THE IMPACT OF WORK-FAMILY ENRICHMENT ON PSYCHOLOGICAL HEALTH AND EMPLOYEE WELLBEING

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Mini-thesis submitted in partial fulfilment of the requirements for the degree of

Magister Commercii in the department of Industrial Psychology, Faculty of Economic

and Management Sciences.

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MARCH 2016

DECLARATION

I hereby declare that the "The impact of work-family enrichment on psychological health and subjective wellbeing" is my own work, that it has not been submitted for any degree or examination at any other institution of higher learning and that all the sources I have used or quoted have been indicated and acknowledged by complete references. It is being submitted for the degree of Magister Commercii at the University of the Western Cape.

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ACKNOWLEDGEMENTS

ABSTRACT

Work and family are the central and salient domains in an individual's life. Juggling work and family life have always been a challenge for many employees and families (Hammer et al., 2005). However, with the increased interest in the construct of work-family enrichment, more attention was given to the positive influences across the life domains. Grzywacz and Butler (2005) found that work-family enrichment improved mental and physical well-being.
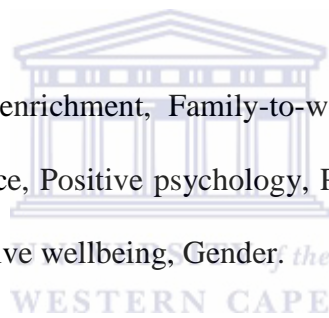
The objective of this study was twofold; (i) to explore and add to existing research done on work-family enrichment and (ii) investigate the relationships between work-family enrichment, psychological health and subjective wellbeing of employees within a financial services organisation in South Africa. Three hundred and forty seven questionnaires were administered and one hundred and sixty eight completed questionnaires were returned.

Purposive sampling was used to select employees to participate in the study. Data was collected by a self-developed biographical questionnaire, Calson, Kacmar, Wayne, and Grzywacz's (2006) Enrichment Scale, General Health Questionnaire developed by Kalliath, O'Driscoll and Brough (2004) and the Personal Wellbeing Index developed by the International Wellbeing Group (2006).The Statistical Package for Social Sciences (SPSS) was used to analyse the data and to interpret the descriptive and inferential statistics. Specifically the Pearson Moment Correlation analysis and the T-Test was used.

The results indicated that a relationship between work-to-family enrichment and psychological health exist. There was a significant relationship for family-to-work enrichment and psychological health. Furthermore, results indicated a significant relationship between work-to-family enrichment and subjective wellbeing. A significant relationship between family-to-work enrichment and subjective wellbeing was also found. However, no significant differences were found for gender for both work-to-family and family-to-work enrichment.
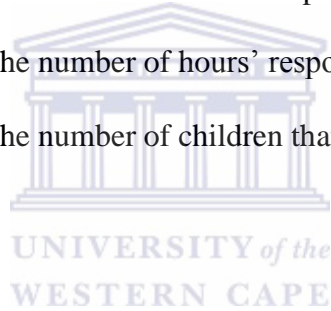
Future considerations, theoretical implications and recommendations for organisations are discussed.

Keywords: Work-to-family enrichment, Family-to-work enrichment, Work-family conflict, Work-family interface, Positive psychology, Positive Spillover, Facilitation, Psychological health, Subjective wellbeing, Gender.

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND AND PROBLEM STATEMENT

Participating in multiple roles may produce positive outcomes thus resulting in work-family enrichment. Researchers have begun to suggest that an employee's work and family life can provide both work-to-family and family-to-work enrichment through the resources found in each life role (Marais, De Klerk, Nel, & De Beer, 2014).

Due to role shifts and the work pressure being exerted on today's employees, individuals are faced with greater levels of stress in their daily lives. Work and family are seen as the most significant life domains for an employee today, with the greatest challenge for employees to incorporate these role responsibilities and duties without having a negative effect on their health and well-being (Jaga, Bagraim, & Williams, 2013). For organisations to be successful they need to ensure they attract and retain the most competent workers, therefore organisations should make a greater effort to focus on the work family interface and individual health and well-being. Understanding the benefits of combining work and family roles will result in greater life balance for employees and an improved organisation for employers (Stoddard & Madsen, 2007).

The workforce has changed rapidly over the years with an increase in dual-earner families, single-parent families, working women of all ages, working mothers, men with direct responsibility for family care, workers caring for elder family members and individuals having responsibility for both childcare and eldercare (Duxbury & Higgins,

2006). For these reasons work-family issues have become more significant and a reality today.

The traditional family structure has changed where a wife staying at home to look after the children has become a thing of the past, thus leading to new work and family demands and resources for both husband and wife (Greenhaus & Powell, 2006). It is important that both roles in work and family domains have to provide a variety of resources to facilitate the role in another domain. The amount of stress placed on workers today has increased the need for employees to search for influential support from family members (Edwards & Rothbard, 2000).

Work and family are found to be the most central and salient domains in an individual's life. Due to the immense changes in the work-force, the work family interface has become an important but also complex issue in contemporary societies (Tang, Siu, & Cheung 2014). The technological advancements in today's world has also caused men and women to be involved in many more roles than previously such as family, work, community and recreational roles (Kulik, Shilo-Levin, & Liberman, 2015).

Technological developments have brought about an increase in the use of computers, internet and telecommunications. These advances have assisted employees in staying in contact with clients and employers after hours but this has begun to overlap into an individual's family life (Baral & Bhargava, 2011). With the increase in medical developments, elder individuals are living longer and thus causing an increase in working individuals having to care for their elder family members. Additionally, medical developments are enabling women to become parents at later stages in their lives and

more often the outcome being working parents taking care of both young children and elderly parents at the same time (Keck & Saraceno, 2010). Due to all these responsibilities the ability to balance work and non-work life has become quite complex and one of the primary social challenges of our time (Halpem, 2005).

Employees searching for work-life balance find having to understand the effects work have on non-work life important. Organisations trying to cope with the 24-hour economy and the lack of flexible employable employees also find knowing the effects imperative to reaching work-life balance (ten Brummelhuis & Bakker, 2012).

Furthermore, work and non-work roles were found to have advantageous and reciprocal effects on one another, and past research has proven that balancing these two roles would have more benefits instead of costs. This has created a greater need to focus on the positive side of the interface (Parasuraman & Greenhaus, 2002). Previously focusing on the negative side has left a gap in the understanding of the positive side and how work and non-work life could benefit each other, its occurrences, antecedents and consequences (De Klerk, Nel, & Koekemoer, 2012).

Previous research has focused on the effects work and family demands have on an individual by investigating whether or not it causes conflict or produce positive spillover between the domains (Siu, Lu, Brough, Lu, Bakker, Kalliath, O'Driscoll, Phillips, Chen, Lo, Sit, & Shi, 2010). The disciplines of management and psychology have shown an increase in interest in the subject of how men and women balance their work and family responsibilities (Kirchmeyer, 1992 as cited in Edwards & Rothbard, 2000).

Gender was found to be essential to the study of work-family interventions that are related to work-family balance as it was reported that work and family roles have been established on gender expectations (Rothausen, 2009). Donald and Linington (2008) explain that most research has focused mainly on female employees due to the increase of women in the workforce, however, due to changes in gender role orientations of male employees researchers have begun to include men in the studies of work-family balance. Bagger, Li and Gutek (2008) suggest work-family enrichment may be different for men and women as differences have been reported within their gender roles, and due to these differences they have been found to be effected differently by their work and family roles.

1.2 MOTIVATION FOR THE STUDY

Most studies completed have taken into account the negative aspects of having roles in both domains. However, there has been an increase in recognition of the salience of the positive benefits which occur when employees combine several roles (McNall, Masuda, & Nicklin, 2010). This acknowledgement is both informed by, and consistent with, a growing interest in positive psychology and positive organisational behaviour (Jaga, Bagraim, & Williams, 2013). Positive psychology was developed to change the focus of psychology from only being concerned with repairing what was wrong in life to shifting focus to creating positive qualities as well.

Additionally, over the years psychologists have become concerned that the field mainly focused on the negative aspects at the expense of the positives. Psychologist have

overlooked the strengths and development of healthy individuals and lacked to assist them in enhancing their wellbeing (Nelson & Cooper, 2007).

Similar to the theory of positive psychology where the focus shifted from looking at the wrong and rather by building on what is actually right, work-family enrichment shifts the focus from looking only at the conflict side of the work-family interface to studying the positive side and the benefits that may arise from participating in multiple roles. The greater focus being placed on enrichment today supplements the leading conflict viewpoints by identifying new ways of creating human resource strengths. Therefore, it is vital to investigate the potential antecedents and outcomes of work-family enrichment (Tang, Siu, & Cheung 2014). Similarly, Schein and Chen (2011) explain that previous literature has substantially covered the outcomes of work-family enrichment but fewer studies have examined the antecedents of work-family enrichment. Therefore the findings of this research could have significant practical implications as it would explore the benefits linked to being a worker as well as having families and family responsibilities, but yet being able to obtain positive outcomes in both life spheres.

Most research on the work-family domain has concentrated on the conflict that arises between the work and family domains (Greenhaus & Powell, 2006). By concentrating on the positive side of the work-family interface, one is able to investigate the benefits linked to health and well-being, proving that multiple role participation may be enriching and not detrimental to one's health. Barnett and Hyde (2001) purport that participating in multiple roles can be rewarding to an individual's life. Taking into consideration the aforementioned combining multiple roles could have a positive instead of negative impact on an individual's wellbeing (Kinnunen, Feldt, Geurts, & Pulkkinen, 2006).

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Furthermore, subjective wellbeing has become more and more important for organisational psychology research due to the emerging awareness of the salience of maintaining a satisfied workforce, proving that conducting a study on subjective wellbeing will be enriching for current literature (Harter, Schmidt, & Keyes, 2003).

Van der Colff and Rothmann (2009) had highlighted an increase in the need for South African organisations to focus on the aspect of employee mental health. The World Health Organisation reinforced this idea by stating that by the year 2020, depression will become the second most popular reason for workplace disability and by the year 2030, it will become the greatest contributor to illness (World Health Organisation, 2009).

Gender was found to be important for the research of work-family life and family friendly workplace policies and interventions as work and family roles have been based on gender expectations (Rothausen, 2009). Many researchers have studied the association between the work-family interface and gender. Some found no significant differences amongst males and females (Grzywacz & Marks, 2000). Contrary, other studies found a difference where females were more likely to have a higher positive emotional reaction from the work-to-family direction as to males (Rothbard, 2001).

The inconsistent findings may be related to the various attributes of males and females such as the differences in status power or authority and how this affects an individual's control over their work life (Powell & Greenhaus, 2010). In relation to the previous inconsistencies, it is evident that studying the role of gender in the context of work-family enrichment is important.

At the organisation where the intended study will be conducted, both female and male employees receive equal opportunities with regard to work family policies and interventions, however, it is in the organisation's best interest to complete further investigation on the newer interventions as gender-equal dual earner families are increasing within the workforce. Cooklin, Westrupp, Strazdins, Giallo, Martin and Nicholson (2014) explain most policies within organisations focus primarily on female workers and most organisational cultures tend to overlook male employees role in their family lives. The newer interventions take into consideration the male's role within both work and family life thereby reducing work family conflict faced by male employees. Baral and Bhargava (2011) stated that not many studies have researched the role of individual difference variables such as gender and the variables relationship between work-family predictors and work-family enrichment. In support of this, it is therefore important to study the role of gender in relation to work-family enrichment and its outcomes.

The current organisation has started placing greater emphasis on wellness and by investigating the psychological health and wellbeing of the employees this will provide the organisation with an indication of the employees' current state. The organisation provides a wide range of work family policies and interventions but have the need to investigate whether or not these interventions are assisting in work family enrichment and to what extent it has a positive effect on the employees psychological health and wellbeing.

The organisation currently makes use of a work-family balance survey to investigate whether or not employees have balanced lifestyles. The organisation however, needs to

consider other variables such as wellbeing and work family enrichment in addition to the existing work-family balance survey. Investigating whether or not the employees family life is being enriched through work life, would give the organisation an indication of whether or not the current work-family balance policies and interventions used by the organisation are assisting employees in work-family enrichment and evidently making work life integration easier.

Furthermore, the technological developments in the internet and telecommunication environment have resulted in employees remaining in contact with their superiors and clients even beyond normal working hours. The development in technological devices and employees ability to use work laptops off the work premises has resulted in employees working after hours at home and at times over the weekend. Workers feel more pressure due to this and find themselves spending less time with their family members. Therefore it has become crucial for organisations and employees to find a balance between work and family life. It has been suggested by Hill (2005) that in order for an organisation to achieve work-family enrichment it would need to combine work-support, family friendly policies and work-family culture.

This study could assist organisations in the development of policies, family-friendly workplace cultures and interventions. This will aid individuals in reducing the strain of participating in multiple roles and instead enhance individuals' performance in these various roles. Furthermore, the policies used by organisations are known as family-friendly benefits and interventions such as flexible work schedules and child-care referrals are included in these benefits. For organisations, these interventions assist in

obtaining a competitive advantage, raising employee morale, attracting, and retaining only the best employees (Allen, 2001).

It is suggested that organisations take the necessary steps to ensure preventing work-family conflict and promoting work-family enrichment (Carvalho & Chambel, 2015). However, studies investigating work-family have reported that the family friendly interventions being used by organisations are mostly used to reduce work-family conflict instead of promoting work-family enrichment (Frye & Breaugh, 2004). Additionally, studies have proven that even though organisations believe in family friendly interventions, the degree to which it is being used is still very low. Therefore, it is important that managers are not the only individuals expected to understand the benefits of the use of interventions but that the understanding be extended to the overall organisation so that all employees, co-workers and superiors also understand the benefits related to family friendly interventions in obtaining greater work life balance and enrichment (Allen, 2001).

When organisations promote family friendly interventions and policies it usually has a positive effect on employee job attitudes. Previous studies have revealed that when organisations build a family friendly organisational culture it increases the likelihood of employees' goal achievement, reduces strain felt and enhances overall job satisfaction (Bakker & Demerouti, 2008). From the aforementioned one is able to see that by promoting and generating work family enrichment, it is not only beneficial for the individual employee but that it is detrimental for the organisation's success as well.

1.3 RESEARCH OBJECTIVES

The objective of this study is to explore and add to existing research done in the field of work-family enrichment. More specifically the study will attempt to determine:

- Whether relationships exist between work-to-family enrichment, family-to-work enrichment, psychological health and subjective wellbeing.
- Whether differences exist between gender and work-family enrichment and family-work enrichment.

1.4 HYPOTHESES

In accordance with the proposed research objectives the following hypotheses are formulated:

H_1: There is a statistically significant relationship between work-to-family enrichment and psychological health.

H_2: There is a statistically significant relationship between family-to-work enrichment and psychological health.

H_3: There is a statistically significant relationship between work-to-family enrichment and subjective wellbeing.

H_4: There is a statistically significant relationship between family-to-work enrichment and subjective wellbeing.

H_5: There is a statistically significant difference between gender and work-to-family enrichment.

H_6: There is a statistically significant difference between gender and family-to-work enrichment.

1.5 SUMMARY OF THE CHAPTER

This chapter provided an introduction to the research topic, its problem statement and motivation. It established the research objectives and hypotheses and lastly, it outlined the structure of the dissertation.

1.6 OVERVIEW OF THE RESEARCH STUDY

Chapter two provides a detailed discussion of work-family enrichment by explaining the concept and structure. Fundamental theories related to work-family enrichment are discussed and the difference between work-family conflict and work-family enrichment is explained. The variables that are being investigated, which are psychological health, subjective well-being, and gender are also explored in the review.

Chapter three provides an overview of the research methodology used to investigate the research propositions. The chapter describes the selection of the sample, the methods used to collect the data and the psychometric properties thereof, as well as the statistical techniques used to test the hypotheses.

Chapter four focuses on the presentation of results obtained from the analysis of data.

In chapter five, the results obtained from the data analysis are discussed and are contextualised based on existing literature. Limitations and recommendations will be outlined from which future researchers and stakeholders can benefit.

The next chapter presents a focused review of the relevant literature related to the concept and structure of work-family enrichment.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter aims to provide a review of the literature related to the positive side of the work-family interface. The review begins with a discussion pertaining to the development of theories, followed by a conceptual framework and the work-family enrichment model which explains the nature and constructs of work-family enrichment. The last section provides a detailed review of the literature concerning the relationship between work-family enrichment and psychological health, subjective well-being and gender.

2.2 DEVELOPMENT OF THEORIES IN WORK-FAMILY INTERACTION

Earlier research on the relationship between work and family had sparked the development of several models which attempted to explain the relationship between the two life domains. Edwards and Rothbard (2000) provided a review outlining the basic models within the work-family interface. The researchers had identified the spillover model, compensation model and resource drain model as causal models. These models explained that the effects felt within the domain of work life can have a causal effect on the family domain. Work-family research has primarily been explained in terms of the following theories namely, role stress theory, role accumulation theory and conservation of resources theory. The role stress theory suggested that multiple role demands and responsibilities were mutually incompatible and produced negative outcomes for the individual (Sumer & Knight, 2001). Alternatively, role accumulation theory inferred that

engaging in multiple roles may result in positive attitudinal and behavioural outcomes (Sieber, 1974). These theories will be discussed in more detail below.

2.2.1 Role Stress Theory

The Role Stress Theory explained that intra-role conflict and inter-role conflict could result in undesirable states (Barnett & Gareis, 2006). Studies completed on role stress had sparked the interest on research on the effects of multiple roles and had given rise to the scarcity approach (Dyson-Washington, 2006).

Scarcity takes into consideration an individual's limited time resources, human energy and attention. Having many roles could lead to the individual's depletion of resources in certain roles thus causing conflict between roles. Role interference occurs when the individual is unable to succeed his/her role due to the pressures of other roles being placed upon those individuals (De Klerk et al., 2012). Greenhaus and Beutell (2003) claimed that scarcity causes one role to reduce the energy that could be used for another role, it encouraged behaviours that are not suited for the performance of the other role, and causes interference with the individual's ability to perform the other role. The central assumption of the scarcity theory is that participation in one role tends to have a negative effect on the other role.

Similarly, Randall (1988) stated when an individual is unable to manage multiple roles successfully, participating in the various roles may exert pressure on the individual and this causes the roles to be in competition with one another for resources, and as the pressure increases to obtain resources the greater the chance of resource depletion.

2.2.2 Role Accumulation Theory

Sieber (1974) explained the role accumulation theory as individuals choosing to participate in multiple roles for greater rewards, such as role privileges, lower stress levels, greater status, and personality enrichment. Over 35 years ago, Sieber (1974) explained when employees are involved in multiple roles they could gain various rewards and successes via role accumulation which could be classified into four types namely, "role privileges, overall status security, resources for status enhancement and role performance, and enrichment of the personality and ego gratification" (p. 567). Roberts (2006) explained that this positive orientation was in contrast to the main focus of conflict and there is an increased acceptance from the school of positive psychology.

