Home support* can refer to instrumental, informational, emotional and appraisal support from significant others (Ten Brummelhuis & Bakker, 2012). *Home-related developmental possibilities* can be seen as opportunities for self-growth in the home domain (Demerouti, Bakker, & Voydanoff, 2010). *Home autonomy* implies that the individual is able to decide how and when home tasks are performed (Ten Brummelhuis & Bakker, 2012). Hakanen et al. (2011) found that family-to-work enrichment positively predicted home resources. This indicates when an individual feels that the roles in his/her private life are enriching and therefore improving the quality of the work role and this condition in turn may improve satisfaction in the home life and provide increased positive perceptions of support from family and friends (Hakanen et al., 2011). Several studies also found a positive relationship between home support and family-to-work enrichment (Aryee, Srinivas, & Tan, 2005; Baral & Bhargava, 2011; Grzywacz & Marks, 2000; Karatepe & Bekteshi, 2008). This means that support from home can help the individual to invest more energy and time at work and to partake in the work activities without any concerns or worries (Baral & Bhargava, 2011).

Outcomes of work-family enrichment

Work engagement

Work engagement can be defined as a positive, energetic, fulfilling, work-related state of mind in which employees are dedicated to excellent performance at work and is confident of their effectiveness and this state of mind is characterised by vigour, absorption and dedication (Bezuidenhout & Cilliers, 2010; Schaufeli, Salanova, González-Romá, & Bakker, 2002; Schutte, Toppinen, Kalimo, & Schaufeli, 2000). *Vigour* refers to high levels of energy and resilience and the willingness to invest in one's job and/or other activities and not being exhausted easily; *absorption* is characterised by being fully happy to be surrounded by one's work and to forget about time and everything else; *dedication* means having a strong involvement in one's work accompanied by feelings of enthusiasm, pride, loyalty, significance and inspiration (Schaufeli et al., 2002). It has been found that work-to-family enrichment is a predictor of work engagement (Hakanen et al., 2011). This means that when employees experience enriching outcomes at home, it may further strengthen their vigour, absorption and dedication at work (Hakanen et al., 2011). Findings also showed that work engagement mediates the relationship between supervisor support and job autonomy (all of which form part of work resources) and work-to-family enrichment (Siu et al., 2010). This suggests that support from supervisors may help individuals' work-family enrichment by enhancing their experience of their work role. Another indication is that individuals who perceived more work autonomy may experience higher work-family enrichment and thus autonomy can provide employees with skill discretion and work creativity that foster improved engagement in their work (Siu et al., 2010). Having vigour, absorption and dedication are also likely to have a positive impact on the atmosphere at home and may therefore result in work-family enrichment (Siu et al., 2010).

Family engagement

Family engagement can be seen as the flipside of work engagement and can therefore be defined as the condition in which employees feel positive and energetic towards their family, get a sense of fulfilment from their family and this condition can also be characterised by vigour, absorption and dedication (Bezuidenhout & Cilliers, 2010; Schaufeli et al., 2002; Schutte et al., 2000). With family engagement viewed as the flipside of work engagement,

family vigour can be understood as high levels of energy and resilience and the willingness to invest in one's family and/or other activities and not being exhausted easily; *family absorption* can be characterised by being fully content to be surrounded by one's family and to forget about time and everything else; *family dedication* can imply a strong involvement in one's family accompanied by feelings of enthusiasm, pride, loyalty, significance and inspiration (Schaufeli et al., 2002). A study done by Rothbard (2001) on the relationship between family engagement and enhanced work performance of women, suggests that women who build a positive family environment also enrich their work domain (Halbesleben, Harvey, & Bolino, 2009). Furthermore, when resources are generated through family experiences it can lead to family engagement (Graves, Ohlott, & Ruderman, 2007).

It is clear from the discussion above that some research has been done on the relationships between antecedents and outcomes regarding work-family enrichment. However, limited research has been undertaken on this topic that includes all the dimensions of work resources (i.e. work support, work-related developmental possibilities and work autonomy), work-family enrichment, and work engagement as well as home resources (i.e. home support, home-related developmental possibilities and home autonomy), family-work enrichment, and family engagement. Therefore the present study focussed on the antecedents of work and family enrichment (work resources and home resources) and its outcomes (work engagement and family engagement).

Two research models (See Fig. 1. Work-to-family enrichment and Fig. 2. Family-to-work enrichment) were also tested during this study. The reason for splitting the two directions and thus testing two models instead of one (work-family enrichment) is evident. As seen above, Greenhaus and Powell (2006) consider work-family enrichment to be bidirectional, thus indicating two directions. In addition, several studies (Baral & Bhargava, 2011; Carlson, Kacmar, Zivnuska, Ferguson, & Whitten, 2011; Hunter, Jansen Perry, Carlson, & Smith, 2010; Jaga & Bagraim, 2011) have also tested hypotheses with the two directions instead of one. Therefore it makes sense to test these two directions in two separate models.

Proposed hypotheses

For the purpose of this study the following hypotheses were proposed:

H_{1a}: There is a positive relationship between work resources and work-to-family enrichment among female workers.

H_{1b}: There is a positive relationship between home resources and family-to-work enrichment among female workers.

H_{1c}: There is a positive relationship between work engagement and work-to-family enrichment among female workers.

H_{1d}: There is a positive relationship between family engagement and family-to-work enrichment among female workers.

H_{2a}: Work-family enrichment mediates the relationship between work resources with work engagement as outcome among female workers.

H_{2b}: Family-work enrichment mediates the relationship between home resources with family engagement as outcome among female workers.

Research design

The research approach and the research method are discussed below.

Research approach

The study was quantitative in nature and a cross-sectional survey design was used to reach the research objectives. With a cross-sectional design several groups of people was examined at one point in time and the reason why the researcher opted for the cross-sectional survey design was that it is easier and less expensive to conduct (De Vos, Strydom, Fouché, & Delpont, 2011).

Research method

Research participants

As seen in Table 1 below, only 420 questionnaires were returned, after 450 questionnaires were distributed, therefore indicating a response rate of 93.3%. A combined purposive and convenience non-probability sampling method was used. Inclusive criteria were applied where the females were required to be full-time employed and have a family life. Characteristics of the sample are provided in Table 1 below.

