

## Work Family Enrichment as a Mediator Between Family Supportive Supervisor Behaviors and Outcome

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### ABSTRACT

#### Keywords:

Family Supportive  
Supervisor Behaviors,  
Work Family  
Enrichment,  
Subjective Career  
Success, Conservation  
of Resource Theory

In this competitive era, organizations require continuous performance for their survival. Organizational performance depends on the performance of their employees. However, employees put their efforts to perform well when they found subjective career success (SCS) in the organization. There are many factors that influence the employees' SCS like family-supportive supervisor behavior (FSSB). Based on the conservation of resource (COR) theory, this research examined the relationship between FSSBs and SCS especially by investigating the mediating role of work-family enrichment (WFE) in the higher education sector of Pakistan. The study was quantitative in nature and used a deductive approach. The data was collected by using close-ended five-point Likert scale questionnaires from the faculty members of the higher education sector of Pakistan. An adapted questionnaire was used to gather the responses from 262 faculty members by using the convenience sampling technique. Regression analysis was conducted by using the Hayes Process macros in SPSS. This study was correlational and three hypotheses were proposed to carry out the test. On the basis of the proposed hypothesis, after analysis, all the hypotheses were found accepted with a p-value <0.00. It was observed that the FSSBs had a positive relationship with SCS through the mediated association WFE of faculty members. The findings of the current study are helpful for policymakers in the higher education sector. By considering the importance of SCS for university teachers, policymakers and academic directors/administrators should take necessary actions for the ideal provision of SCS through FSSBS and WFE to make their faculty members highly committed and satisfied with their work. Practical implications on the basis of results, limitations of the study, and guidelines for future research were discussed.

### INTRODUCTION

The most important dominoes for the peoples are workplace and family life (Kim & Beehr., 2022). Both the areas are not same, but they are interconnected (Clark, 2000) and have effect on peoples' behaviors as well as life (Ghafoor, et al., 2014). To satisfy the demands of both the areas simultaneously is a great challenge for human beings. Mostly research regarding workplace and home is conducted on negative or conflict side (Marais et al., 2014; Fung et al., 2014). However, another side of research regarding work and family is exist where the resources could be generated from one role that may beneficial for next role, enrichment

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process (Rothbard, 2001). In the light of this enrichment side, research started to examine different beneficial sides of both home and workplace like Work Family Facilitation (Wayne et al., 2007), Work Family Enhancement (Ruderman et al., 2002), Work Family Positive Spillover (Hanson et al., 2006) and WFE (Carlson et al., 2006). As compared to negative side, positive aspect of workplace and home related research still required more attention regarding its antecedents and outcomes (McNall et al., 2010). Employees' improvement in WFE is better for the organizations (Carlson et al., 2009).

Chen et al., (2018) studied the positive effect of flexible schedule at workplace on WFE and call for future research to investigate the antecedents of WFE at organizational levels (FSSBs). Supervisors are the key factor to support the employees for managing the responsibilities of their job as well as family life (Hammer et a., 2007) like FSSBs (i.e., supervisors' emotional as well as instrumental support, their activities as role models, and application of creative work family rules; Hammer et al., 2009) beneficial for both the employees and the organizations (Bagger & Li, 2014; Russo et al., 2018). The positive effect of FSSBs on employees other than workplace i.e WFE still required more attention (Marescaux et al., 2020).

As for as, outcomes of WFE is concerned, the research regarding impact of family related factors (WFE) on career success is scant (Koekemoer et al., 2020). Career success defines as the overall achievements of someone during the career at a specific period of time (Van et al., 2022; Arthur et al., 2005). Career success might be objective and subjective in nature (Chen et al., 2022). Objective career success supported by noticeable career achievements like salary, promotion etc. (Gaile et al., 2022) while SCS is to someone's positive feelings of satisfaction and achievement during work experience (Chen et al., 2022; Gaile et al., 2022). Now a day, mostly the research shifts to SCS (Haenggli & Hirschi 2020) and scholars put more attention on SCS (Briscoe et al., 2021; Zhang & Li 2022). There is very limited research regarding career satisfaction i.e SCS the outcome of WFE (Rastogi et al., 2019).