Research has indicated the relationship between family stressors and a weakened wellbeing is lesser for individuals who have more satisfying, high-quality work experiences. Similarly, the relationship between work stress and a weakened well-being is decreased for individuals who have a satisfied, high-quality family life (Greenhaus & Powell, 2006). Sieber (1974) stated role accumulation may compensate for disappointment in one role by falling back on the fulfilment of another role. Based on the theory of role accumulation, Marks (1977) argued that individuals gained additional resources during work role engagement. Rothbard (2001) further explained that individuals' self-worth and positive emotions were increased due to work role engagement.

The Role Accumulation Theory explained three ways in which having multiple roles can generate benefits. Firstly, work experiences and family experiences can have positive

effects on wellbeing. Secondly, over and over again research proved role accumulation to be beneficial for an individual's physical and psychological wellbeing. Lastly, satisfaction with work and family lives have found to be influential on an individual's happiness and perceived quality of life. Further research suggested that individuals who were satisfied with both work and family roles experienced greater wellbeing than those individuals who partook in only one of the roles or who were dissatisfied with one or more of their roles (Greenhaus & Powell, 2006). When individuals accumulate a number of roles, their personalities may be improved as they learn to be accepting of views and adjustable to the duties of diverse role senders thus, benefiting from the increased number of personalities in all roles (Sieber, 1974).

2.2.3 Role Expansion

Marks' (1977) expansionist approach explained that some roles are able to produce resources that increase energy, which could be directed in a second role. Greenhaus and Powell (2006) similarly stated that experiences in one role can generate positive experiences and results in a second role. This differs from role accumulation as it highlights a transfer of positive benefits from one role to another. Furthermore, Marks (1977) stated that resources obtained in one role as an outcome of social relationships may be reinvested in another role. Additionally, Rothbard (2001) explained that participation in many roles may assist individuals in finding energy for what they enjoy doing and this having a positive effect on their energy supply.

Additionally, Barnett and Gareis (2006) explained that participating in multiple roles may provide an individual with numerous learning opportunities that could lead to beneficial

outcomes for other life roles. These beneficial effects of multiple roles include the buffering of stress in one role by satisfying the other role, increased opportunities for social support, and an expanded frame of reference (Barnett & Hyde, 2001).

2.2.4 Conservation of Resources Theory (COR)

The Conservation of Resources (COR) theory was developed by Hobfoll (1989) who suggested that resource loss is the key component in the stress process. The COR theory was offered as an integrative stress theory which considered both environmental and internal processes. Hobfoll (2002) explained the main aspects of the theory are that individuals seek to obtain, retain, protect and foster resources that they value. Grandey and Cropanzano (1999) explained that the theory places the acquiring and facilitation of resources as a central motivational construct. Therefore the process receives increased attention and energy when resource loss occurs or when resources are threatened. Resource gain on the other hand, becomes more salient in the face of resource loss.

In relation to the positive interface of work and family, the COR model suggested that resources can produce new resources and individuals who have resources are better prepared to manage stressful circumstances, which in turn, improves an individual's health. These resources could take the form of personal characteristics or energy resources (Halbesleben, Neveu, Paustian-Underdahl & Westman, 2014).

The first principle of the theory is the primacy of resource loss. This can be explained as the losses an individual feels having greater impact than similarly valued gains. For example, a loss of pay will be more harmful than the same gain in pay would have been helpful (Vinokur & Schul, 2002).

The second principle is resource investment. This principle suggested that people invest resources in order to protect themselves against resource loss, to recover from losses, and to assist in gaining resources (Hobfoll, 2001). This was particularly examined in the context of coping, which suggested that coping includes investment of resources which could assist with future resource losses (Vinokur & Schul, 2002). For example, where lower emotional exhaustion led to decreased job performance but caused increased investment in organisational citizenship behaviours focused at supervisors and co-workers. It was suggested that such an approach to performance might be more instrumental in gaining back short-term resources which could assist when resources are lost (Halbesleben & Bowler, 2007).

Furthermore, the COR Theory was found to have a central sociocultural component that distinguishes it from most other resource adaptation models. Resources are described as being socioculturally framed rather than individualistic and therefore most perceptions within the COR theory are seen as being common among members who share a cultural niche (Hobfoll, 1989).

2.3 CONCEPTUAL FRAMEWORK

The increased acceptance of the notion that participation in multiple roles deemed beneficial, had given rise to several variables that were used to explain this phenomenon. The constructs used to explain the participation of multiple roles are enhancement, positive spillover, facilitation and enrichment. These constructs are used to describe the theoretical relationships that enable individuals to benefit from participating in both work and family roles (Hanson, Hammer, & Colton, 2006).

2.3.1 Enhancement

Graves, Ohlott and Ruderman (2007) defined enhancement as facilitation that occurs when one role increases energy and attitude, and contributes to the development of skills in the other role. Enhancement theory as explained by Hammer, Neal, Newsom, Brockwood and Colton (2005) purported that the more roles an individual participates in, the greater the number of resources the individual will acquire and therefore leads to greater opportunities for energy to be restored through improved self-esteem. Frone (2003) purported that the concept of work-family enhancement has been related to the expansion model of personal resources. The model suggested that an individual's personal resources are abundant and expandable (Kirchmeyer, 1992).

Enhancement can be explained as attaining resources which could assist the individual within their daily life challenges (Carlson, Kacmar, Wayne, & Grzywacz, 2006). Additionally, McMillan, Morris and Atchley (2011) further explained that enhancement could be seen as an enabling experience that occurs when one role improves the energy and attitude of an individual, and assist in the development of skills in the other role. Therefore, the individual's participation in multiple roles could improve their energy reserve by the means of greater sources of self-esteem, social identity, resources and rewards, which assist the individual in managing multiple demands placed on them (McMillan et al., 2011). Schein and Chen (2011) suggested that the term enhancement relates to the benefits associated with partaking in multiple roles and that those benefits have the ability to significantly affect activities across both work and family spheres.

Barnett and Gareis (2006) proposed that involvement within one life role could provide an individual with many resources which may be beneficial to other life roles and this results in better physical and mental wellbeing. Many positive effects are produced from these multiple roles. Jaga, Bagraim and Williams (2013) highlighted the following positives: stress reduction in one role through the satisfaction in another role, increased opportunities for social and family support, several opportunities to experience success and an expanded frame of reference. Thompson and Bunderson (2001) purported that one role could have an effect on another role as long as the time spent in a particular role assist the individual in personal gain. This means that an individual will experience satisfaction only when they feel that the time spent in a specific role is worthwhile for them.

Barnett and Hyde (2001 as cited in Kinnunen, Feldt, Geurts, & Pulkkinen, 2006) similarly explained role enhancement as the process when employees generate energy for activities within one role and this energises employees for the other role; this occurred when specific resources received in the one role were beneficial for another role.

2.3.2 Positive Spillover

Positive spillover refers to the experiences an individual acquires relating to their values and behaviours, and being transferred to another domain having beneficial effects on the receiving domain (Carlson et al., 2006). Edwards and Rothbard (2000) described four types of positive spillover namely, affect, values, skills and behaviours. Each of these types of spillover can occur in both directions of the work-family enrichment concept.

Grzywacz and Marks (2000) made use of the ecological theory as well as previous research within the work-family area and hypothesised four interrelated dimensions namely, negative work-to-family spillover, negative family-to-work spillover, positive family-to-work spillover, and positive work-to-family spillover. Research suggested spending more time at work may yield positive spillover from work to family (Kinnunen et al., 2006). Grywacz and Marks (2002) proposed that the two types of negative spillover can be associated with decreased levels of well-being and the two types of positive spillover can be associated with an increase in well-being for individuals.

Work-family positive spillover can be defined as the "transfer of positively valenced affect, skills, behaviours, and values from the originating domain, thus having beneficial effects on the receiving domain" (Hanson et al., 2006, p. 251). An example that can be used to explain positive spillover is where the positive affect felt in one role may increase interpersonal interaction in the other role, thus resulting in feelings of personal accomplishment which improves the affect in the receiving role (Hanson et al., 2006).

Kirchmeyer (1995) also contributed to the work-family spillover literature. In an earlier study completed by Kirchmeyer (1992), the researcher studied the nature and predictors of the spillover from nonwork domains to work and hypothesised that employees would perceive more positive than negative family-to-work spillover. Kirchmeyer (1995) further hypothesised that positive spillover would be greater among employees who viewed their participation in the family domain as an integral part of their identities.

Furthermore, Sumer and Knight (2001) examined how individuals with different attachment styles experienced various levels of positive and negative spillover. The

researchers took an individual approach to examining work-family linkages explaining "attachment theory provides a platform for studying the question of work-nonwork relationships from a developmental/personality perspective" (Sumer & Knight, p. 654). They found securely attached individuals to be more likely to experience positive spillover in work and family domains than individuals who have dismissing attachment style.

2.3.3 Facilitation

Facilitation focuses on improving the entire system's functioning where the level of analysis is on a systems level. A domain can be explained as a social system that is made up of elements that interact with each other and thereby creating several subsystems (Wayne, Grzywacz, Carlson, & Kacmar, 2007). Facilitation has been formed from the basis of the role accumulation theory (Grzywacz & Butler, 2005). It has been explained as the process whereby engagement in a domain yields gains to enhance the functioning of another life domain (Carlson et al., 2006). Work-family facilitation has also been defined as "the extent to which participation at work or family is made easier by virtue of the experiences, skills and opportunities gained or developed at the family or work. This definition reflected the synergies between work and family life, and the potential for enhanced performance is implied" (De Klerk et al., 2012, p. 684). Wayne, Musisca and Fleeson (2004) defined facilitation in a similar manner to the concept of enrichment, explaining there has to be an influence on performance in one role in order to establish facilitation in another role. Therefore, proposing that an individual's personality can influence the level of facilitation that the individual experiences in work and family domains.

Work-family facilitation is explained by Wayne et al. (2004) in two directions, where work involvement relates to the skills, behaviours and positive emotions influencing the family sphere, and family involvement relates to support and sense of accomplishment that increases work effort, improves coping or revitalisation.

Four types of facilitation were highlighted by Van Steenbergen and Ellemers (2009). Firstly, energy-based facilitation allows for the individual to transfer the energy experienced in one role to the other role, making it simpler to acquire the requirements of the other role. Secondly, time-based facilitation occurs when the time spent in the one role allows for the individual to use their time more effectively in the other role. Thirdly, behavioural facilitation refers to the behaviours acquired or learned in one role to assist in acquiring the requirements in the other role. Lastly, psychological facilitation occurs when an individual is able to use a new perspective on issues related to one role by virtue of another role allowing the individual to obtain the requirements much easier for the first role.

Carlson et al. (2006) explained facilitation as the gains and developments obtained from the experience in one domain that improves the functioning of another domain. Work-family facilitation has been defined by Frone (2003) as the extent to which participation in one role is made easier by the experiences, skills and opportunities gained in another role. This definition reflects the synergies between work and family roles, and the possibility of improved performance is implied.

Additionally, work-family facilitation has been defined as the "extent to which an individual's engagement in one domain of life may yield gains resulting in improved functioning in another life domain" (Wayne et al., 2007, p. 64).

Wayne et al. (2007) explain that positive organisational scholarship had contributed to the concept of facilitation as it underlies the positive potential of work-life interface by focusing more on the good in humanity. The ecological systems theory contributed to the understanding of facilitation in its assumption that individuals desire and have the ability to grow and develop (Voyandoff, 2001).

Grzywacz and Bass (2003) made use of the family resilience theory to provide a more precise understanding of work-family fit. Based on this theory, work-family facilitation may be the means through which conflict is decreased or eliminated. Furthermore, Grzywacz and Bass (2003) reported on a study indicating that work-family facilitation may moderate the effects of work-family conflict by redefining the meaning of the incoming stressor, thereby eliminating its threat.

2.3.4 Enrichment

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. 73). The researchers explain "quality of life" as having two parts to it, one being high performance in a given role within the receiving domain and secondly, a positive affect which is experienced within a role in the receiving domain (Greenhaus & Powell, 2006). Enrichment was also described as encompassing more than improvement in the role performance of individuals' lives. It focuses more specifically on the individual and on

the resources that could assist in the enhancement in their work or family life (Wayne et al., 2007). Family-to-work enrichment is defined as how work roles benefit from family roles through developmental resources and gains in efficiency derived from involvement in family (Siu et al., 2010). Furthermore, Greenhaus and Powell (2006) stated that enrichment was found to be the most encompassing construct in describing the work-family interface interaction.

The two domains that make up work-family enrichment can be explained as social systems of interacting elements and this produces subsystems. For example, the family domain is made up of subsystems of marriage and parent-child interaction and the work domain is made up of subsystems of work-group and supervisor-subordinate interactions (Wayne et al., 2007).

Additionally, the ecological systems theory explains work-family experience to be a joint function of process, person, context and time characteristics (Grzywacz & Marks, 2000). It is also explained as individuals' being drawn more towards greater levels of functioning and the individual's ability to develop, thereby being dependent on continuous interactions between the individual and the environment. Resources gained from this environment become the individual's primary source of enrichment (Baral & Bhargava, 2011).

2.4 WORK-FAMILY ENRICHMENT MODEL

The main components which outline the theoretical framework of work-family enrichment are work-family enrichment directions and dimensions, resources generated

in work and family role, and the paths that promote work-family enrichment in each role (Greenhaus & Powell, 2006).

2.4.1 Bi-directionality

Carlson et al. (2006) explained that enrichment occurs bi-directionally, which implies work can offer resource gains that can assist in enhancing the individual's family life or family can offer resource gains to assist the individual in enhancing their work life. Kacmar, Crawford, Carlson, Ferguson and Whitton (2014), also observed that work-family enrichment can be measured in both directions, where work can have a positive effect on the family domain and family life being able to influence the work domain positively. Frone (2003) on the other hand, purported that the bi-directional relationship between work and family may not be parallel therefore it may provide different types of resource gains. Grzywacz and Butler (2005) further stated that the two directions are different and therefore will contain different antecedents. Similarly, Shockley and Singla (2011) explained that certain empirical studies have proven that each direction of work-family enrichment has unique antecedents and outcomes and that both processes could take place at the same time.

2.4.2 Multi-dimensional

Greenhaus and Powell (2006) explained enrichment as being multi-dimensional in nature, where resources obtained in one domain may be different from the resources initiated by another domain. These resources may or may not be equivalent across domains (Barnett, Marshall, & Sayer, 1992). This can be explained as some benefits being produced from the involvement in an individual's work domain such as income, may not be produced

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from the involvement in the individual's family domain (Greenhaus & Powell, 2006). Furthermore, Carlson et al. (2006) posited that different types of resources might also occur in different directions of enrichment as the function and activities of the two domains are not entirely the same.

The direction of work-family enrichment was further investigated by Carlson et al. (2006) who looked specifically at three dimensions namely, work family capital, work family affect, and work family development. Work family capital can be explained as the involvement in work which improves levels of psychosocial resources such as a sense of security, confidence, accomplishment or self-fulfilment that assist the individual in being a better family member. Work family affect is when participation in work results in improved emotional state or attitude, which in turn, assists the individual to be a better family member. Work family development is defined as when an individual participates in work and this participation leads to the attainment and refinement of skills, knowledge and behaviours which assist in being a better family member. All three of these dimensions impacted the involvement within the work role which could lead to the individual's improvement in their family role.

Furthermore, the family-to-work enrichment direction combines the development, affect and efficiency dimensions. The work-family development and work-family affect definitions can be applied to the family-work development and family-work affect but it happens in the family domain and improvement of performance occurs within the work domain. Family-work efficiency has been defined as the sense of focus or urgency developed in the family domain and again enhancing the performance in the work domain (Kropman, 2012).

By focusing specifically on the family-to-work direction, Greenhaus and Powell (2006) suggested that the resources received from the family domain are successfully implemented in the work domain and thus enhanced the individual's work role functioning. Therefore family resources such as family support and family cohesion can be suggested as antecedents of family-to-work enrichment (Nicklin & Mcnall, 2013).

In addition, through the psychological and emotional benefits received from the family role, an individual's work life can be enhanced because they stimulate motivation, effort and stamina as well as improved performance, which in turn, develops feelings of personal accomplishment and positivity in the work role (Edwards & Rothbard, 2000). Enhanced work performance caused by the instrumental transfer of skills, behaviours and knowledge from the family domain produces intrinsic and extrinsic rewards, which may reduce the individual's perception of adversities and difficulties at work and dissatisfaction (Hanson et al., 2006).

2.4.3 Resources and Pathways

Greenhaus and Powell's (2006) theoretical model of work-family enrichment focused more on the generation and application of a wide range of resources that assist in the generation of enrichment. A resource is defined as "an asset that may be drawn upon when needed to solve a problem or cope with a challenging situation" (p. 80). The following are identified as resources: skills and perspectives, psychological and physical resources, social-capital resources, flexibility and material resources. According to the researchers, these resources can promote improved performance in the receiving role through two possible pathways namely, the instrumental path and the affective path.

Figure 2.1: Work-family Enrichment Model

Moderators of the instrumental path:

- Salience of Role B
- Perceived relevance of resources to Role B
- Consistency of resource with requirements and norms of Role B

↓ Instrumental pathway

Resources generated in role A:

- Flexibility
- Material resources
- Psychological and physical resources
- Skills and perspectives
- Socio-capital resources

High performance in Role A

Affective pathway

Positive affect in Role A

High performance in Role B

Positive affect in Role B

Moderator of the affective path:
- Salience of Role B

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Source: Greenhaus and Powell (2006, p.79)

Greenhaus and Powell (2006) developed a work-family enrichment model to explain the instrumental and affective pathway as well as the various types of resources that are gained within role A (refer to figure 1 above). The instrumental pathway has been explained by researchers as the belief workers have in their family lives in having the ability to teach new ways of interacting with co-workers or assist in the improvement of

their ability to multi-task on the job (Carlson et al., 2006). The instrumental path involves having resources created in role A being used in role B and the use of these resources produce a better outcome in role B. With regard to physical and psychological resources, the choice to make use of one of these resources in one role to another is intentional (Greenhaus & Powell, 2006).

There are several findings that support the existence of the instrumental path. Ruderman, Ohlott, Panzer and King (2002) studied a group of managers and had found the resources managers' had gained from their personal lives had a positive effect on their working life. These resources included interpersonal skills, respect for individual differences and multitasking. Another study done by Friedman and Greenhaus (2000) reported that flexibility in an individual's work domain allowed the individual to spend more time on family activities and therefore having a positive effect on the family domain.

The affective pathway is described as the process where resources generated in one role develops a positive affect or emotion in that role, therefore promoting improved performance in the other role (Hanson et al., 2006). Greenhaus and Powell (2006) stated that affect involves the moods and emotions related to specific events. Positive affect has been referred by Wayne et al. (2006) as "the positive valenced feeling state reflecting positive moods, emotions or attitudes" (p. 447).

A study conducted by Rothbard (2001) supported the positive affect pathway. The research suggested that there are three mechanisms through which positive affect in one role could enhance performance in another role, and these three explanations are founded on the premise that positive affect increases engagement. Schein and Chen (2011)

explained the three mechanisms as follows: (i) positive affect being related to benevolence and helping behaviour therefore, a person experiencing positive affect is more likely to be psychologically available to engage in another role, (ii) positive affect related to the outward focus of attention, thus promoting interpersonal interaction and (iii) positive affect can increase a person's energy level, and thereby having the ability to remain engaged in another role.