TABLE 1: Characteristics of the participants ($N = 420$)

Item	Category	Frequency	Percentage
Gender	Female	420	100.00
Ethnicity	White	343	81.70
	African	50	11.90
	Coloured	23	5.50
	Indian	4	1.00
Age	18 - 23 years	26	6.20
	24- 33 years	142	33.80
	34- 43 years	108	25.70
	44 - 53 years	87	20.70
	55 - 63 years	50	11.90
	64- 73 years	4	1.00
	Missing values	3	0.70
Language	Western Germanic	353	84.00
	African	43	10.20
	Missing values	24	5.70
Qualification	Lower than Grade 12	15	3.50
	Grade 12	127	30.20
	Post-Matric Diploma (Tech)	65	15.50
	Undergraduate Degree	80	19.00
	Postgraduate Degree	117	27.90
	Other	8	1.90
	Missing values	8	1.90

All the participants were females of which 81.7% were White participants, 11.9% were African participants and 5.50% were Coloured participants. In total, 84% of the participants spoke Western Germanic languages (Afrikaans or English) and 10.2% spoke African

languages. In terms of age the highest percentage (33.8%) of the population were between the ages of 24 and 33 years followed by participants between the ages of 34 and 43 years (25.70%). With respect to qualification the highest percentage (30.2%) of the participants had a Grade 12 followed by Postgraduate degree (27.90%).

Measuring instruments

The following measuring instruments were used in the empirical study:

Biographical characteristics: A biographical questionnaire was provided to gather information on the participants' gender, age, ethnicity, language and highest qualification.

Work resources (self-developed): Three work resources were measured, namely *support*, *work-related developmental possibilities* and *autonomy*. These three items of work resources were rated on a four-point Likert scale ranging from 0 (*never*) to 3 (*always*). *Work support* was measured by the scale developed by Bakker, Demerouti and Verbreke (2004). This entailed three items, e.g. "How often does it happen that you can count on your colleagues when you have difficulty in your work?" *Work-related developmental possibilities* was assessed by three items that were conceptually mirrored from existing scales of home-related developmental possibilities developed by Demerouti et al. (2010). An example item is: "How often does it happen that at your work, you have the opportunity to develop your strong points?" *Work autonomy* was measured with the scale developed by Bakker et al. (2004). This consisted of three items, e.g. "How often does it happen that you have a say in decisions that affect your work?" Reliable Cronbach's alpha coefficients were found that ranged between 0.68 and 0.74 for *autonomy*, and between 0.81 and 0.85 for *support* and for *development possibilities* = 0.86 (Bakker et al., 2004; Bakker, Demerouti, & Euwema, 2005).

Home resources (self-developed): The home resources were developed by Demerouti et al. (2010) and conceptually mirror existing scales of work resources, since several researchers have used a work-related measure successfully as a model to construct a symmetrical home-related measure (Frone, & Rice, 1987; Frone, Russell, & Cooper, 1992; Parasuraman, Purohit, Godshalk, & Beutell, 1996). All these items of home resources were rated on a four-point Likert scale ranging from 0 (*never*) to 3 (*always*). *Home support* was measured in terms of four items, including "How often does it happen that your partner or family members show

that they value you for the work you do at home?” *Home-related developmental possibilities* was assessed by three items, including “How often does it happen that in your free time you have the opportunity to develop yourself?” *Home autonomy* was assessed with four items, including “How often does it happen that you decide for yourself how you spend your leisure time?” The following Cronbach’s alpha coefficients were found according to a study done by Koekemoer and Mostert (2010): *home autonomy* = 0.64, *home support* = 0.70 and *home-related developmental possibilities* = 0.82.

Work-family enrichment: Work-family enrichment was measured with *The MACE Work-family Enrichment Instrument* (De Klerk et al., 2013). Dimensions of work-to-family enrichment consist of the following elements: work-family perspectives (five items; i.e., “My family life is improved by my work showing me different viewpoints”), work-family affect (three items; i.e., “My family life is improved by my work that puts me in a good mood”), work-family socio-capital (three items; i.e., “My family life is improved by maintaining good relationships with my colleagues”) and work-family time management (six items; i.e., “My family life is improved by managing my time at work”). For the Family-to-work enrichment direction, dimensions of family-work enrichment consist of family-work perspectives (four items; i.e., “My work is improved by the skills I learn in my family life”), family-work affect (three items; i.e., “My work is improved by being optimistic about my family life”), family-work socio-capital (three items; i.e., “My work is improved by being supportive in my family life”) and family-work time management (three items; i.e., “My work is improved by keeping a sufficient pace in my family life”). Respondents indicated their levels of agreement to each statement on a four-point scale; (1) “Disagree”, (2) “Neither agree nor disagree”, (3) “Agree” and (4) “Strongly agree”. Reliable Cronbach alpha coefficients were found, according to which the following scores were achieved: work-family perspectives = 0.91, work-family affect = 0.84, work-family socio-capital = 0.80, work-family time management = 0.90, family-work perspectives = 0.89, family-work affect = 0.89, family-work socio-capital = 0.78 and family-work time management = 0.83 (De Klerk et al., 2013).

Work engagement: The Utrecht Work Engagement Scale (UWES) (Schaufeli et al., 2002) was used in this study. This entailed the following sub-dimensions: work vigour (four items), work absorption (four items) and work dedication (three items). Examples of statements are: “At my work, I feel bursting with energy” and “At my job, I feel strong and vigorous” (Schaufeli et al. 2002). The instrument was scored on a seven-point frequency rating scale

varying from 1 (*never*) to 7 (*every day*). In a study conducted by Mendes and Stander (2011), the following alpha coefficients were achieved on the dimensions: work vigour = 0.81, work dedication = 0.90 and absorption = 0.78 (Storm & Rothman, 2003).

Family engagement: The 17-item UWES scale was adapted to measure the levels of family engagement with specific focus on three dimensions, namely family vigour, family absorption and family dedication. The adapted scale of 13 items consists of three scales, namely family vigour (six items), family absorption (four items) and family dedication (three items). Examples of statements are: “I am enthusiastic about spending time with my family”, “When I am with my family, I forget everything else around me” and “With my family I feel energised”. The instrument was scored on a seven-point frequency rating scale varying from 1 (*never*) to 7 (*every day*).

Research procedure and ethical considerations

After permission was obtained from the organisation’s management, the questionnaires were distributed. A letter was included with the questionnaires to explain the purpose of the study as well as the ethical considerations, such as anonymity and confidentiality. Participants were given two weeks to complete the questionnaire.

Statistical Analysis

The statistical analysis was carried out with Structural Equation Modelling (SEM) methods as implemented by the Mplus 7.11 programme (Muthén & Muthén, 2013). The reason for choosing Mplus is due to its unique ability to specify continuous and/or latent variables in analyses (De Beer, Pienaar, & Rothmann Jr., 2013). In order to test the hypotheses, a cross-lagged model was investigated by using a categorical estimator. The default estimator for models that contain categorical data in Mplus is the method measuring mean and variance-adjusted weight least-squares (WLSMV) (Muthén & Muthén, 2013).

Factor analysis was implemented by means of Mplus to test the factorial validity of the measuring instruments. The input type was the covariance matrix. Furthermore, a correlation matrix from Mplus for the latent variables was also included for analyses and discussion. Omegas were used to determine the reliability of the constructs that were measured, seeing

that omegas provide the most accurate estimate of reliability, and values above 0.70 indicate good reliability (Revelle & Zinbarg, 2009; Stone et al., 2013). The Cronbach's alpha coefficients were also used to determine the reliability of the constructs that were measured in this study. A cut-off point of 0.70, indicating high reliability, was applied (De Vos et al, 2011).