Lastly, Greenhaus and Powell (2006) identified potential moderators for the instrumental and affective path which indicates the conditions needed to result in resources in one role to improve the performance of the other role. The moderators are identified as role salience, the perceived relevance of the resource to the receiving role, and the consistency of the resource with requirements and norms of the role in the receiving domain. Carlson et al. (2006) also supported role salience as a moderator of enrichment. They reported that individuals who view a role as highly salient usually invest more time in the role, therefore family salience predicted family-to-work enrichment and job salience predicted work-to-family enrichment.

Figure 2.2: An Empirically grounded model of work-family enrichment
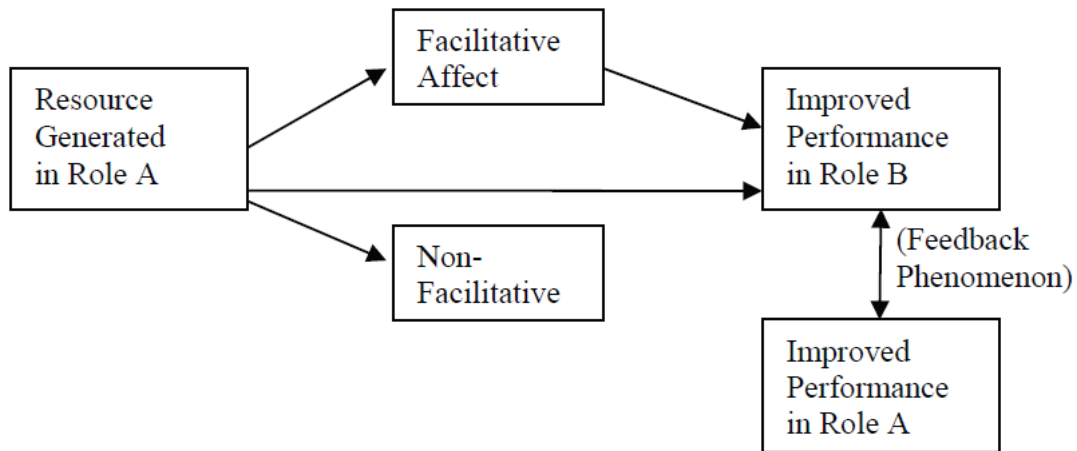
Source: Schein and Chen (2011, p.131)

Schein and Chen (2011) found that the pathways that facilitated work-family enrichment differed to the one proposed by Greenhaus and Powell (2006) and thus developed an adapted model of the antecedents of work-family enrichment (refer to figure 2 above).

Schein and Chen (2011) set out to develop a new empirically grounded model that addressed three pathways to enrichment. The model portrays that three pathways occur when participation in Role A generates resources. Firstly, the pathways may have a facilitative affect, where an emotion or a mood is generated through the acquisition of resources and this enables improved performance within Role B. Secondly, the pathways may have a non-facilitative affect whereby resources are acquired but do not facilitate an improvement in performance in another role, and lastly, where it may be an instrumental pathway whereby a resource acquired in Role A is directly transferred and applied to Role B and results in improved performance.

2.5 DIFFERENCE BETWEEN WORK-FAMILY CONFLICT AND WORK-FAMILY ENRICHMENT

Many theorists have proposed that work-family conflict and work-family enrichment may not be parallel as the two concepts may have different underlying processes and predict to some extent different outcomes (Frone, 2003).

Carlson et al. (2006) identified two differences between enrichment and conflict. First, that enrichment and conflict are experienced in different ways. This is explained in the definition developed by Greenhaus and Beutell (1985) as work-family conflict is a form of interrole conflict where the role pressures from the work and family domains are mutually incompatible in some respect. Difficulty and pressure is faced by the individual that attempts to participate in both work and family roles. Edwards and Rothbard (2000) expanded the definition to include conflict that occurs when one role interferes with an individual's effectiveness in the other role. Greenhaus and Beutell (1985) reported that various types of conflict exist. Strain-based conflict exists "when strain produced in one role makes it difficult to fulfil the requirements of another role." Time-based conflict happens "when time devoted to one role makes it difficult to fulfil requirements in another role." Behavioural conflict develops "when behaviour required in one role makes it difficult to fulfil the requirements of another role" (p. 76).

In comparison to the work-family conflict theory, Greenhaus and Powell stated that the concept of work-family enrichment suggests that work and family can be beneficial for each other by providing resources to be used in each role and offering support to reach greater success within a role. Carlson et al. (2006) reported that the antecedents of work-

family enrichment and work-family conflict are different. The antecedents for conflict have been found to be the pressures faced by individuals. In contrast, the antecedents provided by work-family enrichment are environmental resources such as enhanced esteem, income and benefits which will help the individual to better their performance and abilities in other life domains (Greenhaus & Powell, 2006).

Furthermore, findings of a study conducted by Grzywacz and Mark's (2000) finding suggest conflict and spillover may be distinct from work-family balance which means an individual may experience both work-family conflict and work-family balance because the individual is capable of managing such conflicts. Thus the negative and positive aspects of work-family spillover can be viewed as independent constructs rather than opposite ends of a continuum. More evidence support the notion of conflict and enrichment being separate phenomena from a conceptual and empirical perspective as the absence of work-family conflict may not mean the existence of work-family enrichment (Carlson et al., 2006).

Frone (2003) explained work family conflict as being bi-directional; claiming it occurs in both work-to-family and family-to-work direction, each direction of influence has different antecedents and different consequences. Similarly, work-family enrichment can be measured in both directions (Kacmar et al., 2014). It is said each specific conflict can be related to a role's outcomes within the same domain, whereas both conflict types can be related to general, mental and physical well-being (Frone, 2003).

Additionally, the work-family conflict perspective is fundamentally rooted in the scarcity hypothesis (Barnett & Gareis, 2006). Work-family conflict illustrates the

incompatibilities between work and family responsibilities due to the competing resources, thereby implying that engagement in work is achieved at the expense of family (Grzywacz & Bass, 2005). Work-family enrichment, on the other hand, provides individuals with the knowledge that conflict can be viewed as a threat but one which can be managed through the assistance of family capabilities and thus exceeding the demands placed on the individuals thereby reducing conflict (Gareis, Barnett, Ertel, & Berkman, 2009). Wadsworth and Owens (2007) suggested that because enrichment and conflict are distinct constructs, it is possible to experience high levels of each simultaneously.

2.6 WORK-TO-FAMILY ENRICHMENT AND PSYCHOLOGICAL HEALTH

Psychological health in the context of this study incorporates the ability of the individual to cope with the pressures of their daily activities and how well they deal with anxiety (Politi, Piccinelli, & Wilkinson, 1994 as cited in Jaga, Bagraim, & Williams, 2013).

Past research had conducted studies on the relationship between psychological health and work-to-family enrichment. Barnett, Marshall and Pleck (1992) completed a study on 300 employed men in dual earner couples and found that men who had positive relations at work felt less psychological distress. However, when they had more positive experiences at home they reported improved psychological health. In another study, Barnett and Marshall (1991) looked at spillover effects on working mothers in relation to psychological health and reported similar results that women who had support at work felt improved psychological health.

Participating in one life role could provide learning opportunities which may be beneficial for another life role and could result in improved physical and mental

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wellbeing (Barnett & Gareis, 2006). Van Steenbergen and Ellemers (2009) reported that participation in multiple roles could be associated with employee health. Researchers from the emerging field of positive psychology suggested that it is important to not only look at the absence of problems but also at the presence of positive experiences when examining psychological health and wellbeing. The broaden-and-build theory claimed that positive emotions produced from participation of combined roles were essential to increasing psychological functioning. Jaga et al. (2013) claimed many researchers had proven that work-family enrichment positively related to employee health which improved physical health, personal wellbeing and the aspect of psychological health. Bianchi and Milkie (2010) stated that participation in rewarding employment deemed greater benefits for parents' mental health.

Furthermore, past research has suggested that role accumulation may provide benefits for an individual's physical and psychological health (Barnett & Hyde, 2001 as cited in Greenhaus & Powell, 2006). The beneficial effects of multiple roles could lead to a decrease in stress in one role by the success obtained in the other role. Thus, having roles in both work and family can be described as overlapping spheres but could provide synergy amongst the two instead of being in competition. Evidence showed the resource an individual gains from partaking in more than one role has a positive outcome for the individual's physical and mental health (Jaga et al., 2013).

Gareis and Barnett (2002) have also suggested that work is only one dimension of an individual's life and the way it relates to other parts of an individual's life could have consequences for psychological health. Work-family conflict was found to strongly predict poor physical and mental health. In contrast, if individuals were able to decrease

work-family conflict, they would be able to obtain a greater level of work-life balance, thus having a positive effect on mental health and wellbeing (Carlson, Grzywacz, Ferguson, Hunter, Clinch, & Arcury, 2011). Previous studies have also confirmed that work-to-family conflict was associated negatively with physical and psychological health whereas work-to-family enrichment was related to psychological health in a positive manner (Zheng, Molineux, Mirshekary, & Scarparo, 2015) Additionally, Grzywacz and Bass (2003) found work-to-family enrichment buffered the negative effect of anxiety disorder, thus enrichment contributed to the improvement of an individual's psychological health.

The Conservation of Resources (COR) Theory explained that individuals with greater resources were less likely to feel strain than those with fewer resources who were more likely to be affected by strain (Hobfoll, 2002). Additionally, individuals who had greater resources were found to be able to cope better with stress related variables that would usually have a negative effect on their wellbeing (McNall, Nicklin, & Masuda, 2010). Researchers have used the COR Theory to understand the association between work-family enrichment and psychological health where it highlighted the drive for resources placement. It explained that one role could provide resources to assist the individual in managing the role responsibilities of another role and thereby enhance the quality of the receiving role, which improves the individual's psychological health (Jaga et al., 2013).

Furthermore, involvement in both work and non-work activities can assist individuals with their levels of stress in at least one of the domains. Research has iterated this notion by proving a correlation between family stressors and impaired psychological well-being

to be weaker for individuals who have more fulfilling and successful work experiences (Greenhaus & Powell, 2006).

Contradictory to the above, Gareis et al. (2009) reported when looking at the work-family interface from the work-to-family direction, not much evidence was found for the work-to-family enrichment proving the direction to have very little ability to assist within the family domain.

2.7 FAMILY-TO-WORK ENRICHMENT AND PSYCHOLOGICAL HEALTH

In a study by Gareis et al. (2009) findings showed that both work-to-family conflict and work-to-family enrichment had an independent effect on mental health, well-being and family relationship quality, with family-to-work enrichment being responsible for buffering the negative relationships between family-to-work conflict and the outcomes. The reason for these differences could be based on the type of outcomes being studied or the directional influence of the work-family interface. This could be seen, for example, in a case where certain resources gained from the family would allow individuals to better withstand family-to-work conflict. Similarly, Greenhaus and Powell (2006) found that stresses felt at work and impaired well-being could be reduced for employees who had a more fulfilling and a rewarding family life.

Additionally, when work-family facilitation is present in an individual's life it allows for the individual to have health benefits and reports showed individuals who had family-to-work facilitation were less likely to have chronic health problems (Van Steenbergen &

Ellmers, 2009). Similarly, Hanson et al. (2006) discovered that the more resources available to an individual at home, the higher their level of mental health.

Furthermore, Grzywacz and Bass (2003) found work-family enrichment to be correlated with lower risk of mental illness and depression. It was found for each unit increase in family-to-work enrichment it could be related to a 15 percent decrease in depression, resulting in better psychological health.

Grzywacz (2000) made use of a cross-sectional study which made use of a sample of 1547 adults. Findings indicated that a significant relationship existed between psychological health and family-to-work enrichment. However, no relationship was found for the work-to-family enrichment direction and psychological health.

Hammer, Cullen, Neal, Sinclair and Shafiro (2005) made use of a longitudinal cross-sectional study where the correlation between family-to-work enrichment of a spouse and the individual's psychological state one year later was tested. Evidence proved that family-to-work enrichment was positively related to improved psychological health.

Grzywacz and Bass (2003) supported the hypothesis that family-to-work enrichment is associated with positive well-being. Results obtained indicated that facilitation between non-work life and work-life provided protective effects and therefore found family-to-work enrichment to be related to greater psychological well-being of an individual. Allis and O'Driscoll (2008) reported that being involved in both family and personal benefit activities may contribute to greater psychological health at work. Similarly, Hecht and Boies (2009) found that being involved in sports, leisure activities and voluntary work external to work had increased employee satisfaction significantly, which is associated

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with psychological well-being. These individuals were able to obtain greater work-life balance as they fulfilled their lives through goals outside of work which caused their family domain to enrich their work domain. Furthermore, Ruderman et al. (2002) reported on a qualitative study which suggested that skills and attributes attained by managers in their family role provided them with psychological benefits that evidently improved their effectiveness within their work role.

Dunn and O'Brien (2013) completed a meta-analysis on work-family enrichment and proved that it could be linked to generating positive mental and physical health. Research has also proved that relationships do exist between family-to-work facilitation and individual health, which consist of mental, physical and emotional health.

2.8 WORK-TO-FAMILY ENRICHMENT AND SUBJECTIVE WELLBEING

The field of positive psychology had found well-being, contentment and optimism to be part of the subjective level (Seligman & Csikszentmihalyi, 2000). Subjective well-being is defined as an individual's appraisal of their lives comprising of various life domains contributing to a holistic experience of life quality. It can be explained as the degree to which individuals feel positive about themselves in different life domains (Cummins, McCabe, Romeo, & Gullone, 1994 as cited in Jaga et al., 2013). For the purpose of this study subjective well-being will incorporate eight life domains namely, standard of living, health, achievements in life, personal relationships, safety, connection to community, spirituality and future security (International Wellbeing Group, 2006).

Hakanen, Peeters and Perhoniemi (2011) purported that positive effects such as enthusiasm and energy felt at work may have a positive effect by enriching an

individual's family life. In these processes, work-to-family enrichment have been identified as having a positive effect on an individual's work and family life and have been associated with positive outcomes such as greater subjective well-being (Matthews Mills, Trout, & English, 2014).

Furthermore, the work-family enrichment framework considers several types of resources attained in one role to have the ability to enhance the performance of other roles (Greenhaus & Powell, 2006). The process of work-family enrichment was found to contribute to the presence of work engagement and this, in turn, was found to enhance subjective well-being (Matthews, Mills, Trout, & English, 2014). Therefore, Carvalho and Chambel (2015) propose well-being at work to be of importance for explaining the relationship between work-to-family balance and subjective well-being.

Halpern (2005) has reported that researchers suggested work-family balance could be related to individual well-being and that it is a significant contributor for healthy and well-functioning employees. Due to the greater combination of roles contained by working individuals, the relation between wellbeing and multiple roles have become a relevant issue for many researchers in the fields of family and career and work-family interface studies (Allen, Johnson, Saboe, Cho, Dumani, & Evans, 2012). In contrast, Jaga et al. (2013) found work-to-family enrichment not to be associated with subjective well-being. This finding suggested that the work domain does not provide opportunities to positively affect family experiences in a way that could have a greater effect on the individual's personal well-being.

Gareis et al. (2009) explained that studies have found positive relations between work-family enrichment and employee outcomes, such as greater wellbeing and greater life satisfaction. However, these findings have not been as convincing as the evidence related to work-family conflict found in previous years' research (Mauno, Kinnunen, & Rantanen, 2011).

Hobfoll (2002) purported individuals who contain many resources are much more capable of dealing with problems and less prone to be affected negatively by stress. This is supported by Williams, Franche, Ibrahim, Mustard and Layton (2006) who found greater enrichment to be related to improved physical health due to the fact that these individuals have a solid base of resources. Thus, having resources assists individuals to deal better with stress and acquire greater wellbeing (Mcnall et al., 2010).

Furthermore, literature on work-family enrichment and wellbeing seems to be well recognised as important for the studies of work-family interface. Earlier studies have demonstrated that work-to-family enrichment have positive relationships with employee wellbeing, which was found to be in contrast to work-to-family conflict which caused lower employee wellbeing (Rantanen, Kinnunen, Mauno, & Tement, 2013).

Additionally, Mauno, Kinnunen and Ruokolainen (2006) completed a study within five different organisations within Finland; the findings revealed that work-to-family enrichment could be associated directly or indirectly to reducing work-family conflict, resulting in the increase of positive well-being of individuals.

2.9 FAMILY-TO-WORK ENRICHMENT AND SUBJECTIVE WELLBEING

Allis and O'Driscoll (2008) proved family-to-work enrichment to have a positive effect on well-being and has been identified as an important part of work-life balance, where the greater the level of facilitation and enrichment the greater the life balance, thus increasing the individual's personal well-being. A muiltiple regression analysis carried out by Jaga et al. (2013) also indicated that family-to-work enrichment significantly predicted subjective well-being. The researchers believed individuals who were able to acquire resources from their family role to improve the quality of life in their work role, were able to experience a greater sense of subjective well-being. The impact of family-to-work enrichment on well-being relates with Sieber's (1974) role accumulation theory.

Furthermore, Mauno et al. (2011) reported that both work-to-family enrichment and family-to-work enrichment had positive correlations with well-being. Work-family facilitation as explained by Van Steenbergen and Ellemers (2009) can benefit an individual in both life domains. Research findings suggested that energy-based and time-based facilitation experiences could be associated with good health and decrease in illness and absence from work.

Similarly, Eden (2001) posited that participating in family and non-work roles which allow for self-reflection and provides entertainment within one's life, may contribute to the replacement of depleted resources and thus improve individual wellbeing. Frone (2003) reported that facilitation may have a positive relation to positive wellbeing and it has been found to be related to work-life balance, therefore an increase in facilitation may improve work-life balance and wellbeing.

Grzywacz and Marks (2000) found positive spillover from family-to-work enrichment to be related to lower levels of problem drinking and therefore having a greater association with improved well-being. Additionally, Jaga and Bagraim (2011) reported that family-to-work enrichment was found to be stronger than work-to-family direction thus suggesting that the respondents experienced their family role to have a greater impact on their quality of life, affecting their well-being positively.

Research by Allis and O'Driscoll (2008) found positive correlations between family and work enrichment and three types of well-being namely, family, personal and work. A study completed by Jaga et al. (2013) suggested that individuals may benefit more from family-to-work enrichment as they are able to obtain more transferable resource gains from their family role rather than their work role.

Contrary Kinnunen et al. (2006) made use of path analysis on data from a sample of 202 Finnish employees and found well-being had a correlation with work-to-family enrichment but not with family-to-work enrichment.

2.10 WORK-TO-FAMILY ENRICHMENT AND GENDER

Powell and Greenhaus (2010) explained the importance of understanding the effect gender has on the work-family interface as literature has reported inconsistent findings. Evidence regarding gender differences in positive interdependencies such as work-family enrichment was found to be mixed. Some studies have found no difference between males and females whilst others found females to experience either higher or lower levels of enrichment to males (Greenhaus & Powell, 2006). Eby, Casper, Lockwood, Bordeaux and Brinley (2005 as cited in Powell & Greenhaus, 2010) stated gender is deeply

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embedded in work-family relationships and gender differences must be considered to understand the work-family interface. Furthermore, Bass and Grzywacz (2011) explained gender had a specific influence on family and work experiences. From an ecological perspective it can be explained gender represents a specific type of individual characteristic that functions by producing differing responses from the social environment, and these responses have an effect on the form and power of how processes influence outcomes of interest.