The following fit indices were considered to test the two research models (Fig.1. Work-to-family enrichment and Fig. 2. Family-to-work enrichment): Comparative Fit Index (CFI) and Tucker-Lewis Index (TLI). For the CFI and TLI, acceptable fit is considered at a value of 0.90 and above, and for the RMSEA a value of 0.08 and below is to be considered an acceptable model fit (Byrne, 2010).

To investigate the mediation effects of work-to-family enrichment and family-to-work enrichment the model indirect function of Mplus was used. According to Rucker, Preacher, Tomala and Petty (2011, p. 359), attention in mediation analyses "should be shifted towards the magnitude and significance of indirect effects". Indirect effect refers to the amount of mediation and equals the reduction of the effect the initial variable has on the outcome; the estimates did not go through zero, which indicates a significant mediation effect (Byrne, 2010; Rucker et al., 2011). The option of bootstrapping re-sampling was enabled and set to 5000 samples; typically this value is set to at least 1000 (Hayes, 2009). Bias-corrected confidence intervals of 95% were also reported (Shrout & Bolger, 2002). Furthermore, the categorical estimator, WLSMV, was also used for the bootstrapping analyses and κ^2 (kappa-squared) values were calculated to help establish a basis from which to communicate the magnitude of the mediating effect sizes (De Beer et al., 2013; Preacher & Kelley, 2011).

Results

The subsequent results are product-moment correlations, omegas and Cronbach's alpha coefficients.

Correlations, omegas and cronbach alphas

The correlation coefficients between the constructs, omegas and Cronbach's alphas are displayed in Table 2 and Table 3 below.

TABLE 2: Correlation matrix between work support, work-related developmental possibilities, work autonomy, work-to-family enrichment dimensions and work engagement; omegas and Cronbach's alphas.

	α	ω	1	2	3	4	5	6	7
1. Work support	0.75	0.85	1.00						
2. Work-related developmental possibilities	0.85	0.89	0.52 ^b	1.00					
3. Work autonomy	0.70	0.76	0.48 ^a	0.71 ^b	1.00				
4. Work-family perspectives	0.94	0.95	0.36 ^a	0.53 ^b	0.49 ^a	1.00			
5. Work-family affect	0.95	0.94	0.38 ^a	0.56 ^b	0.52 ^b	0.83 ^b	1.00		
6. Work-family time management	0.91	0.92	0.33 ^a	0.49 ^a	0.45 ^a	0.73 ^b	0.77 ^b	1.00	
7. Work-family socio-capital	0.87	0.90	0.36 ^a	0.54 ^b	0.50 ^b	0.80 ^b	0.84 ^b	0.73 ^b	1.00
8. Work engagement	0.94	0.95	0.21	0.32 ^a	0.29	0.47 ^a	0.49 ^a	0.43 ^a	0.47 ^a

$p < 0.01$ for all values; ^a Correlation ≥ 0.30 is practically significant (medium effect); ^b Correlation ≥ 0.50 is practically significant (large effect)

From the results in Table 2 it is evident that a positive relationship exists between all the correlations. It can also be seen that the dimensions of work engagement (work vigour, work absorption and work dedication) were grouped together in a single construct, namely *work engagement*. The reason for this is that the items of the dimensions were not distinct and therefore grouped as one factor. According to the results in Table 2 the items are related statistically significantly and practically in the following manner: The dimension *work-family perspectives* is related (with a medium effect) to work engagement, work autonomy and work support, and related (with a large effect) to work-related developmental possibilities. *Work-family socio-capital* is related (with a medium effect) to work engagement and work support, and it is related (with a large effect) to work-related developmental possibilities and work autonomy. *Work-family time management* is related (with a medium effect) to work engagement, work autonomy, work support and work-related developmental possibilities. *Work-family affect* is related (with a medium effect) to work engagement and work support, and related (with a large effect) to work autonomy and work-related developmental possibilities.

The results thus support Hypothesis 1a, as a positive relationship is evident between the work resources and work-to-family enrichment. Hypothesis 1c is also supported by the results, as a positive relationship is evident between work engagement and work-to-family enrichment. Thus Hypothesis 1a and 1c are fully accepted, seeing that there definitely are relationships between work-family enrichment and work resources, as well as between work-family enrichment and work engagement, in which all the relationships have either a medium or a large effect. From the results in Table 2 it can also be seen that the alpha and omega values of all the measuring instruments were considered to be acceptable, seeing that all of the values scored above 0.70. For the omegas it ranged between 0.76 and 0.95 and for the Cronbach's alphas it ranged between 0.70 and 0.95.

TABLE 3: Correlation coefficients between home support, home-related developmental possibilities, home autonomy, family-to-work enrichment dimensions and family engagement; omegas and Cronbach's alphas.

	α	ω	1	2	3	4	5	6	7
1.Home support	0.82	0.87	1.00						
2.Home-related developmental possibilities	0.82	0.88	0.74 ^b	1.00					
3.Home autonomy	0.76	0.82	0.66 ^b	0.73 ^b	1.00				
4.Family-work perspectives	0.94	0.95	0.29	0.32 ^a	0.28	1.00			
5.Family-work affect	0.95	0.94	0.28	0.31 ^a	0.28	0.72 ^b	1.00		
6.Family-work time management	0.87	0.91	0.24	0.27	0.24	0.62 ^b	0.61 ^b	1.00	
7.Family-work socio-capital	0.86	0.91	0.24	0.27	0.24	0.61 ^b	0.61 ^b	0.52 ^b	1.00
8.Family engagement	0.92	0.95	0.07	0.08	0.07	0.19	0.18	0.16	0.16

$p < 0.01$ for all values; ^a Correlation ≥ 0.30 is practically significant (medium effect); ^b Correlation ≥ 0.50 is practically significant (large effect)

From the results in Table 3, a positive relationship is evident between all the correlations. It is also clear that the dimensions of family engagement (family vigour, family absorption and family dedication) were grouped together in a single construct, namely *family engagement*. The reason is that the items of the dimensions were not distinct and therefore grouped as one factor. Furthermore, from the results described in Table 3, *family-work perspectives* is statistically significantly and practically related (with a medium effect) to home-related developmental possibilities. *Family-work affect* is also related in the same manner (with a medium effect) to home-related developmental possibilities.

Therefore the results partially supported Hypothesis 1b, as a positive relationship is evident between certain home resources and the various dimensions of family-to-work enrichment. Hypothesis 1d is also supported by the results, as it is evident that a positive relationship exists between family engagement and family-to-work enrichment. However, this relationship is very small. From the results in Table 3 it can also be seen that the alpha and omega values of all the measuring instruments were considered to be acceptable, seeing that all of the values scored above 0.70: for the omegas it ranged between 0.82 and 0.95 and for the Cronbach's alphas it ranged between 0.76 and 0.95.

The results of the two structural models are being discussed below.

Structural models: Work-to-family enrichment and Family-to-work enrichment models

The results on the fit of the two hypothesised models (work-to-family enrichment and family to work enrichment), as well as the results of the mediation are displayed and discussed below.

The two research models depicted below was specified with all the observed variables set as categorical in Mplus, and the models was found to fit the data acceptably.

Work-to-family enrichment model

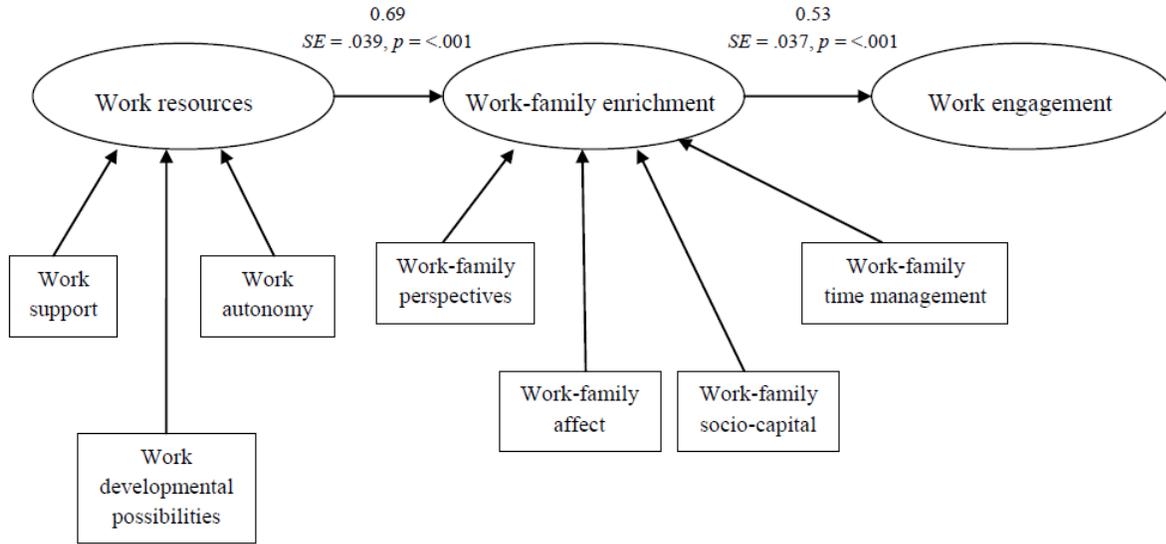


Figure 1: Work-to-family enrichment model

For the first model (the work-to-family enrichment model) the CFI (0.94) and the TLI (0.94) were both above the rule of thumb of 0.90, which indicates good model fit (Byrne, 2010). The RMSEA value (0.06) was also below the guideline of 0.08, which confirmed a good model fit (Byrne, 2010). The results indicated a positive relationship between work resources and work-family enrichment ($\beta = 0.69, p < .001$), as well as a positive relationship between work-family enrichment and work engagement ($\beta = 0.53, p < .001$). In the results, it was also found that work-to-family enrichment mediated the relationship of work resources and work engagement with indirect effect. The κ^2 value for the mediating effect of work-to-family enrichment between work resources and work engagement was calculated at $\kappa^2 = 0.29$ (a large effect).

Therefore hypothesis 2a is accepted fully, seeing that work-family enrichment does mediate the relationship between work resources, leading to work engagement as outcome among female workers.

Family-to-work enrichment model

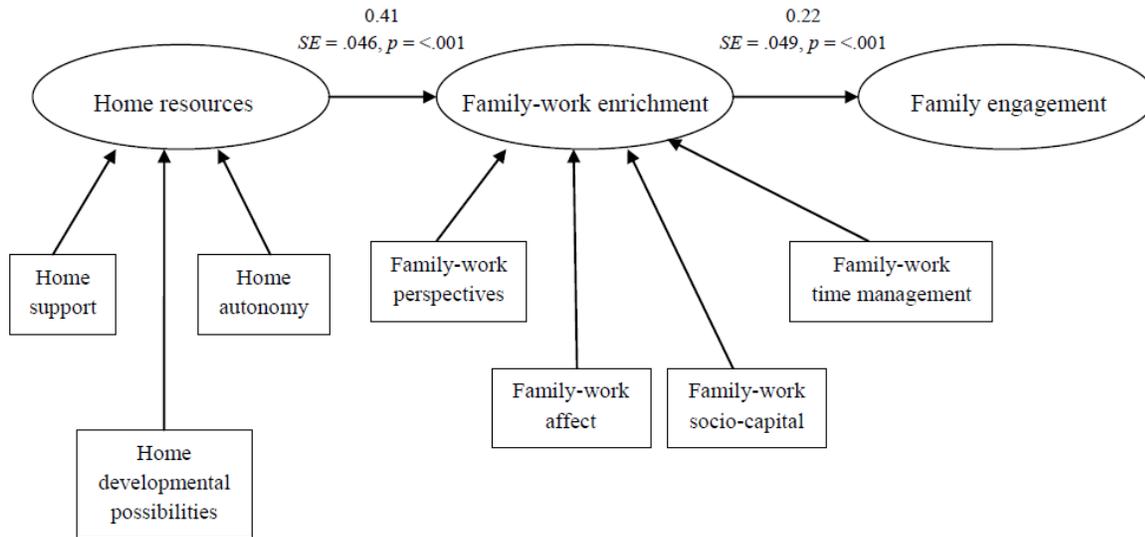


Figure 2: Family-to-work enrichment model

For the second model (family-to-work enrichment) the CFI (0.90) and the TLI (0.89) indicated good model fit. The RMSEA value (0.08) also confirmed a good model fit. The results showed a positive relationship between home resources and family-work enrichment ($\beta = 0.41, p < .001$), as well as between family-work enrichment and family engagement ($\beta = 0.22, p < .001$). It was also found that family-to-work enrichment mediated the relationship of home resources and family engagement with an indirect effect. The κ^2 value for the mediating effect of family-to-work enrichment between home resources and family engagement was calculated to be $\kappa^2 = 0.08$ (a small effect).

Therefore hypothesis 2b is accepted fully, seeing that family-work enrichment does mediate the relationship between home resources, leading to family engagement as outcome among female workers.