Past studies provided support for using gender as a moderator. Rothbard (2001) conducted a study investigating work-family conflict and work-family enrichment processes. The findings indicated females were found to have more conflict in the work-to-family direction. Kinnunen et al. (2006) purported further research also found that men experienced work-to-family enrichment as opposed to women who experienced more family-to-work enrichment. In addition, family life may have had a positive effect on work life by providing social support which was found to be an important resource for coping with work pressures for male employees. Research completed by Rothbard (2001) indicated that males and females differed in family roles in relation to the amount of time spent on caregiving and household responsibilities. Researchers proposed that this insulates men from family caregiving responsibilities to allow them to pursue better jobs, thus explaining women have better work-family experiences than men (Rothbard, 2001).

Furthermore, the Ecological Theory also proposed that there are demand characteristics which could have an effect on the work-family enrichment process, and gender was found to be one of the characteristics. These individual characteristics would interact with

the environment to acquire more benefits from existing resources (Baral & Bhargava, 2011).

Maunoa, Kinnunen, Rantanena, Feldta and Rantanena (2012) stated women were usually the ones to make use of current work family policies such as flexible working hours and care arrangements. In comparison to men, women tend to use more of their work-family coping strategies thus having a beneficial effect on work-to-family enrichment and family-to-work enrichment. A study by Grzywacz and Marks (2000) found men who have children tend to have a higher level of work-to-family enrichment opposed to men without children. In this regard men were found to place greater emphasis on work-family coping strategies to assist with their children which has a beneficial effect on their work-to-family enrichment.

Bass and Grzywacz (2011) further reported gender differences in the effects of job adequacy on work-to-family conflict and enrichment. It was reported that the effect of inadequate jobs on enrichment may differ for males and females. Inadequate jobs refer to jobs that lack favourable structural and psychosocial attributes, as well as not providing employees with sufficient finances. It was found that females had less work-to-family enrichment when it came to inadequate jobs as opposed to males. The reason could be because these types of jobs do not provide the female employees with the necessary finances and psychosocial attributes to assist with holding up their families.

Marshall and Barnett (1993) purported that in a sample of 300 dual earner couples over two thirds of the males felt that work assisted them in being greater parents. This proved that work enriched the family roles for males more than for females. Grzywacz and Bass

(2003) also reported that work-to-family enrichment could support fathers parenting through increased satisfaction, intellectual stimulation, skill mastery and self-efficacy. Cooklin, Westrupp, Strazdins, Giallo, Martin and Nicholson (2014) added that self-esteem, motivation and flexibility acquired in the work role may enrich a father's interaction in the family role.

In contrast, the findings of a study conducted by Shockley and Singlu (2011) showed that gender moderated all relationships relating to work-family enrichment such that the relationships were greater when more females were in the sample, proving females are able to obtain greater work-family enrichment as opposed to males. Similarly, Marais et al. (2014) reported greater work-to-family enrichment amongst female workers. From a conservation of resources theory perspective, it is suggested that female workers who are involved in their work-role obtain resources and rewards such as work support, work related developmental possibilities and autonomy, which in turn, would be used within their family role (Hobfoll, 2001).

Furthermore, Van Steenbergen, Ellemers and Mooijaart (2007) reported that work-to-family enrichment is usually higher for female employees as they may have a greater element of choice in their work-role, and this may also be true as they witness all interactions within the various domains as beneficial to their life. This finding can be related to the way women view their work role as they have been found to be place greater emphasis on the work role as opposed to men. Ridgeway and Correl (2004) explained that this may be due to the gendered role expectations being placed on them. That is, the role of care-taker still being regarded as a woman's job and men still taking up the role as the provider.

Robertson, Smeets, Lubinski and Benhow (2010) provided research that indicated working women put more effort into obtaining work-to-family enrichment as opposed to men. They were found to utilise more of the work's family friendly policies in order to spend more time with family and friends as opposed to their male counterparts who focused more on their career pursuits and neglecting their family roles, resulting in less work-to-family enrichment.

According to Powell and Greenhaus (2010), women achieved higher levels of positive enrichment opposed to men; this occurred as women were found to possess greater femininity which was found to be positively correlated to work-enrichment. In opposition, Kirchmeyer's (1993) findings revealed no gender differences between enrichment felt by males and females. Similarly, Graves et al. (2007) also reported no differences for gender.
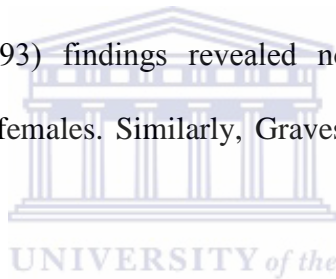
2.11 FAMILY-TO-WORK ENRICHMENT AND GENDER

Various researchers (Marais et al., 2014; Wayne et al., 2009) have reported that women experienced more satisfaction from family-to-work enrichment. The reason for this may be that females may have a tendency to value different aspects of work than males, or due to their ability to experience greater positive emotions from their non-work roles as opposed to men who would obtain greater positive emotions from combining roles (Wayne et al., 2007). Shockley and Singlu (2011) found within the work-family interface that women would be prone to identify more with family and was proven more likely to be satisfied when family life is being enriched by work-life as opposed to work-to-family enrichment. According to Voydanoff (2005), women may experience greater

interconnections in their work-role when they receive support from their families and experience higher quality marital relationships.

Rothbard and Edwards (2003) found gender differences in the trade-off between time investment in work and family. Women were found to be more likely to increase their family time investment at the expense of their work role, thus having a negative relationship with family-to-work enrichment as opposed to males. Anderson, Binder and Krause (2003) explained that mothers were less enriched from the family-to-work direction as they usually spend more time worrying about their children and seeing to household needs while at work. Coltrane (2000) purported that due to the existence of gender inequality this may not be surprising as family care is still being viewed as the responsibility of females.

Similarly, Lee, Chang and Kim (2011) reported that gender differences exist. They found a relationship between family resources and work for males but not for females. The results suggested that the expectations from the Western literature can be confirmed as women were found to be less likely to benefit at work from family resources, and the reason for this may be that they have less boundary separation between work and family than men. Friedman and Greenhaus (2000) supported the notion that gender differences exist in the family-work interface. They explained that women perceived family matters to be harmful as they potentially cause lower income and less career satisfaction, which may lead women to regard family matters more as sources of conflict between the roles rather than as sources of enrichment. Furthermore, Friedman and Greenhaus (2000) purported that women were more willing to "trade" success in the work domain for the well-being of the family, whereas men were found to obtain a family "bonus" that

enabled them to achieve greater career success. Additionally, both males and females who were found to have higher family role salience, were able to experience greater family-to-work enrichment (Powell & Greenhaus, 2010).

Some researchers have indicated that gender roles have become less (Perrone, Wright, & Jackson, 2009) however many women continue to have greater work-to-family enrichment than men (Betz, 2006). According to Aryee et al. (2005), women experienced family-to-work enrichment. When they are more involved in their family life and are able to gain resources from their family domain which assist them in their work domain. This transfer of resources improves their performance at work and enhances the quality of their work. The support female workers receive from their family and home life encourages them to feel more positive about their work role thus allowing them to obtain skills that can be used at work. This enables the female workers to have better control over time and allows them to work longer hours and invest more energy into their work role.

Ferriman, Lubinski and Benhow (2010) found that highly gifted women preferred more balanced lives as opposed to male workers. The findings reflected that women who are characteristically positive will be satisfied with their families and feel positive about work, thus experiencing a positive effect between the two domains.

Furthermore, Hammer et al. (2005) completed a longitudinal study and surveyed 234 American dual-earner couples at two different points. The study found that husbands who had high levels of family-to-work enrichment would experience lower levels of

depression as opposed to wives who would experience lower levels of depression when work-to-family enrichment was high.

2.12 CONCLUSION

This chapter provided an overview of the development of the positive side of the work-family interface specifically exploring the concept of work-family enrichment. The focus was on work-family enrichment and psychological health and subjective wellbeing. The increased interest in the beneficial outcomes of work-family enrichment has been consistent with the emerging trends in psychology, organisational behaviour and family studies (Greenhaus & Powell, 2006). However, work-family enrichment remains empirically and conceptually underdeveloped compared to work family conflict (Mostert, Peeters, & Rost, 2011). Understanding the relationship between work family enrichment and psychological health and subjective wellbeing could assist organisations in improving the wellness and performance of their workforce.

Past research identified that work-family enrichment can be related to improved psychological health (Grzywacz & Bass, 2003), and enhanced wellbeing (Jaga & Bagraim, 2011). The current study included both male and female employees as previous research had identified that differences may exist in the way men and women experience both work-to-family and family-to-work enrichment (Bass & Grzywacz, 2011).

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The intent of this study was to investigate the relationship between work-family enrichment and psychological health and subjective wellbeing. It also aimed to examine the difference between gender and work-family enrichment. This chapter will provide information on the research methodology used to investigate the above mentioned relationships. The selection of the sample, the procedure and measures used for data collection, and the statistical analyses are also discussed.

3.2 RESEARCH DESIGN

A cross-sectional and quantitative data collection method was conducted. This approach allowed for data to be collected at a single point in time and for the data to be summarised statistically (Hair, Babin, Money, & Samouel, 2003). This approach makes use of strategies such as experiments and surveys, and collection of data on predetermined instruments that produce statistical data (Creswell, 2003). A self-administered questionnaire was used to collect the data from the sample. This enabled the collection of data from a large sample (Pieterson & Maree, 2007). Due to time and cost constraints, the use of a questionnaire seemed to be the most suitable. Using a quantitative approach also ensured that the findings were easily generalisable and the data obtained were objective (Blanche, Durrheim, & Painter, 2006). Another reason for

making use of a quantitative method is to ensure that the hypotheses can be tested and relationships can be determined between variables (Hoe & Hoare, 2012).

However, there are limitations when using self-administered questionnaires as it does not allow for exploration of the topic or probing as this would be needed in order to gain deeper insight into a topic, especially where a topic is fairly new or has not been researched before (Creswell, 2003).

3.3 POPULATION AND SAMPLE

According to Sekaran (2001), a population is the entire set of people, events or things of interest that the researcher would like to investigate. Sekaran (2001) purport a sample is referred to as a subset of the population comprising of a selection of individuals from the population. It is some, but not all, elements of the population that would form the sample. The sample in this study consisted of all lower, middle and senior level employees employed at a financial services company within the Western Cape region.

A non-probability, purposive approach was used to select the sample. Non-probability as explained by Sekaran (2001), means the elements in the population have no probabilities attached to being chosen as participants. Purposive sampling, in particular judgement sampling, refers to choosing subjects who are in the best position to provide the information required (Sekaran, 2001). This approach was used mainly due to the benefits of its application as it allows for the most appropriate individuals to be chosen for the required needs of the study.

For the purpose of the study only employees who had dependents formed part of the sample, as they have to cope with work and family life. Hence, the first question in the

questionnaire was used as a qualifying question where respondents were asked to indicate whether or not they had dependents. Those who answered "yes" were included in the sample and those who answered "no" were excluded. This was used to ensure that only individuals who had dependents formed part of the sample.

Sekaran (2001) explains a sample size between 30-500 would be sufficient for a population of 1000. Three hundred and forty seven employees were chosen to be part of the sample. A survey link was sent to the targeted sample and 208 questionnaires were returned. However, forty questionnaires had to be excluded as respondents did not complete the questionnaire as a result the final dataset consisted of 168 responses. Hence, the response rate was 48.4%. An acceptable response rate as suggested by Sekaran (2001) is thirty percent.

3.4 PROCEDURE

Before conducting the survey, approval was obtained from the Ethics Committee at the University of the Western Cape. Furthermore, permission was obtained from the organisation where the research was conducted. An agreement was signed by the organisation and researcher before permission was granted to administer the questionnaire. The HR manager sent out an electronic pre-notice which informed suitable respondents that the survey would be distributed soon. The email provided the respondents with context about the study and asked that they consider participating in the study once they received the link to the survey. Data was gathered over a period of three weeks.

Once the survey had been created on Survey monkey (2015), respondents were sent an email containing the survey link. The email communication contained a cover letter explaining the purpose of the research, the time it would take to complete the survey and assured respondents that participation was voluntary and that they could withdraw at any point in time. Respondents were also assured they will remain anonymous as no identifying information would be required and all respondents would be kept confidential and used for research purposes only. When the responses were low after the initial invite another reminder was sent out urging individuals to please submit if they had not done so and thanked those who already had.

3.5 MEASURING INSTRUMENTS

Four questionnaires were used to collect the data namely, the biographical questionnaire, the Work-Family Enrichment Scale, the 8-item General Health Questionnaire, and the 8-item Personal Wellbeing Index.

3.5.1 Biographical Questionnaire

The biographical questionnaire requested the following information from participants: gender, race, age, highest educational level, employee position, current marital status, number of children/dependents, and hours worked per week. This information will be used to describe the sample and to test two hypotheses.

3.5.2 Work-Family Enrichment Scale

Carlson et al. (2006) were of the opinion previous work-family enrichment measures did not capture the multiple elements of the construct. In addition, the researchers believed

the measure should also include both directions as work-family enrichment occurs bi-directionally. Wayne et al. (2006) concurred it was important for the measure to be bi-directional in order to capture the resource gains of each direction of the measurement process. When developing the Work-Family Enrichment Scale, they made sure that the elements that were lacking in prior scales were considered in this scale (Carlson et al., 2006).

Work family enrichment was measured by the Work-Family Enrichment Scale which was developed and validated by Carlson et al. (2006). The scale consists of 18 items and measures work-family enrichment in both directions namely, work-to-family enrichment and family-to-work enrichment. The work-to-family enrichment subscale consists of nine items measuring the following dimensions namely, development, affect and capital. A sample item would be "My involvement in my work helps me to understand different viewpoints and this helps me to be a better family member." The family-to-work enrichment subscale measures three facets namely, development, affect and efficiency. These items were generated to capture the true essence of the definition of enrichment by including the transfer of resource gains and enhanced functioning of the individual. Respondents indicated their level of agreement to each statement on a five-point scale ranging from 1 = "strongly disagree" to 5 = "strongly agree". Higher scores indicated that the participants perceived higher enrichment (Carlson et al., 2006).

Content adequacy is the degree to which a measure's items are a proper sample of the theoretical content domain of a construct and is one way to estimate content validity. An item has to have at least 80% of the responses in the correct category (Pallant, 2010). A

study done by Carlson et al. (2006), suggested all 18 items of the Work-Family Enrichment Scale were reflective of the definitions they were measuring.

Carlson et al. (2006) tested the item validation of the measure by using a six factor confirmatory model. The researchers identified which items had completely standardised factor loadings greater than 0.50. The results obtained proved all items met the criterion with the lowest factor loading being 0.61, thus indicating it had item validity. The researchers assessed the discriminant validity of the scale, or the degree to which each dimension represents a unique component of enrichment, by examining the factor correlations of the six dimensions. The correlations of the six factors ranged from 0.36 to 0.66. Only two of the correlations were above 0.60, that is work-to-family capital at 0.66 and family-to-work efficiency at 0.61, thus discriminant validity was demonstrated.

Convergent validity was examined by correlating the six dimensions of the enrichment scale with two existing measures of the positive side of the work–family interface. The eight correlations used to examine convergent validity were all significant and of moderate strength with correlations ranging from 0.40 to 0.65. Thus, convergent validity was demonstrated (Carlson et al., 2006).

According to Foxcroft and Roodt (2009), reliability is the consistency with which the test measures what it is supposed to measure. Carlson et al. (2006) reported a coefficient alpha of 0.92 for the full scale. Jaga and Bagraim (2011) conducted a reliability analysis on the scales in their study and reported coefficient alphas ranged between 0.89 and 0.95 which exceeded the acceptable level of 0.70.

The Work-Family Enrichment Scale was chosen as a measure for the study as it incorporates the bi-directional nature of enrichment, which forms the independent variables of the proposed study. It is necessary for the investigation for both directions to be taken into account and to identify whether or not one or both of the directions have an effect on the variables.

3.5.3 General Health Questionnaire

Psychological health was measured using the 8-item General Health Questionnaire (Kalliath, O'Driscoll, & Brough, 2004) which was developed from the 12-item General Health Questionnaire (Bank, 1983). It was used as a more general measure of psychological wellbeing (del Pilar Lopez & Dresch, 2008). Respondents were asked to evaluate their psychological wellbeing by answering the close ended questions. Four of the items were positively worded and the other four were negatively worded. Items were measured on a five-point likert scale ranging from 1 = "strongly disagree" to 5 = "strongly agree".

Rajabi and Sheykhshabani (2009) reported the General Health Questionnaire to be internally reliable proving a cronbach alpha coefficient of 0.85 for total items, 0.79 for the social dysfunction items, and 0.84 for psychological distress.

Padro'n, Gala'n, Durba'n, Gandarillas and Rodriguez-Artalejo (2011) tested the psychometric properties of the General Health Questionnaire for Spanish adolescents. They found a 0.82 cronbach alpha for internal consistency. The correlation for each item to the overall scale was also tested and results revealed correlations with the overall scale to be between 0.492 and 0.742.

A convergent validity coefficient of 0.73 was established proving the questionnaire could be used to assess an individual's overall psychological well-being. This finding showed that the General Health Questionnaire has satisfactory internal consistency.

Furthermore Padro'n et al. (2011) reported on the exploratory factor analysis of the General Health Questionnaire and a three factor structure was identified with a variance of 53.7% for all three factors together.

This measure was chosen as it provides a good indication of an individual's psychological health.

3.5.4 Personal Wellbeing Index

Subjective well-being was measured by the Eight-item Personal Wellbeing Index developed by the International Wellbeing Group (2006). The measurement was designed to assess an individual's level of satisfaction with life as a whole. Each item measures an individual's level of satisfaction with a distinct life domain on a 10-point scale which ranges from 1 = "no satisfaction at all" to 10 = "completely satisfied." An example of an item is "How satisfied are you with your personal health?" The eight domain scores can be summed to yield an average score which represents 'Subjective Wellbeing'. High average scores is an indication of having greater wellbeing.

The Personal Wellbeing Index was reported by Yiengprugsawan, Seubsman, Khamman, Lim and Sleigh (2009) to have demonstrated good psychometric performance in relation to reliability, validity and sensitivity. This measurement was used by over 100 researchers in 50 countries and has been translated into several languages.

The Personal Wellbeing Index was found to have a cronbach alpha coefficient between 0.70 and 0.85. Inter-domain correlations were found to be moderate at 0.30 and 0.55 and item-total correlations were at least 0.50. The measure has also shown a good test-retest reliability were a correlation coefficient of 0.84 (International Wellbeing Group, 2006).