Discussion

Outline of the results

The objective of this study was to investigate the relationship between the various dimensions of work-family enrichment in both directions. These consisted of the following: work resources (i.e. work support, work-related developmental possibilities and work autonomy), home resources (i.e. home support, home-related developmental possibilities and home autonomy), work engagement, family engagement and work-family enrichment. Furthermore, two models (i.e. work-to-family enrichment and family-work enrichment) were also tested on a sample of female workers. This was done by using work-to-family enrichment dimensions as mediators between work resources and work engagement; and family-to-work enrichment dimensions as mediators between home resources and family engagement. In South Africa research into work-family enrichment with regard to female workers and the relationship between the antecedents and outcomes of work-family enrichment is limited (Britz, 2010; Jaga & Bagraim, 2011; Jaga et al., 2013). The same can be said of assessing the mediating effect of work-family enrichment and family-work enrichment. Therefore the present study will add to existing literature investigating the positive side of the work-family interface (Britz, 2010; Jaga & Bagraim, 2011; Jaga et al., 2013).

Hypothesis 1a was supported. The results indicated a positive relationship between all of the work resources (i.e. work support, work-related developmental possibilities and work autonomy) and the dimensions of work-to-family enrichment among female workers. This may imply that female workers who are involved in their work life, may gain resources (such as work support, work-related developmental possibilities and work autonomy), which they then can transfer to their family domain. These resources will help them be a better family member and thus enhance the quality of their family life. More specifically, work support was related to the sub-dimensions work-family perspectives, work-family affect, work-family time management and work family socio-capital. This may suggest that when support is available at work, female workers are likely to feel more positive and build on these supportive relationships. This may also give them the energy and skills which enable them to be in control of their work activities. Such skills and

positive emotions may then be carried over to their family role, thus enhancing this role. Also when support is available at work, female workers may be able to integrate their work and family responsibilities better, seeing that this support can help bridge the boundaries between the work life and family life and in that sense this experience of support can serve to reinforce their experience of work-family enrichment (Baral & Bhargava, 2011; Winfield & Rushing, 2005).

Work autonomy and work-related developmental possibilities was related to all four dimensions of work-family enrichment. These relationships were found to be between the work-family enrichment dimensions and work autonomy as well as work-related developmental possibilities. This may indicate that when female workers have more sense of control over their work and when their job is being enriched with opportunities to learn and obtaining new skills, these may be transferred to their family and thus such resources may affect how they feel about their management of family responsibilities and thereby enhancing their competency as a family member (Baral & Bhargava, 2011). When an organisation provides a female worker with opportunities to progress in the organisation she may then acquire new skills, perspectives and mental sharpness that may cause her to feel more positive about herself and her work. Such a female worker will then be able to carry these resources into her family domain, thus enriching her family live. This is consistent with research that found that when self-reported learning opportunities are present at work, this is associated with an increase of work-family enrichment (Voydanoff, 2004).

The results of the relationship between work-family enrichment and work resources are also consistent with other research on this topic. That is because a positive relationship was found between the following variables: work-to-family enrichment and work support, work autonomy and work-related developmental possibilities (Baral & Bhargava, 2011; Beutell & Wittig-Berman, 2008; Geurts et al., 2005; Hill, 2005; Innstrand, Langballe, & Falkum, 2010; Karatepe & Beketshi, 2008; Nicklin & McNall, 2013; Voydanoff, 2004; Wadsworth & Owens, 2007). Furthermore, previous research on certain dimensions of work-family enrichment and its relationships with certain antecedents, has delivered the following findings: work-family development, work-family affect and work-family capital was shown to be related positively to

developmental experiences at work, work autonomy and relationship with supervisor (form of support) (Carlson et al., 2006).

The results also confirm Hypothesis 1b that posited a positive relationship between home resources (i.e. home support, home-related developmental possibilities and home autonomy), and the various dimensions of family-to-work enrichment among female workers. However, the relationship between all three home resources and the dimensions of family-work enrichment was very weak. The reason for such a weak relationship may be that a female employee does not have these resources available at home. Another explanation is that the female might not be experiencing a true family life at home, for example a lack of support from her husband. However, in contrast, studies found a sound relationship between home resources, such as home support and family-to-work enrichment (Aryee et al., 2005; Baral & Bhargava, 2011; Grzywacz & Marks, 2000; Karatepe & Bekteshi, 2008; Wayne, Randel, & Stevens, 2006).

The results also confirm Hypothesis 1c and 1d. According to Hypothesis 1c a positive relationship exists between work engagement and the dimensions of work-to-family enrichment (work-family perspectives, work-family affect, work-family social-capital and work-family time-management). This may indicate that as female workers experience increasing work-to-family enrichment, the more likely they are to experience engagement in their work. More specifically it may mean that when a female worker gain resources (i.e. work support, work-related developmental possibilities and work autonomy) from her work life and transfer these resources to her family life, the more likely she is to feel engaged in her work. The reason may be that the resources which female workers gain from their work enhance and improve the quality of their family life. A female worker might therefore feel more engaged in their work, seeing that they experience their work as a source enabling them to be a better family member.

From this a directive can be inferred for organisations: they should focus on providing resources for their female workers, because as was seen above, female workers are likely to apply the resources they gained at work to their family life and thus enhance the quality of that life. Therefore organisations are like to benefit, seeing that female workers will be more engaged at work. The studies have shown that when female workers experience enrichment at home, it may

improve their vigour, absorption and dedication at work (Hakanen et al., 2011). For example when female workers are more involved in their work, they may experience more energy and enthusiasm towards their work. This is also supported by previous research that found a positive relation between work-to-family enrichment and work engagement (Hakanen et al., 2011), and also that positive involvement in both the work life and family life can lead to engagement towards work (Montgomery, et al., 2003; Mostert et al., 2006; Van Aarde & Mostert, 2008).

Hypothesis 1d posited a positive relationship between family engagement and family-to-work enrichment among female workers. Even though the results confirmed such a positive relationship, the relationship was weak. The reason for the weakness may be because female workers are still at the beginning stage of entering the labour market (Franks et al., 2006; Lewis-Enright et al., 2009; McLellan, & Uys, 2009; Van den Berg & Van Zyl, 2008). Therefore these female workers are still getting used to having multiple life roles to fulfil. A female's work life may also still be new to her. Therefore she may tend to invest more energy in her work life in an attempt to be successful at this endeavour. As a result she may neglect to use the resources gained from family-to-work to engage in her family. This is however just conjecture; further research is needed on the relationship between family-work enrichment and family engagement.

Two models were also tested: work-to-family enrichment and family-to-work enrichment. The results showed an adequate fit for the models. Hypotheses 2a and 2b were also confirmed by the results. Hypothesis 2a stated that work-family enrichment mediates the relationship between work resources, leading to work engagement as outcome among female workers. The results confirmed a large mediating effect. This may suggest that when female workers have more work resources available (support, autonomy and developmental possibilities) they could experience higher work-to-family enrichment, which in turn may lead to increased engagement at work. The results of the large effect indicate that this is a very strong mediation process. This means that work resources is needed before female employees can experience work-family enrichment, seeing that the work resources enhance work-family enrichment. If the female then do experience work-family enrichment the chances are good that they will also experience work engagement. More specifically, work-family enrichment is needed in the relationship between

work resources and work engagement. This is because this experience of work-family enrichment enhances the chance to experience work engagement (Hakanen et al., 2011).

Hypothesis 2b stated that family-work enrichment mediates the relationship between home resources, leading to family engagement as outcome among female workers. The results also confirmed a small mediating effect. The results of such as small effect indicate that the mediation process is not strong. This would imply that family-work enrichment is not necessarily needed in the relationship between home resources and family engagement. Thus the availability of home resources can lead to family engagement without the females fully experiencing family-work enrichment. Other studies have also found evidence to confirm this mediating effect of the concept of work-family enrichment (Baral & Bhargava, 2010; McNall, Masuda, & Nicklin, 2010; Nicklin & McNall, 2013).

Practical implications

The results provide more insight and understanding to organisations and female workers on the benefits of being involved in both the domain of the work life and the family life. For example the organisations can give attention to enhance the antecedents (work resources) of work-family enrichment as this can lead to outcomes such as improved work engagement. Female workers can also focus on generating the antecedents (home resources) that can lead to family-work enrichment and in return result in improved family engagement.

Limitations and Recommendations

The present study is not without its limitations, which should be noted as well. The first limitation is that a cross-sectional research design was used, which means that the data were gathered at one point in time (De Vos et al., 2011). As a result, no casual interference could be drawn among the variables and the researcher was therefore not able to establish a causal relationship (Oosthuizen, 2011). In light of this limitation longitudinal research designs are also needed. A second limitation is that the study made use of only self-reported questionnaires. Such a method can lead to unfairness because respondents' personal perceptions are being measured

and it may be difficult to distinguish between the constructs which are measured (Olwage, 2012). Thirdly, the study was done on a homogeneous sample consisting of only females and consisted mainly of white females who spoke Western Germanic languages. Research must also focus on investigating this phenomenon of work-family enrichment among a sample of male workers in South Africa, or from a mixed male/female sample. Future research can also include participants from different ethnicities and speaking other languages than that of Western Germanic. Lastly, the results for the hypothesis of the relationship between home resources, family-work enrichment and family engagement were found to be weak. Therefore further research is needed to investigate this relationship.

There are also recommendations that can be proposed for organisations and future research. Firstly, it is crucial for organisations to understand the significance of work-family enrichment and how this concept influences their female employees, and in turn the organisation as such. A better understanding of work-family enrichment will also help the organisation to encourage female workers to use the resources they gain from work to benefit them. For example, organisations can ensure that they have sufficient resources available at work to which female workers can have access. These employees will then be able to transfer the resources to their family life and enhance the quality of that life. As indicated from the study, work resources include support (supervisor and social), work-related developmental possibilities and autonomy.

Secondly, managers can ensure that there is sufficient support available in their organisation, for example adequate supervisory relationships. This can be done by the supervisor being available for the employees and by maximising the relationship, seeing that an average relationship is not good enough (Mostert, 2012). Organisations may also wish to provide training for supervisors, in order to educate them on the importance of supervisor support to their subordinates and supervisors can also be trained to show supportive behaviour towards their employees (Franks et al., 2006). In addition, organisations can ensure that employees have access to other employees in order to promote social support at work.

Thirdly, work-related developmental possibilities are shown to be a very strong driver for finding psychological meaning in work (Mostert, 2012), and therefore also an important resource at

work. Work-related developmental possibilities can include variety and opportunities to learn (Mostert, 2012). Organisations can ensure that the work has variety by including an assortment of tasks in the job assignments. Opportunities to learn must also be made available for the employees, seeing that learning opportunities require new skills, as well as the need to be innovative and creative (Mostert, 2012). This in turn can ensure that resources are transferred to the family life.

Fourthly, organisations need to ensure that their employees enjoy autonomy at work. To accomplish this, organisations can trust in their employees' ability to be independent with their work activities and work content. This is because autonomy allows for flexibility in the planning of work activities (Mostert, 2012).

Fifthly, organisations can encourage their workers to have a positive family life and to utilise the resources gained from their family life to enhance their work life. Organisations can accomplish this by implementing intervention plans, such as a short workshop on how to be involved positively with one's family life. Other possible interventions are to re-design jobs, in order to provide employees with more autonomy, also to provide benefits and policies such as flexitime, and to develop a family-friendly organisational culture at the workplace (Baral & Bhargava, 2010). Research has also found that by having such interventions, positive benefits will be reaped on certain job outcomes such as employees' level of commitment and engagement and their job satisfaction (Allen, 2001; Gordon, Whelan-Berry, & Hamilton, 2007; Hackman & Oldham, 1976; Kossek & Ozeki, 1998; Kopelman, Protas, Thompson, & Jahn, 2006; Lambert, 2000; Thomas & Ganster, 1995; Thompson, Beauvais, & Lyness, 1999).

Recommendations for future research firstly are to include male samples, or mixed male/female samples and to conduct comparative studies between different socio-demographical groups. Secondly, the use of longitudinal research designs is recommended for future research, seeing that these designs are employed to study change on the same sample over a period of time (Ployhart & Vandenberg, 2010). Thirdly, other antecedents and outcomes for work-family enrichment can be investigated and their possible relationships with work-family enrichment can

be assessed. Furthermore other variables can also be tested as mediators between work-family enrichment and other outcomes.

Conclusions

In conclusion the results indicate a definite relationship between work resources (i.e. work support, work-related developmental possibilities and work autonomy), the dimensions of work-family enrichment and work engagement. It also indicates a relationship between home resources (i.e. home support, home-related developmental possibilities and home autonomy), the dimensions of family-work enrichment and family engagement. The results furthermore, confirmed the mediating effect of work-to-family enrichment in the relationship between work resources and work engagement. It also established family-to-work enrichment as mediator between home resources and family engagement. This research study thus contributes to the positive side of the work-family interface by investigating work-family enrichment and its antecedents and outcomes among female workers within the South African context.

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CHAPTER 3

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

This chapter consists of conclusions drawn from the present study, according to specified objectives. The limitations of the study are discussed, followed by recommendations for the organisations concerned. Thereafter recommendations are made for future research.

3.1 CONCLUSIONS

The first objective of this study was to conceptualise work-family enrichment and its antecedents (work resources and home resources) and outcomes (work engagement and family engagement) according to the literature.

To answer this objective, an extensive literature search was undertaken of these constructs. Work-family enrichment, according to Greenhaus and Powell (2006), is “the extent to which experiences in one role improve the quality of life in the other role”, (p. 72). In other words, the concept refers to how involvement and experiences in one domain (i.e. work or family) can contribute and improve the other domain (i.e. work or family); also how resources (i.e. perspectives, affect, time management and socio-capital) that were gained in one role can contribute and enhance experiences in the other role.