Additionally, Lau, Cummins and Mcpherson (2005) completed a study on the psychometric properties for the Personal Wellbeing Index using two cross cultural groups, one from Australia and other from Hong Kong. The findings revealed internal reliability of cronbach alpha for the Hong Kong sample at 0.80 and the Australian sample at 0.73. The item total correlations were similar for both sample groups; it ranged between 0.33 and 0.69 for Hong Kong and 0.21 to 0.66 for Australia with the majority of items having a moderate correlation around 0.50.

Construct validity refers to how well the data obtained from the measure fit the theories around which the test is designed. Correlating scores from two different measures measuring the same concept can be used to determine construct validity. If these scores are highly correlated, then the measure can be considered to have construct validity (Sekaran, 2001). Construct validity was tested by using the criterion that each domain must contribute unique variance when the domains are collectively regressed against "Satisfaction with life as a whole". The combination of both unique and shared variance by the seven domains explained about 40-60 percent of the variance in "Satisfaction with Life as a Whole." The seven domains also consistently form a single stable factor and account for about 50% of the variance, thus proving the measure has construct validity. Convergent validity was also tested for and a correlation of 0.78 was reported for the measure (International Wellbeing Group, 2006).

Furthermore, Lau et al. (2005) explored the factor analysis of the Personal Wellbeing Index. The results showed that all the variables inter-correlated with at least one other variable at >0.30, thus conforming the suitability of the data for factor analysis. When exploring the factor loadings, it was revealed the minimal item loading was 0.36 but the majority of the items had a loading of 0.50 and above.

The measure was used as it measures an individual's satisfaction in relation to eight different life domains thereby providing a holistic view of an individual's complete wellbeing.

3.6 STATISTICAL ANALYSES

The data was exported from Survey monkey (2015) into excel. From excel the data was exported into the Statistical Package for Social Sciences (SPSS) version 23, for analysis (SPSS Statistics, 2014).
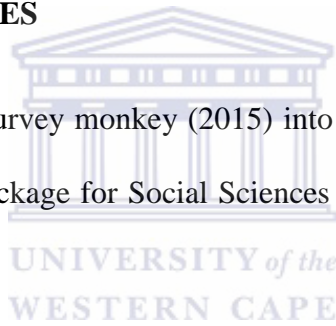
The psychometric properties of the scales were analysed using factor and reliability analyses. Descriptive statistics were used to describe the characteristics of the sample (Hair, Babin, Money, & Samouel, 2003). Pearson Moment Correlation and the T-Test were used to test the hypotheses.

3.6.1 Descriptive Statistics

Descriptive statistics is a method used to describe the characteristics of a sample, and to check variables for any violation of the assumptions underlying the statistical techniques that have been used for analysing the research questions (Pallant, 2010).

Descriptive statistics are described by frequencies, measures of central tendency and dispersion (Sekaran, 2001). It is "a method used for presenting quantitative descriptions in a manageable form" (Babbie et al., 2007, p. 459).

The descriptive statistics used in the current study were means, standard deviations, percentages and frequencies.

3.6.2 The Pearson Moment Correlation

Pallant (2010) explained that the Pearson Moment Correlation analysis is used to describe the strength and direction of the linear relationship between two variables.

According to Sekaran (2001), the Pearson Moment Correlation will describe the nature, direction and significance of the bivariate relationships of the variables used in the study. The correlation ranges between -0.1 and +0.1, and it is important to find out whether or not any correlation is found between the two variables and if it is significant.

The Pearson Moment Correlation was used to measure the relationship between (i) work-to-family enrichment and health, (ii) family-to-work enrichment and health, (iii) work-to-family enrichment and subjective well-being, and (iv) family-to-work enrichment and subjective well-being of employees.

3.6.3 The T-Test

The T-Test was used to investigate whether or not significant differences existed between the different gender groups in relation to their level of work-to-family enrichment and family-to-work enrichment.

Sekaran (2001) explained the T-Test is used to investigate if there are any significant differences in the means for the two groups in the variable of interest. A nominal variable is split into two subgroups and is tested to see if there is a significant mean difference between the two split groups on a dependent variable, which is measured on an interval or ratio scale.

3.7 CONCLUSION

This chapter provided an overview of the research methodology used within the study. The chapter specifically made reference to the research design, the sampling of participants, and the procedure used for data collection. Additionally, it discussed the measuring instruments used for the collection of data and included the reliability and validity of each measure as well as the motivation for use. Lastly, the statistical techniques used to analyse the data were explained.

The next chapter will focus on the presentation of results obtained from the analysis of data.

CHAPTER 4

PRESENTATION OF RESULTS

4.1 INTRODUCTION

This chapter commences with a detailed analysis of data that provides an insight into the findings of the study, accompanied by numerical and graphical representations of the data and interpretation of the results. The statistical programme used for the analyses and presentation of data is the Statistical Package for the Social Sciences (SPSS) version 23. The graphs presented in this section are extracted from Microsoft Excel to further clarify the findings. The descriptive and inferential statistics generated for the conjectured relationships are presented and discussed.
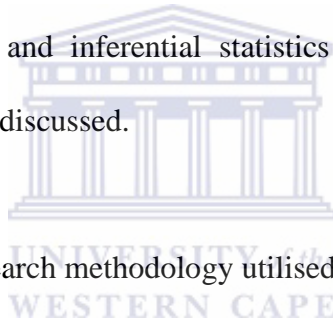
In the previous section, the research methodology utilised during the study was discussed. In this chapter the empirical results and findings of the results are presented. The purpose of this chapter is to present the results that were obtained after applying the statistical techniques outlined in chapter 3. The results of the statistical analysis, determined through the application of descriptive statistics (measures of central tendency and dispersion) and inferential statistics (correlation, t-tests), are presented in the forms of tables, and graphical representations. The study analyses the relationship amongst a sample of employees who were solicited to participate in the research at an organisation in the Western Cape. The level of statistical significance for null hypothesis testing was set at 5%, with all statistical test results being computed at the 2-tailed level of

significance in accordance with the non-directional hypotheses presented (Sekaran & Bougie, 2010).

4.2 DESCRIPTIVE STATISTICS

The descriptive statistics calculated for the sample are provided in the sections that follow. That is, the data pertaining to the variables included in the study, as collected by the measuring instruments employed, are summarised by means of graphic representation and the calculation of descriptive measures. In this manner, the properties of the observed data clearly emerge and an overall picture thereof is obtained.

4.2.1 Biographical information

Figure 4.1 indicates the grade of respondents
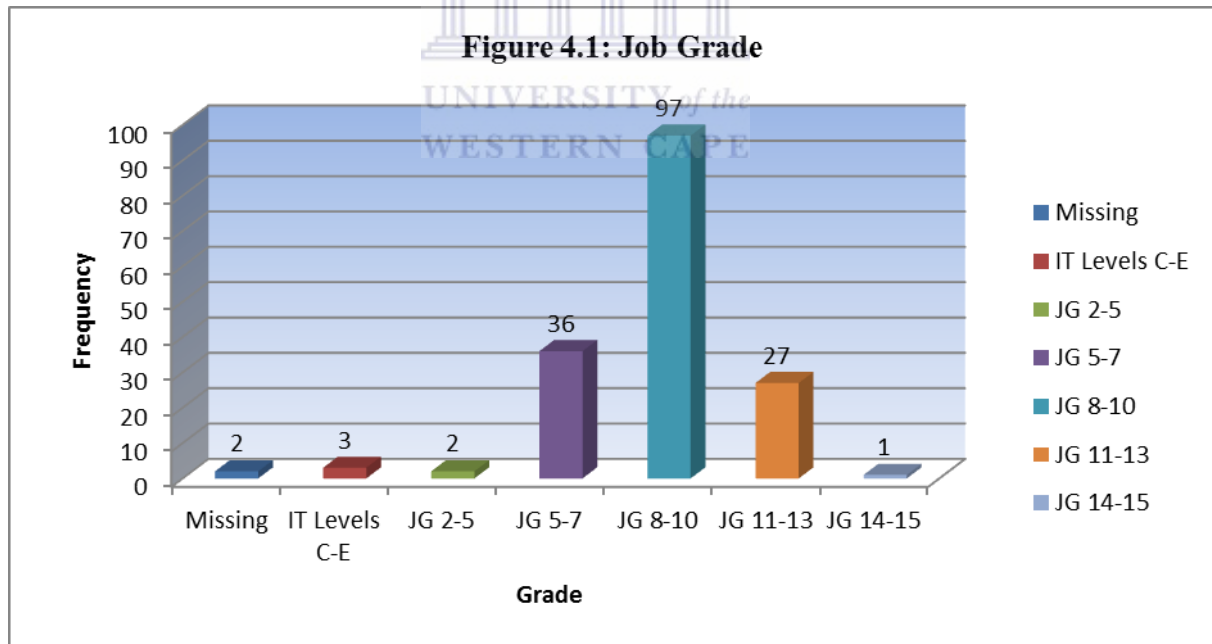
Figure 4.1: Job Grade

Figure 4.1 indicates that 57.7% of the respondents were in job grade 8-10 (n = 97), while a further 21.4% were in the job grade 5-7 (n = 36), followed by 16.1% of employees in job grade 11-13 (n = 27). There was neglible participation from respondents in job grade

65

14-15 with 0.6% (n = 1), job grade 2-4 comprised 1.2% of the respondents (n = 2), and IT levels C-E constituted 1.8% of the respondents (n = 3), with 1.2% not providing information with respect to their grade (n = 2).

Figure 4.2 depicts whether respondents had dependents
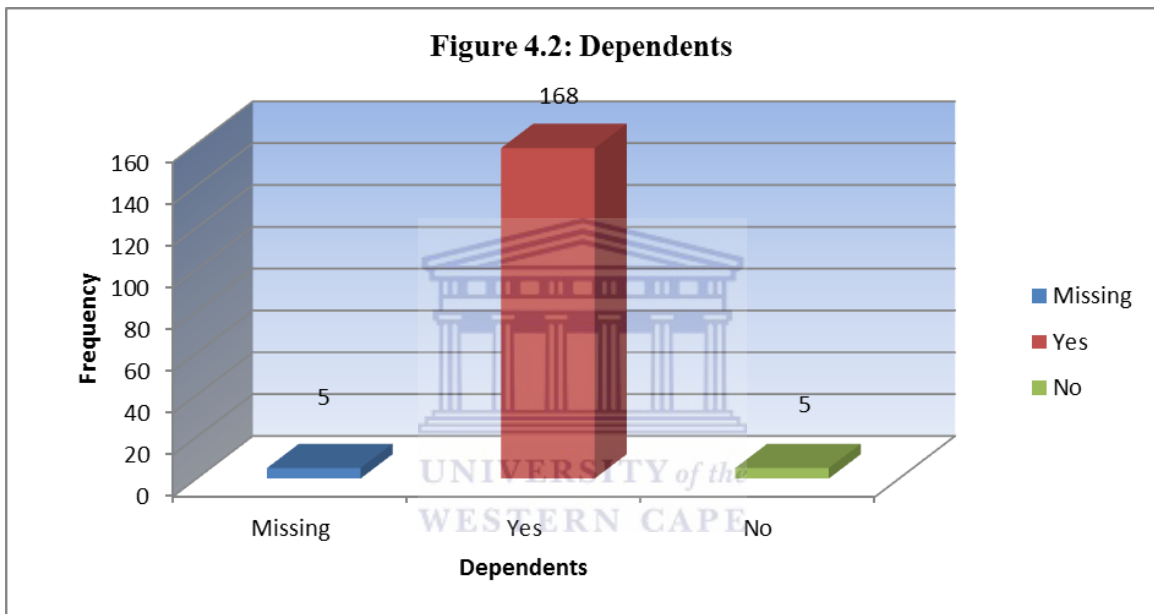
Figure 4.2 demonstrates that 94% of the respondents had dependents (n = 168). While 3% did not have dependents (n = 5), a further 3% (n = 5) did not provide a response.

Figure 4.3 illustrates the age of the responents

Figure 4.3: Age of respondents
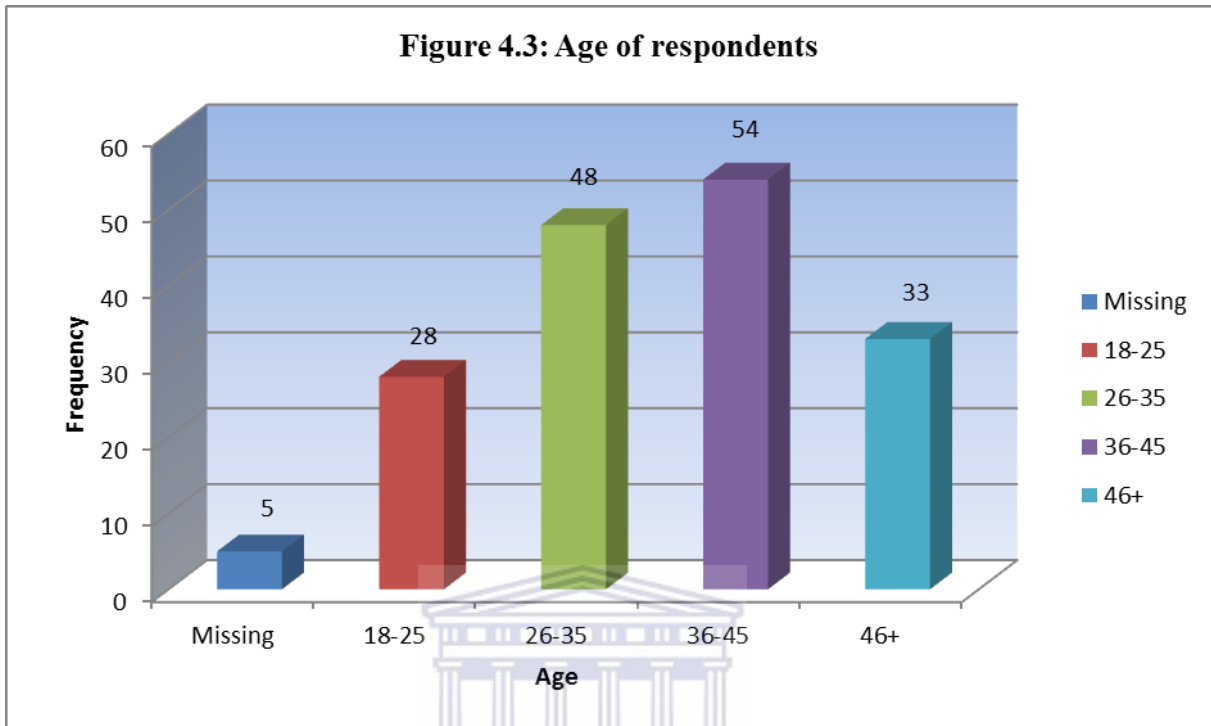
With respect to age groups, 32.1% of the respondents were in the age group 36-45 (n = 54), with a further 28.6% of the respondents being in the age group 26-35 (n = 48), followed by 19.6% in the age group 46+ (n = 33). While those in the age group 18-25 constitute 16.7% of the respondents (n = 28), 3% (n = 5) did not provide an indication as to their age.

Figure 4.4 depicts the gender of respondents
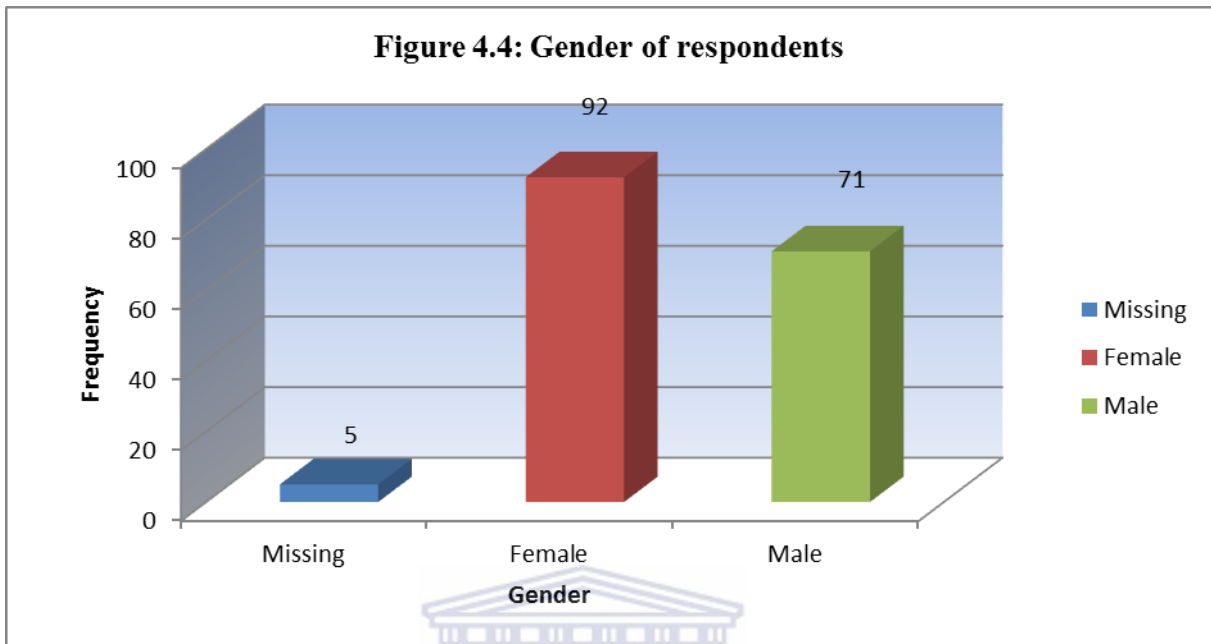
While female employees represented 54.8% of the respondents (n = 92), male employees comprised 42.3% of the participants (n = 71). At least 3% of the participants did not specify their gender (n = 5).

Figure 4.5 illustrates the race of the respondents

Figure 4.5: Race of respondents
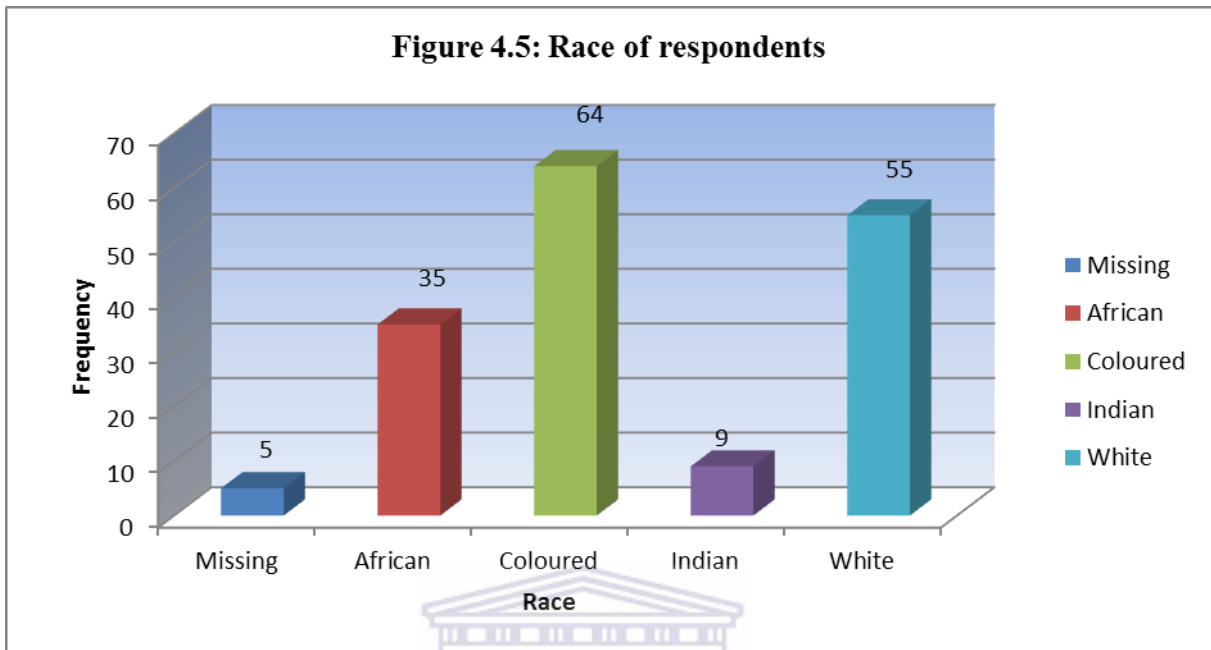
Of the respondents, 38.1% of the respondents were Coloured (n = 64), 32.7% were White (n = 55), 20.8% were African (n = 35) and 5.4% were Indian (n = 9). At least 3% of the participants did not specify their race (n = 5).