Work resources, as an antecedent of the dimensions for work-to-family enrichment (WFE), are those physical, social, psychological or organisational aspects that may help to reduce job demands, can be functional in achieving work goals and can stimulate personal growth, development and learning (Hanaken, Bakker, & Schaufeli, 2006). These dimensions may include aspects such as support (supervisor and social), work-related developmental possibilities and autonomy (Mostert, 2012). Previous research has found that work resources predict WFE (Hakanen, Peeters, & Perhoniemi, 2011) and when employees experience enrichment in this direction it may increase work resources such as autonomy and work-related developmental

possibilities (Innstrand, Langballe & Falkum, 2010; Geurts et al., 2005; Voydanoff, 2004). Furthermore it has been found that there is a positive relationship between support at work and work-to-family enrichment (Baral & Bhargava, 2011; Beutell & Wittig-Berman, 2008; Hill, 2005; Karatepe & Beketshi, 2008; Nicklin & McNall, 2013; Wadsworth & Owens, 2007).

Home resources, as the other antecedent of the dimensions for family-to-work enrichment (FWE), refer to those aspects of the home situation that help to reduce demands from home and help to foster development, growth and well-being in the home domain (Hakanen et al., 2011). These dimensions may include home support, home-related developmental possibilities and home autonomy. Previous research (Hakanen et al., 2011) has found that FWE predicted home resources. Research has also found a positive relationship between family support and FWE (Aryee, Srinivas, & Tan, 2005; Baral & Bhargava, 2011; Grzywacz & Marks, 2000; Karatepe & Bekteshi, 2008).

The outcomes that were investigated in this case were work engagement and family engagement. Work engagement, according to the literature can be defined as a positive, energetic, fulfilling, work-related state of mind in which employees are dedicated to excellent performance at work and are confident of their effectiveness and this mind-set is characterised by vigour, absorption and dedication (Bezuidenhout & Cilliers, 2010; Schaufeli, Salanova, González-Romá, & Bakker, 2002; Schutte, Toppinen, Kalimo, & Schaufeli, 2000). Previous research has found that WFE predicts work engagement (Hakanen et al., 2011). Furthermore research has found that work-engagement mediates the relationship between job autonomy and supervisor support and WFE (Siu et al., 2010).

Family engagement, as the flipside of work engagement, can be seen as the outcome when employees feel positive and energetic towards their family and gain a sense of fulfilment from their family and this mind-set can also be characterised by vigour, absorption and dedication. Research has found that when resources are generated through experiences within the family it can lead to engagement with the family (Graves, Ohlott, & Ruderman, 2007). Furthermore, a study (Rothbard, 2001) done on the relationship between family engagement and enhanced work

performance suggests that building a positive family environment also can enrich the work domain (Halbesleben, Harvey, & Bolino, 2009).

The second objective was to determine the relationship between work resources (i.e. work support, work-related developmental possibilities and work autonomy), work-to-family enrichment dimensions (i.e. work-family perspectives, work-family affect, work-family socio-capital and work-family time-management) and work engagement, among female workers.

The study has disclosed a positive relationship between all the work resources and WFE dimensions (i.e. work-family perspectives, work-family affect, work-family social-capital and work-family time-management) among female workers in the companies that were investigated. Thus it can be assumed that the more female workers are involved in their work life, the more they will be able to get access to resources that are available at their work. These resources then can be transferred to their family life, which will help them be an improved family member and enhance the quality of their family life. These findings are supported by previous findings from the literature (Baral & Bhargava, 2011; Beutell & Wittig-Berman, 2008; Geurts et al., 2005; Hill, 2005; Innstrand et al., 2010; Karatepe & Beketshi, 2008; Nicklin & McNall, 2013; Voydanoff, 2004; Wadsworth & Owens, 2007).

The relationship between work engagement and WFE dimensions (i.e. work-family perspectives, work-family affect, work-family social-capital and work-family time-management) was also found to be positive. It may imply that the more female workers transfer resources gained from their work domain (i.e. work support, work-related developmental possibilities and work autonomy) to their family domain, the more likely they are to feel engaged in their work, as these resources enhance the quality of their work domain. Furthermore, it would be beneficial for organisations if the management focuses on providing these resources. Then female workers will be likely to transfer these resources to their family domain. This will enhance the quality of their family life, which in return would lead to engagement in their work. This is also supported by previous research that found a connection between work-to-family enrichment and work engagement (Hakanen et al., 2011).

The third objective was to determine the relationship between home resources (i.e. home support, home-related developmental possibilities and home autonomy), family-to-work enrichment dimensions (i.e. family-work perspectives, family-work affect, family-work social-capital and family-work time-management) and family engagement, among female workers.

This study showed a very weak positive relationship between home resources and FWE dimensions (only home-related developmental possibilities were practically related to family-work perspectives and family-work affect). Nevertheless, it may still be assumed that the more female workers get access to resources at home, such as support, autonomy and developmental possibilities, the more they are likely to experience family-to-work enrichment. The findings of a weak relationship may be because there are not enough resources available at home for female workers, or some female workers may not be experiencing a fulfilling family life. However, in contrast to this study, previous research has found a positive relationship between home support and FWE (Aryee et al., 2005; Baral & Bhargava, 2011; Grzywacz & Marks, 2000; Karatepe & Bekteshi, 2008).

The relationship between family engagement and FWE dimensions (i.e. family-work perspectives, family-work affect, family-work social-capital and family-work time-management) was also found to be positive, but the relationship was not as strong. It can, however, still be assumed that the more female workers experience family-to-work enrichment, the more likely they will experience family engagement but on a lesser scale. The weakness of the relationships between home resources and FWE and between FWE and family engagement, may be because female workers are still in the beginning of fully having both a work life and family life (Franks, Schurink, & Fourie, 2006; Lewis-Enright, Crafford, & Crous, 2009; McLellan & Uys, 2009; Van den Berg & Van Zyl, 2008). Therefore, seeing that the work life is new to the female worker, she may tend to invest more energy in her work life in an attempt to make it successful, and thereby neglecting to use the resources gained from FWE and for engaging in her family. Another reason can be that a female worker is unaware of how to use the resources successfully that she gained from home to her work (FWE), and to apply these resources successfully to experience family engagement. However this is mere speculation and need to be investigated further.

The fourth objective was to determine whether work-family enrichment mediates the relationship between work resources and work engagement, among female workers.

The results in the study showed that there was a mediating effect (large effect) of WFE. The large effect indicates that it is necessary to experience WFE fully in order to have work engagement. More specifically, it may be assumed that when female workers have more work resources available (i.e. support, autonomy and developmental possibilities), they may experience higher WFE, which in turn may lead to increased work engagement. Previous research has also found proof for the mediating effect of work-family enrichment, such as mediating the relationship between job characteristics and job outcomes (job satisfaction and affective commitment) (Baral & Bhargava, 2010), as well as between flexible work arrangements and job outcomes, which include job satisfaction and turnover intentions (McNall, Masuda, & Nicklin, 2010).

The final objective was to determine whether family-work enrichment mediates the relationship between home resources with family engagement as outcome, among female workers.

The results indicated that family-to-work had a mediating effect (small effect) on home resources and family engagement. This may indicate that when female workers have more home resources available (support, autonomy and developmental possibilities) they may experience higher FWE, which in turn may lead to increased family engagement. However, the small effect of the mediation indicates that FWE is not necessarily needed for family engagement to occur. However, the results indicating that FWE does not have such a strong mediating effect as WFE, are consistent with previous research that have been done on FWE and on constructs associated with such enrichment, that states that the positive effects of enrichment tend to be in the originating domain (Carlson, Kacmar, Zivnuska, Ferguson, & Whitten, 2011).

3.2 LIMITATIONS OF THIS RESEARCH

It is important to note that this study has some limitations. Firstly, in the research a cross-sectional research design was used (gathering data at one point in time) and as a result no casual interference could be drawn between the variables (De Vos, Strydom, Fouché, & Delpont, 2011). It is therefore essential that longitudinal research designs are used to validate the hypothesised causal relationships.

The study also made use of self-reported questionnaires. This type of questionnaires is a practical way of obtaining meaningful information and can be seen as a cost-effective method for data collection (Olwage, 2012). However, this can be seen as a limitation as this could lead to a rise in the common method variance problem; also the use of only a single method of data collection may increase the likelihood that associations could be false and insignificant (Olwage, 2012; Oosthuizen, 2005).

Another limitation is that a homogeneous sample was used as a study population, consisting of only females and consisted mainly of white females who spoke Western Germanic languages. Since women still tend to carry most of the home responsibilities (Franks et al., 2006) and are thus more likely to experience WFE, it seemed sensible to make use of only a sample of female workers. It should also be noted that in the South African context only limited research has been done on WFE. Thus a study focussing on a good sample of female workers already fills an important gap. However, future researchers should make it their objective to investigate this WFE phenomenon among a sample of male workers in South Africa as well. In the past it has indeed been found that males and females experience different relations between their work and family domain (Greenhaus & Parasuraman, 1999). Research must also focus on including participants from different ethnicities and speaking other languages instead of including only Western Germanic language speaking people.

A final limitation of this study can be the results of the relationship between home resources, FWE and family engagement that wasn't very strong at all. Thus further research is needed to

investigate the relationship between these constructs. Furthermore, the result of the small mediation effect of FWE was also not a desired outcome for the study.

3.3 RECOMMENDATIONS

Despite all of these above mentioned limitations, the present study also has important recommendations for the organisations concerned and for future research.

3.3.1 Recommendations for the organisation

When a female worker is experiencing WFE, she is most likely to be a productive employee who experiences less occupational stress, more job satisfaction, commitment and engagement in their work (Franks et al., 2006; Mostert, Cronjé, & Pienaar, 2006; Montgomery, Peeters, Schaufeli, & Den Ouden, 2003; Van Aarde & Mostert, 2008). This is a mind-set that any organisation needs in their employees in order to be successful. Therefore it is crucial for organisations to understand the significance of WFE and how it influences the employee, and in turn the organisation. The reason is evident: WFE can hold several benefits for the organisation.

A better understanding of work-family enrichment will also enable the organisation to encourage female workers to utilise the resources which they gain from each role for reciprocal benefit. For example, organisations can ensure that they have sufficient resources available at work to which female workers can have access. The female employees will then be able to transfer these resources to their family life and enhance the quality of their family life. Work resources include support (supervisor and social), work-related developmental possibilities and autonomy. Organisations can ensure that there is sufficient support available to employees, for example adequate supervisory relationships that can provide support as well as contact with other colleagues that may provide social support. Organisations can also ensure that there are developmental possibilities available at work. This could be done by ensuring that the work provides variety by including an assortment of tasks in the assignments as well as providing employees opportunities to learn. The resources gained from such a work domain (such as

innovation and creativity, Mostert, 2012) can then be transferred back to the family life. Furthermore, organisations can generate autonomy at work by giving employees flexibility to plan their work activities (Mostert, 2012).

This study also stresses the importance that organisations value their employees' family life. This is because, as seen from the discussion above, female workers who enjoy having a quality family life are more likely to develop into a better worker, and therefore also enhancing their engagement at work (Hakanen et al., 2011). This emphasises the point that organisations must encourage their workers to have a positive family life and to utilise the resources gained from their family life to enhance their work life. Organisations can put interventions in place, such as workshops on WFE and provide their employees with skills and knowledge on how to be involved positively in their family life and to apply the resources gained from their family life. Other interventions can also be to implement policies that focus on job characteristics, work-life benefits, supervisor support and a work-family culture (Baral & Bhargava, 2010).

3.3.2 Recommendations for future research

The following recommendations can be made for future research. Researchers could determine whether there is a difference in how females experience WFE in terms of being part of a certain demographical group. Carlson, Kacmar, Wayne and Grzywacz (2006) point out that individual and environmental characteristics may help employees obtain resources and transfer them successfully between their work life and family life. For example, marriage and having children (family life) is linked to career success (work life) (Bretz & Judge, 1994; Judge & Bretz, 1994; Landau & Arthur, 1992; Melamed, 1996; Schneer & Reitman, 1993). Another example can be age or level of qualification. Age may determine the composition of their family (children) and their marital status. Also, the level of qualification may determine in what type of career female employees will end up, and the type of work that a female occupy may determine which type of resources she can gain from the work to transfer to her family life.

Furthermore, the use of longitudinal research designs is recommended for future research. The reason is that longitudinal designs are used to study change on the same sample over a period of

time (Ployhart & Vandenberg, 2010). Therefore using longitudinal studies will increase the validation of the hypothesised causalities of the relationships. Such studies will show whether the tested relationships are also true and accurate over a period of time (Montgomery et al., 2003; Oosthuizen, 2011). In addition, the use of this method will help researchers to acquire more integrated data and thus help to decrease research bias (Olwage, 2012).

Male samples can also be included in future research, as this study only focussed on females. Therefore almost no attention has been given whether the experience of WFE is gender specific (Baral & Bhargava, 2011). Another reason is that males may experience work-family enrichment differently, as their household situation differs from that of females. For example, males may give more priority to being the breadwinner, and females may give more priority to being the homemaker and mother (Ezzedeen & Ritchey, 2009; Gutek, Searle, & Klepa, 1991; Rothbard, 2001).

Lastly, future research can investigate the following relationships further: those between home resources, FWE and family engagement, as the present study found that these relations were not as strong and practically related. Research can also focus on investigating the mediation effect of FWE, seeing that the results showed only a small effect.

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