Figure 4.6 provides an overview of the education level of the respondents

Figure 4.6: Education of respondents
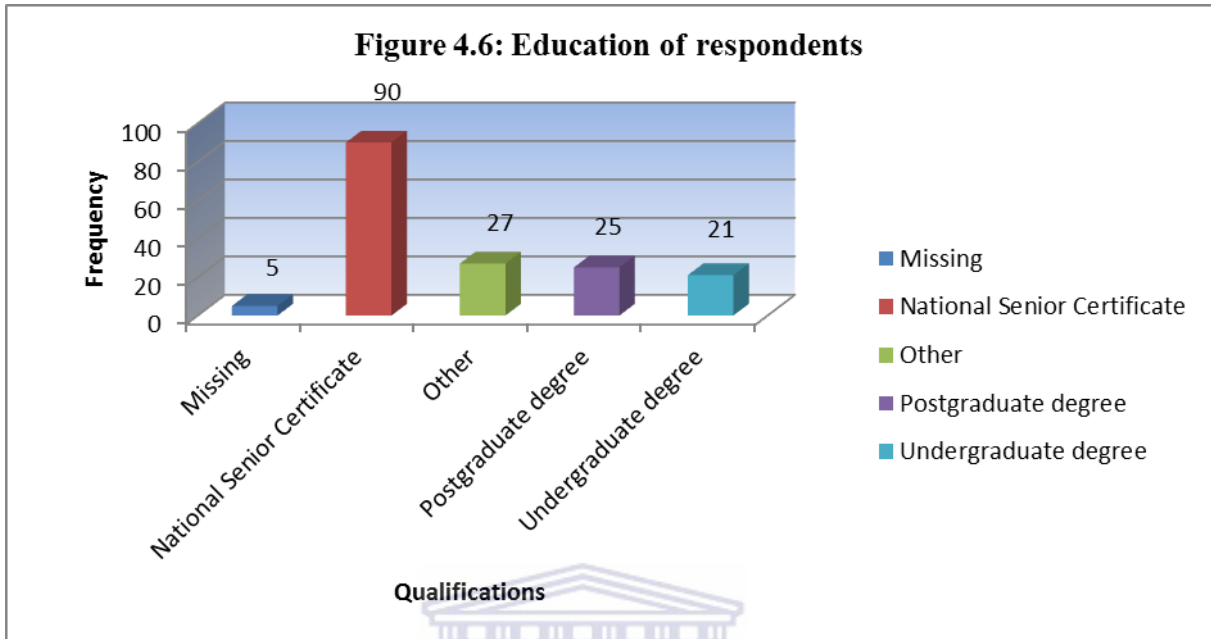
With respect to their qualifications, 53.6% had completed a National Senior Certificate (n = 90). Those with qualifications classified as other comprised 16.1% of the respondents (n = 27), with a further 14.9% having completed a postgraduate degree (n = 25), 12.5% indicating they had an undergraduate degree (n = 21) and 3% who did not provide an inication as to their highest qualification (n =5).

Figure 4.7 depicts the marital status of the respondents

Figure 4.7: Marital status of respondents
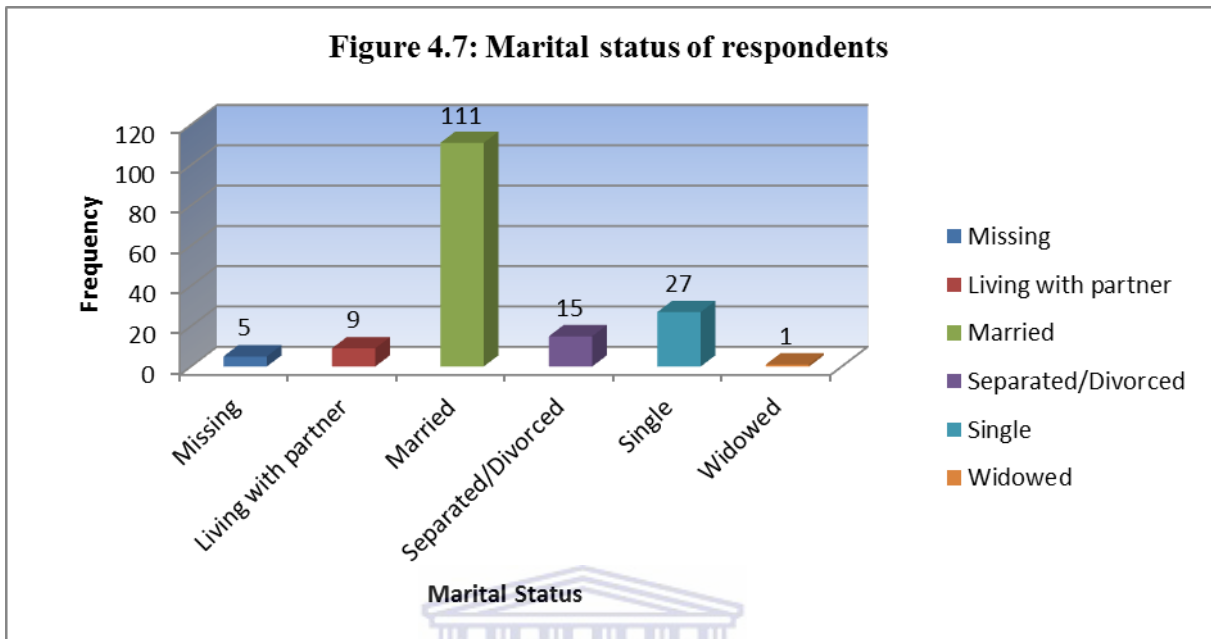
The overwhelming majority of the respondents, that is, 66.1% were married (n = 111). In addition, 16.1% of the participants were single (n = 27), with 8.9% being separated/divorced (n = 15). While 5.4% of the respondents were living with a partner (n =9) and 0.6% of the respondents were widowed (n = 1), 3% of the participants did not specify their marital status (n = 5).

Figure 4.8 illustrates the number of hours' respondents work per week

Figure 4.8: Number of hours
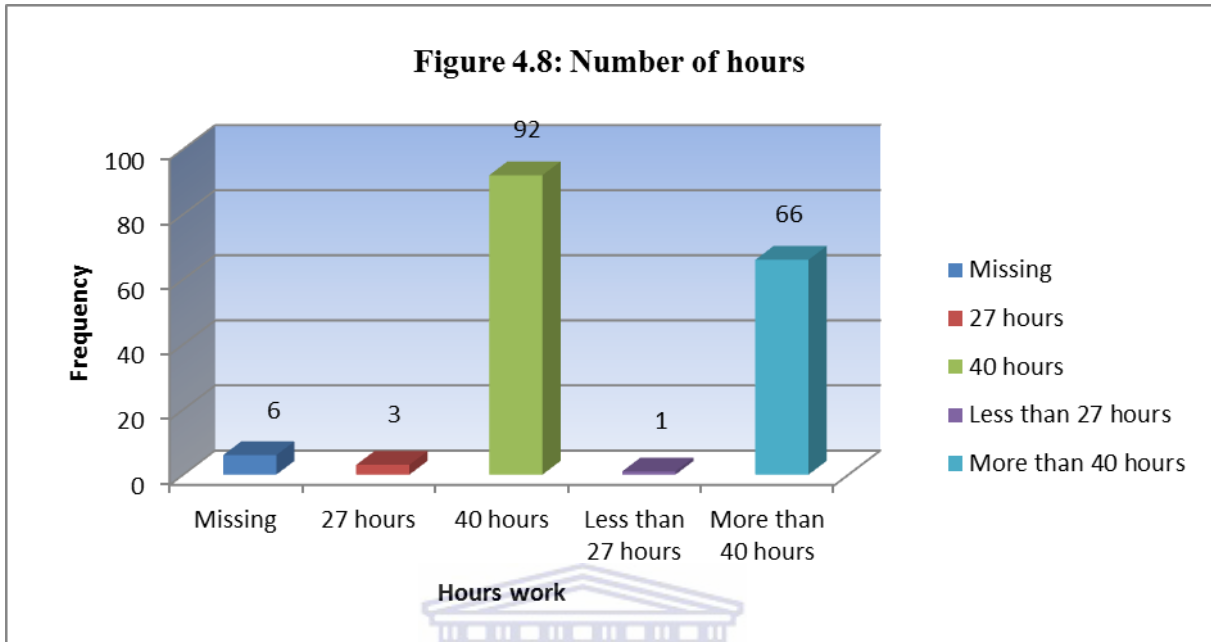
The largest proportion of respondents, that is 54.8%, worked 40 hours per week (n = 92), while 39.3% of the respondents worked more than 40 hours per week (n = 66). While 1.8% of the respondents worked 27 hours per week (n = 3), and 0.6% worked less than 27 hours per week (n = 1), 3.6% did not specify the number of hours they worked per week (n = 6).

Figure 4.9 illustrates the number of children that the respondents have
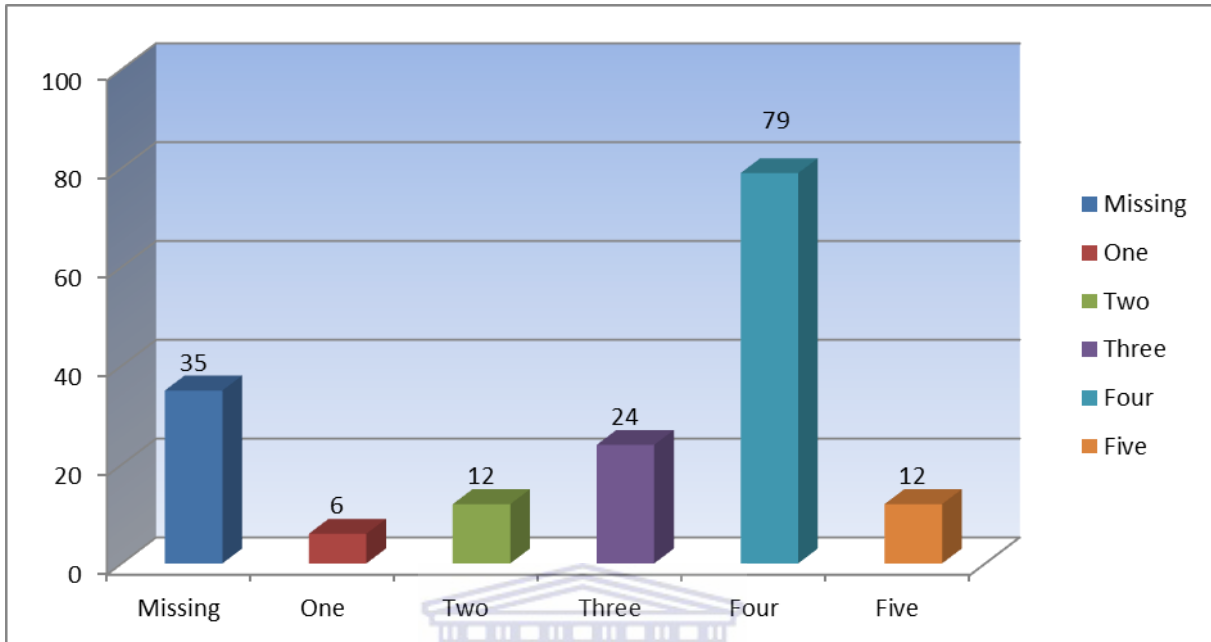
Those with 4 children constituted 47% of the respondents (n = 79), followed by 20.8% who did not specify the number of children (n =35). Moreover, 14.3% of the participants had 3 children (n = 24), with an equal number having 2 and 5 children (n =12), respectively comprising 7.1% of the respondents. Only 3.6% of the respondents had one child (n = 6).

4.2.2 MEASURES OF CENTRAL TENDENCY AND DISPERSION

This section outlines the descriptive statistics calculated on the basis of the variables included in the questionnaire.

Table 4.1   Means, Standard deviation, Minimum and Maximum scores for the dimensions of the various constructs

Variable	N	Min	Max	Mean	Std. dev.
Work-Family Enrichment	168	9	45	27.45	4.97
Family-Work Enrichment	168	9	45	31.07	5.94
General Health	168	9	45	27.78	8.43
Well-Being	168	8	40	27.51	8.02

Mean scores on Work to Family Enrichment were 27.45, with a low standard deviation of 4.97. The results reveal that Family to Work Enrichment scores were relatively high (Mean = 31.07, s.d = 5.94). With respect to General Health, it can be seen that the scores were relatively high (Mean = 27.78, s.d = 8.43). The latter results suggest that scores varied broadly. Respondents also tended to show relatively high Well-Being (Mean = 27.51, s.d = 8.02). However, the large standard deviation indicates that respondents differed considerably with respect to well-being.

4.3 INFERENTIAL STATISTICS

Hypothesis 1: There is a statistically significant relationship between work to family enrichment and psychological health

Table 4.2: Relationship between work-to-family enrichment and psychological health

	Work-to-family enrichment
Psychological health	0.352**

** p < 0.01

The results depicted in table 4.2 indicate that there is a direct, positive and statistically

significant relationship between work-to-family enrichment and psychological health

(r = 0.352, p < 0.01).

Hypothesis 2: There is a statistically significant relationship between family-to-work

enrichment and psychological health

Table 4.3: Relationship between family-to-work enrichment and psychological health

	Family to work enrichment
Psychological health	0.439**

** p < 0.01

The results depicted in table 4.3 indicate that there is a direct, positive and statistically

significant relationship between family-to-work enrichment and psychological health

(r = 0.439, p < 0.01).

Hypothesis 3: There is a statistically significant relationship between work-to-family enrichment and well being

Table 4.4: Relationship between work-to-family enrichment and wellbeing

	Work-to-family enrichment
Wellbeing	**0.161***

* p < 0.05

The results depicted in table 4.4 indicate that there is a direct, positive and statistically significant relationship between work-to-family enrichment and wellbeing

(r = 0.161, p < 0.05).

Hypothesis 4: There is a statistically significant relationship between family-to-work enrichment and well being

Table 4.5: Relationship between family-to-work enrichment and wellbeing

	Family-to-work enrichment
Wellbeing	**0.233****

** p < 0.01

The results depicted in table 4.5 indicate that there is a direct, positive and statistically significant relationship between family-to-work enrichment and wellbeing

(r = 0.233, p < 0.01).

Hypothesis 5: There is a statistically significant difference between gender and work-to-family enrichment.

Table 4.6: Differences in work-to-family enrichment based on gender

	Male		Female			
	Mean	S.D	Mean	S.D	T	P
Work-to-family enrichment	27.17	5.105	27.79	4.846	0.703	0.427

Results in table 4.6 reveal that there are no statistically significant differences in work-to family enrichment amongst male employees (Mean = 27.17) and female employees (Mean = 27.79) (t = 0.703, p > 0.05).
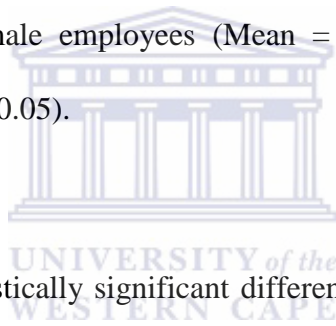
Hypothesis 6: There is a statistically significant difference between gender and family-to-work enrichment.

Table 4.7: Differences in family-to-work enrichment based on gender

	Male		Female			
	Mean	S.D	Mean	S.D	T	P
Family-to-work enrichment	30.24	6.262	31.66	5.750	0.399	0.134

Results in table 4.7 reveal that there are no statistically significant differences in family-to work enrichment amongst male employees (Mean = 30.24) and female employees (Mean = 31.66) (t = 0.399, p > 0.05).

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Table 4.8: Summary of Hypotheses

Hypothesis	Finding
H_1: There is a statistically significant relationship between work-to-family enrichment and psychological health.	Accepted
H_2: There is a statistically significant relationship between family-to-work enrichment and psychological health.	Accepted
H_3: There is a statistically significant relationship between work-to-family enrichment and subjective wellbeing.	Accepted
H_4: There is a statistically significant relationship between family-to-work enrichment and subjective wellbeing.	Accepted
H_5: There is a statistically significant difference between gender and work-to-family enrichment	Rejected
H_6: There is a statistically significant difference between gender and family-to-work enrichment.	Rejected
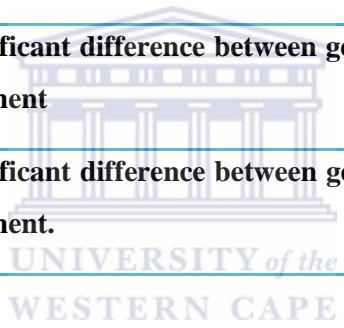
4.4 RELIABILITY AND VALIDITY OF QUESTIONNAIRES

4.4.1 Reliability

Cronbach's Alpha

Reliability refers to consistency, stability and freedom for error (Sekaran, 2003). One way to establish reliability of a questionnaire is to calculate Cronbach's Coefficent Alpha.

Table 4.9 Reliability scores for the questionnaires utilised in this study

	Number of Items	Cronbach's Alpha
Work-Family Enrichment	9	0.559
Family-Work Enrichment	9	0.736
General Health Questionnaire	9	0.702
Personal Wellbeing Index	8	0.556

Cronbach's alpha was used to assess the reliability of the scale. In the social sciences, a Cronbach's Coefficient Alpha of 0.7 and higher reflects the internal consistency of the instrument (Sekaran, 2003).
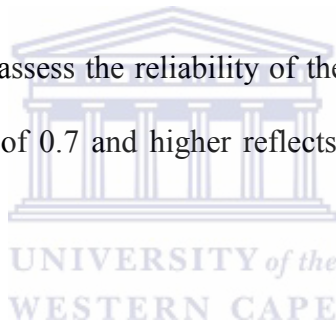
Cronbach's coefficient alpha was calculated for the various scales which were employed in the study. The results reveal that the dimensions ranged from 0.62 to 0.82. With the exception of Work-Family Enrichment (0.559) and Well-Being (0.556), the remaining constructs of Family-Work Enrichment (0.736), as well as General Health (0.702) reached acceptable levels with respect to reliability.

4.4.2 Factor Analysis of the questionnaires

The validity of the questionnaires was assessed using factor analysis. Factor analysis was used on the measuring instruments to determine their unidimensionality.

Table 4.10 Validity Scores

Communalities		
	Initial	**Extraction**
WFE 1	1.000	.638
WFE 2	1.000	.646
WFE 3	1.000	.647
WFE 4	1.000	.773
WFE 5	1.000	.584
WFE 6	1.000	.712
WFE 7	1.000	.621
WFE 8	1.000	.747
WFE 9	1.000	.648
FWE 1	1.000	.624
FWE 2	1.000	.692
FWE 3	1.000	.679
FWE 4	1.000	.714
FWE 5	1.000	.590
FWE 6	1.000	.501
FWE 7	1.000	.623
FWE 8	1.000	.732
FWE 9	1.000	.660
GH 1	1.000	.723
GH 2	1.000	.707
GH 3	1.000	.604
GH4	1.000	.492
GH 5	1.000	.614
GH 6	1.000	.701
GH 7	1.000	.575
GH 8	1.000	.590
GH 9	1.000	.701
WB 1	1.000	.685
WB 2	1.000	.537
WB 3	1.000	.619
WB 4	1.000	.657
WB 5	1.000	.669
WB 6	1.000	.690
WB 7	1.000	.766
WB 8	1.000	.649

In Table 4.9 all scores are above 0.5 indicating that the questionnaires were valid, hence, indicating that the questionnaires were measuring what they supposed to be measuring.

4.5 CONCLUSION

This chapter presented the most salient findings that emerged from the study. The results were graphically presented and descriptive and inferential statistical analyses were tabulated and discussed. The next chapter provides a discussion of the results, and presents the findings in relation to previous research. Conclusions which can be drawn are presented and recommendations to individuals and organisations are highlighted.
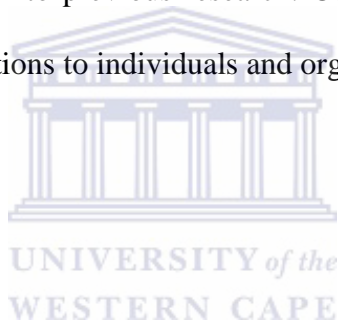
CHAPTER 5

DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter discusses the results with regard to the relationship between work-to-family enrichment and family-to-work enrichment with psychological health and employee wellbeing.

The ensuing section offers a discussion of the findings in relation to existing research. It is envisaged that the findings of this study would help organisations see the importance in assisting employees in achieving work-family balance and enrichment. In addition, the implications, limitations associated with the study, considerations for future research and recommendations for the organisation are discussed.
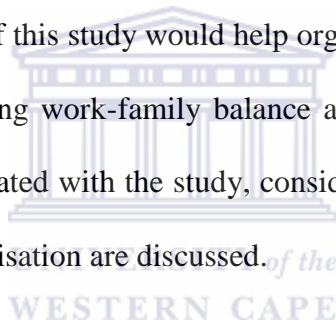
5.2 DISCUSSION

Hypothesis 1: The first hypothesis looked at whether there was a significant relationship between work-to-family enrichment and psychological health. The research hypothesis was substantiated as work-to-family enrichment was significantly related to psychological health.

The current researcher is of the opinion that this finding could infer that work family interventions such as flexible working hours or wellness programmes are able to reduce the likelihood of emotional and psychological exhaustion. Employees who have greater autonomy in their roles and receive greater support from their employer may feel less

pressured. This assists in the enrichment of their family role and could serve as a preventative measure against psychological exhaustion. Greenhaus and Powell (2006) explained involvement in both work and non-work activities could assist individuals with their levels of stress in at least one of the domains that is, either work or family domains. According to the researchers, a correlation between family stressors and impaired psychological well-being was found to be weaker for individuals who had more fulfilling and successful work experiences. Furthermore, Greenhaus and Powell (2006) suggested that resources gained from the work domain such as psychological engagement at work could have a positive relation to a positive affect at work which could evidently have an effect on an employee's psychological engagement in the family domain thereby increasing their psychological health as a whole.

Similar to the findings of the current study, Stoddard and Madsen (2007) found a significant relationship between work-to-family enrichment and psychological health. Based on this finding the researchers inferred that family involvement supported the individual's psychological and emotional wellbeing. Van Steenbergen et al. (2007) found similar findings and reported that greater work-to-family enrichment could be related to decreased depression amongst males and females. Women reported that they received greater resources from their work life which could be used within their family life. However, men reported that they gained more psychological resources from their family life which assisted them in increasing their energy levels in their work life.

Mcnall et al. (2010) suggested that enrichment produces beneficial effects for both mental and physical health. It was found that both work-to-family enrichment and family-to-work enrichment were positively related to mental health. The researchers are of the

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opinion that this finding could be related to the reason that enrichment generates resources which provide health protective benefits for the employee.

Additionally, Russo (2015) produced results that proved work-to-family enrichment to increase psychological resources for employees and thus strengthening their psychological health. According to the researchers, when individuals' experienced high levels of work-to-family enrichment they were able to increase their psychological gains within one domain and transfer them to another domain. As a result, these individuals were mentally healthier and better able to cope with stressors as they had gained a broader set of resources, actions and social support through work-to-family enrichment.

Gareis et al.'s (2009) study showed that specific resources related to family-to-work enrichment allowed employees to deal better with family-to-work conflict without causing a negative affect on the individual's mental health. On the contrary however, they did not find the same for the direction of work-to-family enrichment and psychological health. They believed the resources associated within the work domain may not have had the same effect on the family domain.

Hypothesis 2: The second hypothesis explored the relationship between family-to-work enrichment and psychological health. The research hypothesis was substantiated as family-to-work enrichment was significantly related to psychological health. Results of this study suggest employees receive resources from their family life which assist them positively in their work life and thus having a positive effect on their psychological health.

Similarly, Stoddard and Madsen's (2007) study showed that enrichment and health may influence one another. Specifically, overall health and mental health were strongly correlated to enrichment in the family-to-work direction, thus suggesting that family participation support the mental and overall health of an employee. Previously various researchers (Frone et al., 1997; Madsen et al., 2005) investigated the relationship between work-family conflict and stress with decreased health and wellbeing. Finding of a study done by Frone et al. (1997) suggested that work-family conflict causes behavioural and emotional consequences for an employee. Some of these effects may lead to increased health risks, poorer performance, absenteeism, and reduced life satisfaction thus affecting an individual's wellbeing negatively. Stoddard and Madsen (2007) further supported the finding that work-family conflict could be related to weakened health and wellbeing. In their research they found that employees who had lower levels of family-to-work enrichment would also have lower perception of mental and physical health. Even though the study did not measure actual health but rather the employees' perceptions of it, it was suggested by Frone, Russel and Cooper (1997) that perceptions are an important measure of the various dimensions of health.

Grzywacz's (2000) results were found to be consistent with the current study's results. Findings indicated that different forms of enrichment between work and family were associated with physical and psychological health among midlife adults. The study suggested that family-to-work enrichment were important for psychological health whereas work-to-family conflict was found to be detrimental to physical health. Grzywacz (2000) suggested the reason for this result could be related to the resources that were found to be available within the family domain, such as the presence of multi-

tasking skills, psychological resources such as patience and empathy, which had a positive effect on the quality of life in the work domain for the individuals. Grzywacz (2000) further explained that different contours of the work-family interface may influence psychological health and wellbeing in different ways.

A study done by ten Brummelhuis, Van der Lippe, Kluwer, and Flap (2008) suggested similar results – the researchers were of the opinion that when having children employees would receive more resources and energy. This therefore outweighed the time and energy they used caring for children and thus reduced feelings of burnout which again proved to have a positive effect on psychological health and wellbeing.

Additionally, Gryzwacz and Bass (2003) suggested that both work-to-family enrichment and family-to-work enrichment could be associated with lower risk of mental illness, however, family-to-work enrichment was found to have a greater influence on psychological health. This implied that an individual's mental health is protected when the individual's work role is not affected by family disruptions and when the individual's family life contributed in a positive manner to their performance at work.

Hypothesis 3: The third hypothesis explored the relationship between work-to-family enrichment and subjective wellbeing. The research hypothesis was substantiated as work-to-family enrichment was significantly related to subjective wellbeing.

Contrast to the findings presented above, Jaga et al. (2013) found no support for their proposed hypothesis of work-to-family enrichment predicting subjective wellbeing. It was suggested that the finding may have been context specific where the work domain in

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this specific environment did not offer resources that positively affected family experiences in a way that resulted in a greater sense of personal wellbeing.

Carvalho and Chambel (2015) studied the indirect effect of work-to-family enrichment and engagement in the relationship between high perceived workplace support and subjective wellbeing. The study proved that individuals who experienced greater levels of work-to-family enrichment also showed greater engagement. The employees who were involved in shared decision making at work were able to develop resources such as a sense of competence or self-efficacy thus, providing the employees with personal resources that enriched the family domain and having a positive effect on their subjective wellbeing. The researchers posit that the reason for this study's finding could be related to the collectivistic culture of the Portuguese sample. The collectivistic culture urges organisations to make use of family friendly practices in order to assist employees in reaching work-family balance and to contribute to the well-being of their employees outside of the work context, therefore the employees are found to have greater subjective wellbeing.

Greenhaus and Powell (2006) suggested that when employees are satisfied with their work life, they tend to be happier and more interested in overall life and these positive feelings are transferred into other life domains. It is explained that resources generated in the employee's work role have a positive affect in their work role which, in turn, generates high performance in their family role. The positive affects experienced in either life domain that is, work or family of the employee causes a positive effect on their wellbeing. Similarly, Haar (2007) explained the reason for the significant relationship between work-to-family enrichment and wellbeing may be related to the fact that

resources such as social support and skills transferred from one domain to the other may help the individual cope effectively and improve their functioning which positively affects their wellbeing.

Similarly, ten Brummelhuis and Bakker (2012) supported the current study's results and reported that they had found that high levels of enrichment amongst working fathers had a positive effect on their social wellbeing. The researchers explained that working fathers were able to obtain resources that assisted them in their family responsibilities such as monetary incentives, medical aid, conflict management and communication skills. A study by Grzwacz (2000) also reported similar findings. The results suggested that work-to-family enrichment may affect employee health and wellbeing. The study demonstrated that health and wellbeing are not necessarily characterised by the absence of negative experience but rather the ability of the individual to gain resources within the environment regardless of the conflict they might face.

Rothbard (2001) explained that experiences in one role that generates a negative affect can reduce energy which threatens the individual's wellbeing. Since employees were found to have enriched subjective wellbeing in this study, it could mean that they have experienced positive affect in their work domain which has enriched their performance in their family domain hence positively affecting their wellbeing. In support of this finding, Kinnunen et al. (2006) found that positive experiences in each domain may promote enhanced functioning in employees' thus obtaining greater enrichment. A reason for this might be because employees in this study who have made attributions about the benefits of one role to another and this has resulted in more positive affects in the role thereby resulting in beneficial outcomes for the employees' wellbeing.

Hypothesis 4: The fourth hypothesis explored the relationship between family-to-work enrichment and subjective wellbeing. The results of this study supported the proposition that family-to-work enrichment had a significant relationship with subjective wellbeing.

This finding is in line with Sieber's (1974) Role Accumulation Theory. Sieber (1974) stated that participating in multiple roles is beneficial because the rewards an individual develops from the accumulated roles outweigh the negative effects of maintaining the responsibilities of several roles. According to the researcher, when individuals participate in these multiple roles they tend to have greater positive experiences and wellbeing. Similarly, in line with the COR Theory, when individuals possess greater resources they are less likely to encounter stressful situations that could have a negative effect on their psychological health and wellbeing. Even when they do encounter stress these resources will assist them with coping with these circumstances and their wellbeing is less likely to be affected (Hobfoll, 2002). Similarly, Eden (2001) explained that participating in activities outside of work encouraged relaxation and reflection and promoted leisure which may assist in replenishing depleted physical and emotional resources, thereby improving an individual's wellbeing.

In addition, Annor (2015) found similar findings to the current study and reported that both work-to-family enrichment and family-to-work enrichment provided beneficial effects on the individual's subjective wellbeing. The finding suggested that both directions of enrichment are important for enhancing subjective wellbeing as it incorporates quality of life in the work and family domain. A study conducted by Richter and Morrel (2006) proved that in a sample of South African fathers, family-to-work enrichment was correlated with wellbeing. The study suggested that men in South Africa

still see that providing for their home and family is very important and not being able to manage their work and family life could lead to negative effect on their wellbeing. Therefore, the findings of this study suggested that the individuals recognised the resources that can be gained within their family role and have used them effectively in their work role, thus increasing their wellbeing and work performance.

Similarly, Jaga et al.'s (2013) study showed that family-to-work enrichment significantly predicted subjective wellbeing. This had also proved that employees, who received resources from their family role, have the ability to increase the quality of their work role and therefore experienced greater subjective wellbeing. Van Steenbergen and Ellemers (2009) in their study found that employees who had an expanded range of resources at home were able to improve their experiences at work. The study's findings suggested that when employees had a resourceful family life it specifically increased the employee's subjective wellbeing which, in turn, had a positive effect on their work performance. In line with the resource gain development perspective, Wayne et al. (2007) found that the extent to which employees gained resources from their family roles to be used in their work role would predict increased performance. Van Steenbergen and Ellemers (2009) suggested that the above finding could be explained by the fact that having an efficient and structured home life could provide the individual with confirmation that when all home matters are in order it enabled the individual to perform better at work.

Furthermore, two cross sectional studies (Takahashi, Iwasaki, Sasaki, Kubo, Mori, Otsuka, 2011; Grzywacz ,Carlson , Shulkin, 2008) reported a positive relationship with health and wellbeing. The studies reported that employees who made use of flexi-time at work in order to gain work life balance reported positive effects on their wellbeing such

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as less stress and improved sleep. Flexible working hours are seen as another resource that could assist employees in managing their work responsibilities and thus having a positive effect on their home life.

Hypothesis 5: The fifth hypothesis investigated whether there was a statistically significant difference between gender and work-to-family enrichment. This hypothesis was rejected as findings revealed that there was no significant difference in work-to-family enrichment amongst male and female employees.

Similarly, to the current study Aryee et al. (2005) found no significant differences in the experience of work-to-family enrichment across gender, marital status and work status. Gender was found to have no significant difference in any of the regression models despite the fact that women were stereotypically expected to be more sensitive to work-family dynamics.

Contrary to the current study's finding, results by other researchers (Carlson et al, 2006; Grzywacz & Butler, 2005; Rothbard, 2001; Van Steenbergen et al., 2007) indicated gender differences in work-to-family enrichment. Both Rothbard (2001) and Van Steenbrgen et al. (2007) found that women experienced greater work-to-family enrichment as opposed to men. It was believed the reason for this could be that women may experience stronger relationships between work and family whereas men tend to mentally separate these roles more than women do. The reasoning was based on the idea that men and women have different mental models therefore the segmentation or integration of work and family roles initiate from the differences in gender role socialization. Marais et al. (2014) reported a similar finding and suggested that a

significant relationship between work resources and work-to-family enrichment for female employees exist. The researchers purported that when an organisation offers a female employee opportunities to progress in the organisation, she may acquire new skills and mental sharpness that may cause her to feel more positive about herself and evidently her work. This employee would be able to transfer these resources over to her family life causing the family life to be enriched.

In another study, Wayne et al. (2007) reported that the relationship between enrichment and outcomes may differ depending on gender. Furthermore, Wayne et al. (2007) explained that males and females used resources differently which may be related to gender socialization. The researchers were of the opinion that it was more socially acceptable for women to use flexible work options which had a different effect on their enrichment opposed to men. Friedman and Greenhaus (2000) similarly explained that women continue to spend more time taking care of their children and are more willing to make changes to their work schedule than men, thus having a different effect on work-to-family enrichment for each gender role.

Kinnunen et al. (2006) were of the opinion that having children enhanced positive interaction between work and family. Parents received resources in the form of learnt skills and positive moods which would be transferred to their family life. This was found for both male and female employees. Grzywacz and Marks' (2000) findings were partially consistent with these results as they too found the same positive effect for the work-to-family direction however, only for men and not for women.

The findings of a study conducted by Offer (2014) revealed that women experienced greater work-to-family enrichment as opposed to men. The difference between the two genders could be explained by the notion that women are more aware of the influences that affect their life roles as opposed to men. The researcher inferred that the reason for this is that working mothers have to battle between being fully committed to the work role and at the same time being greatly engaged with their family life. As a result female employees have developed strategies to assist with the integration of their work and family roles thus, having the ability to ensure greater work-to-family enrichment.

Hypothesis 6: The final hypothesis looked at whether there was a statistically significant difference between gender and family-to-work enrichment. This hypothesis was rejected as findings revealed that there was no significant difference in the family-to-work enrichment amongst male and female employees.

In contrast to the present study, Van Steenbergen et al. (2007) found differences for family-to-work enrichment and gender. The level of benefits experienced by women when they combined their work and family life was found to be an important influence for the evaluation of the two life domains. Furthermore, the study investigated the differences for enrichment among men and women. It was found that women reported higher job performance when they experienced psychological benefits from their home life to be used at work, whereas men reported higher job performance when their home life offered them more energy to use at work. A study conducted by Stevens, Minnotte, Mannon and Kiger (2007) proved women and men to have a significant difference in their positive spillover between home and work. The finding could be explained from a gender role perspective where women have always been responsible for encouraging their

partners and this would have a positive impact on their family-to-work enrichment. It was also found that men encouraged and supported their partners and this not only enhanced women's family-to-work enrichment but also reduced the negative effects of spillover.

ten Brummelhuis et al. (2008) found a significant difference between men and women in relation to both work-to-family enrichment and family-to-work enrichment as well as work-family conflict. This finding is contradictory to the findings of the current study. ten Brummelhuis et al. (2008) examined the gender differences and found that men with traditional gender-role norms were found to have less enrichment and greater feelings of burnout, whereas men with modern gender-role norms felt the opposite effects. Women, on the other hand, were found to experience greater enrichment and less burnout when receiving support from their partner, thus resulting in family life having a positive effect on their work life.
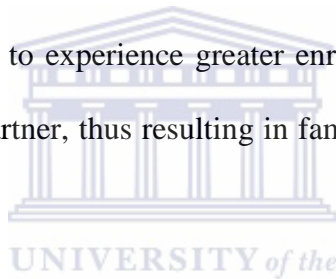
Furthermore, Lee, Chang and Kim (2011) reported that gender differences exist. They found a relationship between family resources and work for males but not for females. It was inferred that the reason could be that women may have less boundary separation between work and family than men. According to the researchers, the Korean culture places great emphasis on the Confucian philosophy which has caused a great distinction in gender roles where men are still seen as "breadwinners" and women are seen as "homemakers". The philosophy also emphasises a hierarchical relationship between males and females which continues to lead to the social expectation that men are the primary economic providers and major decision makers whereas women are expected to take responsibility for taking care of the children and home duties. Therefore a greater

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difference in gender is found within the Korean culture than within its Western counterparts.

Similarly, Boz, Martínez-Corts and Munduate (2015) found gender differences within their study. Women were found to have greater family-to-work enrichment as they participated more in their family roles. The researchers purported that this could be related to the fact that labour in Spain was divided according to traditional gender roles. Men, reported lower family-to-work enrichment as they limit their participation in the family role as there is still a traditional gender role ideology in Spain. Since men still see their family role only as being the breadwinner, they have limited participation in the family domain therefore not obtaining beneficial resources in their family life and not being able to transfer it over to their work role.
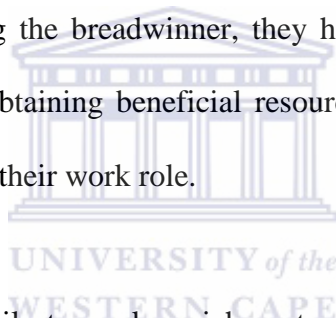
Aryee et al. (2005) found family-to-work enrichment amongst an Indian sample to be stronger for men than for women. The researchers suggested the finding could be explained by the culture's traditional gender role expectations. Indian men are considered to be similar to most other men who define themselves to be the breadwinner. Having the ability to perform this role is valued by these men and encourages them to perform even greater in this role. The rewards gained from the work role may ensure male employees that they are able to secure their families financially. This as a result causes a greater effect on the male employees' family-to-work enrichment as opposed to the females.

Sandberg, Yorgason, Miller and Hill (2012) also found no significant difference between family-to-work enrichment and gender. They suggested that the reason for their finding

could be related to the measure that was used for determining the gender differences in family-to-work enrichment. According to Dilworth (2004), research studies that were found to make use of self-report measures consistently reported results that women have higher family-to-work enrichment as opposed to men.

5.2 LIMITATIONS OF THE RESEARCH AND FUTURE CONSIDERATIONS

The limitations from the study was more female employees (54,8%) than male employees. Thus, the results should be confirmed in more heterogeneous samples. Future studies may want to focus on a more gender balanced sample where greater comparisons can be made between males and females.

Another limitation was that the employees used in the sample were only from the financial industry and therefore the findings cannot necessarily be generalised to other industry sectors. However, there is no reason to believe that the current participants' views and insights of work, family and enrichment would be substantially different from those in other industries.

Furthermore, researchers should also focus on other demographic variables which could be found as moderating influences for work and family enrichment. Investigating the relationship between age and work-family enrichment could be helpful. Looking specifically at the job grades, most of the respondents were employed as middle management level workers. Employees at these levels are more likely to have access to workplace support initiatives, therefore one should be cautious of the generalisability to all job levels. Future research could have a greater representation at lower level job grade levels.

Future researchers should also take into consideration investigating the role of children and partner support in work and family enrichment. Culture is another aspect that can be explored by future researchers. Ashforth, Kreiner and Fugate (2000) proposed that collectivism, feminine and low power distance cultures promote more role integration than individualistic, masculine, high power distance cultures, therefore it would be interesting for future researchers to investigate how different cultures experience work-family enrichment. Furthermore, Lewis (1997) explained that South Africa is a multicultural society and may vary in terms of cultural norms and values, gender-role beliefs and personal life interaction. Therefore future researchers should take into consideration studying the various cultural groups as each group may experience enrichment from work-to-family and family-to-work in different ways.

The current study looked at gender differences in relation to work and family enrichment. It would be beneficial for future research to take into consideration gender role ideology and the effect it might have on the relationships between work and family enrichment and psychological health and subjective wellbeing. Powell and Greenhaus (2010) stated that gender role attitudes might differ across populations and time, as well as changing stereotypes for various groups in different locations. Due to the inconsistent findings of gender in the work-family interface, taking into account the above aspects could assist with gaining a greater understanding.

Due to the fact that a non-probability method was used to select the sample, there could have been a greater chance of obtaining selection bias in the process which limits the generalisability (Sekaran, 2001). Judgement sampling may increase the risk of obtaining a homogenous sample and is more likely to exclude individuals who did not fit the

sampling profile, which would have had an impact on the generalisability of the findings. However, the non-probability judgement sampling method deemed to be the most efficient design given the time and budget constraints of the study. Future researchers may want to consider making use of a probability sampling technique in order to enhance the likelihood of obtaining a sample that may deem more generalisable to the South African population (Tansey, 2007).

The use of self-reported data can be regarded as another limitation of the current study. Self-report data increases the possibility of common method variance. It may be useful for future researchers to make use of qualitative data in addition to self-report data in order to obtain a more contextualised understanding of the relationships between work-family enrichment and psychological health and subjective wellbeing.

A cross sectional design was used for this study and it is important to take into account that in a cross sectional study the researcher is unable to discern the causal direction of the relationships being studied (Mann, 2003). The objective of the current study was however, to research the relationships between variables and work-family enrichment for both male and female employees, rather than to establish causal relationships and their stability over time. For this reason a longitudinal design was therefore not required. Future researchers could consider completing a longitudinal study to evaluate the changes that may occur in order to investigate over time the effect work and family enrichment has on psychological health and subjective wellbeing.

Past literature has explored the different types of resources that are related to greater work family enrichment. Greenhaus and Powell (2006) identified flexibility, skills, and

perspectives, psychological, physical and social-capital as resources. It would be beneficial for researchers to identify what components and characteristics of these resources would develop the greatest work-family enrichment for employees. This information will be beneficial for organisations and employers as they need to consider specific interventions and strategies to assist employees in the integration of work and family life more effectively.

Additionally, future researchers could also investigate the effect positive dispositional variables such as optimism, happiness and a positive sense of meaning in life could have on the relationships between work-family enrichment and psychological health and subjective wellbeing (Moskowitz, 2010).

Baral and Bhargava (2011) explained that certain factors are more relevant for women's feelings and others are more relevant for men's feelings. Women who had more family demands were found to be less enriched whereas a father who had young children felt more enriched when he was able to provide income and resources for his family. The current study investigated differences in relation to gender however, based on Baral and Bhargava's (2011) proposition, it would be important for future researchers to consider the personality of individuals as opposed to gender as personality may have an effect on how individuals feel about the work-family interface. Boyar and Mosley (2007) stated that personality characteristics have been previously used to help explain an individual's attitudes, moods and behaviour therefore could be used to explain how different individuals may experience enrichment or conflict in the work-family interface due to their personality.

5.3 THEORETICAL IMPLICATIONS AND RECOMMENDATIONS FOR ORGANISATIONS

This study provides insight into the positive influence of work-family enrichment on psychological health and subjective wellbeing. Jaga et al. (2013) explained that previous studies have focused more on the negative relationship between work and family that lead to disadvantageous and negative outcomes like depression and decreased subjective wellbeing. The findings in this study together with the study done by Hammer et al. (2005) propose that managers and employee assistance programmes should aim to find ways to foster work-to-family enrichment instead of specifically identifying ways to decrease work-to-family conflict. Jaga et al. (2013) suggested work-family enrichment could be used as a preventive method to the negative outcome. This would increase positive resources in the workplace and which, in turn, would benefit employees more than using remedial interventions to assist with work-family conflict.

Similarly, O'Driscoll, Brough, and Biggs (2007) explained that it is beneficial for organisations to support employees in the participation of non-work activities as the resources obtained from off-the-job activities may enrich their work experience effecting the individual and the organisation in a positive manner. For this reason it is important for organisations to encourage participation in these activities as it improves health and wellbeing and lessens depression of employees.

This study proved that work-family enrichment has a positive effect on both psychological health and subjective wellbeing at home and work. It would create a competitive advantage for organisations if management focused their efforts on

increasing the levels of enrichment for their employees as it enhances both health and wellbeing and evidently organisational success (Cancelliere, Cassidy, & Ammendolia, 2011). Organisations providing family friendly workplace policies have proven to increase the experiences of work family enrichment (Mcnall et al., 2010). However, organisations should be careful to not reinforce a gendered structuring of work-family life which places women at the centre of such efforts (Stevens, Kiger, & Riley, 2006). It should be beneficial for both men and women as men have become more active in their family roles.

Additionally, due to the increased pressures being placed on working mothers and fathers, the various demands has had an impact on their mental and physical health (Frone et al., 1997) and poor employee wellbeing has been linked to increased absenteeism (Aldana & Pronk, 2001). Therefore it is of utmost importance for organisations to find ways to buffer these affects and increase work-family enrichment for their employees. Family friendly human resource practices is one way in which organisations can assist employees in achieving greater enrichment. These may include policies, benefits and services such as flexible work hours and childcare facilities. These have been found to be associated with positive organisational outcomes such as job satisfaction, greater employee commitment and lower psychological stress (Veiga, Baldrifge, & Eddleston, 2004). Therefore management should take care to increase the awareness of the family friendly human resource practices that are available for employees. Providing employees with these policies and services would increase resources that could be transferred to the family domain and increase employee wellbeing. Organisations could also provide employees with the opportunity to gain and

increase skills by providing development programmes which can also be used in the fulfilment of increasing employees work-to-family enrichment.

Furthermore, Russo (2015) reported that providing a supportive work-family culture can assist organisations in gaining a more skilled, balanced, resourceful and healthy work group which provides employees with the ability to engage successfully in all areas of their life. Employees operating in such supportive organisations are found to be able to thrive in both work and family life and therefore were found to be more psychological available to invest resources in every life domain. Zheng, Molineux, Mirshekary and Scarparo (2015) suggested that it is necessary for organisations to build a culture of caring and support for individual employee needs. Therefore, organisations should not only make work-life balance policies and programmes available to all employees but need to encourage them to use these programmes to address individual needs. Zheng et al. (2015) further purported that instead of adding more work-life balance programmes it would be more effective for organisations to focus on helping individual employees to develop effective coping strategies. It is been proven that positive attitude, time and stress management skills are associated with greater health and wellbeing. Management should assist employees in acquiring these skills via training sessions that are aimed at developing these psychological coping skills, for example, through the use of employee professional development programmes.

5.4 CONCLUSION

The findings of this study provided evidence that work and family roles influence one another positively. Work-to-family enrichment and family-to-work enrichment were

found to have a positive effect on psychological health. This study responded to the lack of consistency in past studies by having examined the relationship between work-family enrichment and well-being. The findings of this study provided further evidence of the relationship between work-to-family and family-to-work enrichment and subjective wellbeing.

This study added to the limited research on the work-family interface by focusing on the beneficial effects it has on employees' health and wellbeing and taking into consideration gender differences. Due to the mixed results of gender and work-family enrichment that was reported by previous studies (Greenhaus & Powell, 2006), the current research also wanted to investigate if any significant differences existed across gender.

Recent research conducted within the work-family interface still concern itself with the negative impacts of multiple roles on the work and family life of employees and the effects it has on their health (Gareis, et al., 2009). However, the results of this study suggested that having several role responsibilities are beneficial to an employee's psychological health and subjective wellbeing.

The findings of the study highlight the need to focus on the positive outcomes of engaging in multiple roles (Wayne et al., 2006). Due to the changes in the workforce, the increased demands placed on both male and female workers have caused great challenges across work and family roles (Allen, 2001).

In conclusion it is important that organisations critically consider the aspects that affect the work-family enrichment process and design effective policies and procedures that will enhance the process. Making use of family friendly policies and procedures will result in

increased psychological health and subjective wellbeing and thus improve productivity, organisational commitment, employee engagement and job satisfaction. It is therefore critical for South African organisations to adopt family-friendly workplace cultures in order to ensure successful business practices and thereby gaining a competitive advantage.

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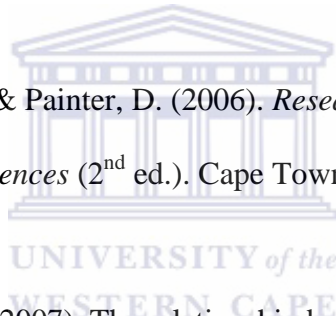
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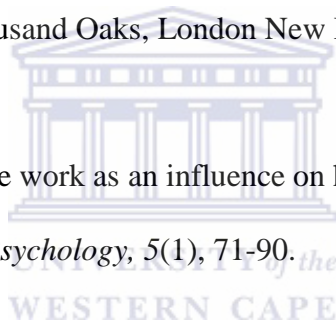
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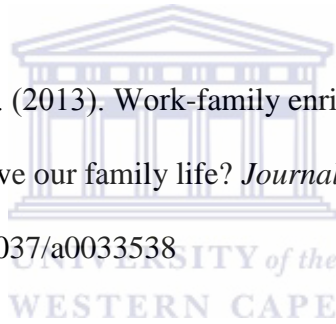
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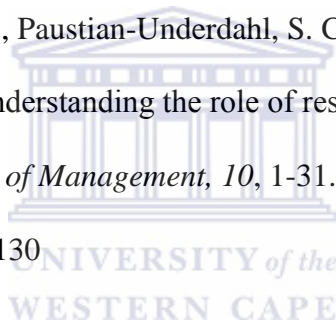
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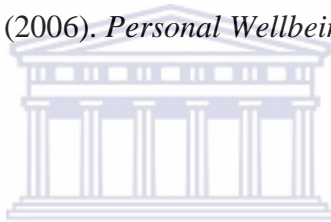
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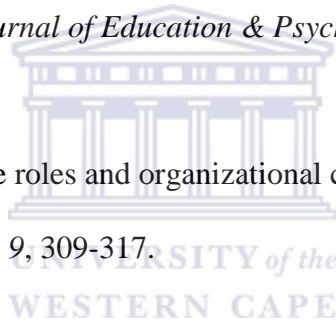
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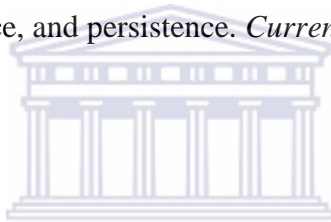
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Your participation is voluntary, confidential and anonymous. You can choose to withdraw at any time during the survey. This survey has obtained approval by the UWC Commerce Faculty Ethics in Research Committee. Consent: As a participant I understand my responses and personal data will be kept strictly confidential. I give permission for members of the research team to have access to my anonymised responses. I understand that my name will not be linked with the research materials, and I will not be identifiable in the reports or publications that result for the research. I agree for the data collected from me to be used in future research. By selecting agree, you will be agreeing to the above terms.

Agree	
Disagree	

1. Do you have dependents/children?

Yes	
No	

Biographical Information

2. **Age:**

18-25	
26-35	
36-45	
46 and older	

3. **Gender**

Male	
Female	

4. **Race**

African	
Coloured	
White	
Indian	

5. **Highest Educational Level**

National Senior certificate (matric)	
Under graduate degree	
Post graduate degree	
Other	

6. **Job Grade**

IT Levels c	
JG 2-5	
JG 5-7	
JG 8-10	
JG 11-13	

JG 14-15	

7. Current Marital Status

Married	
Living with a partner	
Separated/Divorced	
Widowed	
Single	

8. Number of Dependents

0	
1-2	
3-4	
More than 4	

On average, **how many hours per week** do you work in paid employment?

Less than 27 hours	
27 hours	
40 hours	
More than 40 hours	

Work-Family Enrichment Scale

<u>Instructions:</u>
To respond to the items that follow, insert each item into the sentence where indicated. Then indicate your agreement with the statement by marking in the applicable box on the scale provided below

My involvement in my work ——————.

1. Helps me to understand different viewpoints and this helps me be a better family member

Strongly Disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly Agree 5

2. Helps me to gain knowledge and this helps me be a better family member

Strongly Disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly Agree 5

3. Helps me acquire skills and this helps me be a better family member

Strongly Disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly Agree 5

4. Puts me in a good mood and this helps me be a better family member

Strongly Disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly Agree 5

5. Makes me feel happy and this helps me be a better family member

Strongly Disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly Agree 5

6. Makes me cheerful and this helps me be a better family member

Strongly Disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly Agree 5

7. Helps me feel personally fulfilled and this helps me be a better family member

Strongly Disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly Agree 5
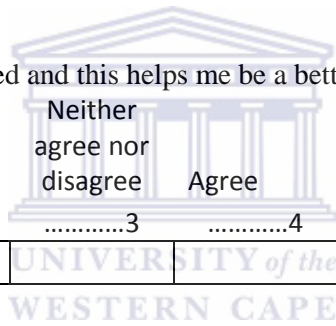
8. Provides me with a sense of accomplishment and this helps me be a better family member

Strongly Disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly Agree 5

9. Provides me with a sense of success and this helps me be a better family member

Strongly Disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly Agree 5

My involvement in my family ───────────.

10. Helps me to gain knowledge and this helps me be a better worker

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	2	3	4	5

11. Helps me acquire skills and this helps me be a better worker

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	2	3	4	5

12. Helps me expand my knowledge of new things and this helps me be a better worker

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	2	3	4	5

13. Puts me in a good mood and this helps me be a better worker

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	2	3	4	5

14. Makes me feel happy and this helps me be a better worker

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	2	3	4	5

15. Makes me cheerful and this helps me be a better worker

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	2	3	4	5

16. Requires me to avoid wasting time at work and this helps me be a better worker

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	2	3	4	5

17. Encourages me to use my work time in a focused manner and this helps me be a better worker

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	2	3	4	5

18. Causes me to be more focused at work and this helps me be a better worker

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	2	3	4	5

General Health Questionnaire

Please indicate the extent to which you agree with the following statements:

1. Felt capable of making decisions

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

2. Been able to enjoy your normal activities

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

3. Been able to face up to your problems

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

4. Been feeling reasonably happy

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

5. Felt you couldn't overcome your difficulties

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

6. Been feeling unhappy and depressed

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

7. Been losing confidence in yourself

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

8. Been thinking of yourself as worthless

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

Personal Wellbeing Index

The following questions ask how satisfied you feel, on a scale from 1 to 5. 1 means you feel no satisfaction at all and 5 means you feel completely satisfied

How satisfied are you with your life?

No satisfaction at all | | | | | | | | | Completely satisfied

1	2	3	4	5	6	7	8	9	10

How satisfied are you with your health?

No satisfaction at all | | | | | | | | | Completely satisfied

1	2	3	4	5	6	7	8	9	10

How satisfied are you with what you are achieving in life?

No satisfaction at all | | | | | | | | | Completely satisfied

1	2	3	4	5	6	7	8	9	10

How satisfied are you with your personal relationships?

No satisfaction at all | | | | | | | | | Completely satisfied

1	2	3	4	5	6	7	8	9	10

\
How satisfied are you with how safe you feel?

No satisfaction at all | | | | | | | | | Completely satisfied

1	2	3	4	5	6	7	8	9	10

How satisfied are you with feeling part of your community?

No satisfaction at all | | | | | | | | | Completely satisfied

1	2	3	4	5	6	7	8	9	10

How satisfied are you with your future security?

No satisfaction at all | | | | | | | | | Completely satisfied

1	2	3	4	5	6	7	8	9	10

How satisfied are you with your spirituality or religion?

No satisfaction at all | | | | | | | | | Completely satisfied

1	2	3	4	5	6	7	8	9	10