In education sector, faculty members feel happy with their career because they think that at workplace they develop the career of their students (Rehan et al., 2021). However this can be achieved only through the faculty members who are happy with their career while the teachers who are not satisfied with their career do not perform well and want to left the organization (Quaisar et al.,2016) which is negative sign for the organization (Zafar & Farooq, 2017). In Pakistan faculty members are facing too many issues that become a barrier for their career success (Rehan et al., 2021). Faculty members are bound to perform many tasks other than the workload (Alsughayir, 2021). These stresses shifted from workplace to family domain and disturb employees' personal life ultimately employees feel dissatisfaction about their career.

Therefore, in these circumstances, it is very important to investigate the role of FSSBs on employees CS through WFE. Therefore, the current study examined the impact of FSSBs on employees' SCS through WFE.

Our research contribution is twofold. First the current study investigates the antecedent of WFE. The supportive relations are helpful for life challenges (Kossek et al., 2011) and social support (FSSBs) is an antecedent of WFE (Lapierre et al., 2018). Secondly, we explored the potential antecedent and outcome of WFE in Pakistan that increased our knowledge regarding model of WFE of Greenhaus & Powell (2006) in other than Western Context. Mostly work and family related theories are driven as per Western viewpoints (Chen et al., 2018). Pakistan is a collectivist society (Bashir et al., 2013) where family is the major domain of the life and work domain is to help their family members (Chan & Lee, 1995). In Western culture, people view work and family separately but in Pakistan people integrate family and workplace roles with each other (Ashforth et al., 2000). For instance, in Western cultures, work domain is for self-achievement but in Pakistani culture work is considered as a supporting tool to help the family, so, current study argued that Pakistani people consider work and family areas more integrating because work is the family supportive domain. Where employees expect from the supervisor to support for the solution in family related matters and may react positively (Wang et al. 2013). Consequently, it is very vital to inspect the antecedents and outcomes of WFE in Pakistan. As per researcher knowledge, present study is the first that provide evidence for the positive impact of FSSBs on subjective career success through WFE.

## LITERATURE REVIEW

### *Family Supportive Supervisor Behaviors and Work Family Enrichment*

FSSBs refer to the friendly behavior of a supervisor that supports the employees' families (Yu et al., 2022). FSSBs can be described as the behaviors adopted by the supervisor to help the families of the employees (Hammer et al., 2007). While the concept that positive experience at workplace improves the family life is called WFE (Greenhaus & Powell 2006). WFE has two way process (Zhang & Tu 2018). That is resources or benefits received from workplace and implemented at home or resources gain from home and applies at workplace (McNall et al., 2010). Current study focused on WFE as a result of FSSBs, because WFE mostly connected with work related resources (Shockley & Singla 2011). Five kinds of resources support the WFE process (Greenhaus & Powell 2006) which include skills, psychological and physical resources, social resources (FSSBs) and material resources (e.g., money, gifts) (Zhang & Tu 2018). The transformation of resources occurred from one domain to another through instrumental or affective path. The direct effect of resources, gain from one area or domain, on

the other area or domain is called instrumental path while indirect effect is called affective path (Silveira et al., 2021).

Research on work and family prospective focused on leadership to manage the family and workplace demands simultaneously, i.e FSSB (Chambel et al., 2022). Supervisor support the employees to manage job and home demands by his or her behaviour like emotional and instrumental support, by performing a role model and by providing creative ideas to manage the family (Hammer et al., 2009). FSSBs found the most powerful tool to manage work and family relationships by using various organizational resources (Michel et al., 2011). When subordinates have an observation about their supervisor that he or she is helpful then they can actively disclose their work and family related issues and get help from the supervisor to handle job and home related demands (Russo et al., 2018). Resultantly, employees get resources from workplace that helped them to handling their family and workplace parts successfully (Walsh et al., 2019).

As per COR theory (Hobfoll, 1989) the employees who have workplace and personal resources can perform both work and home related role effectively and experience WFE because these resources made someone capable of better stress resistance and managing skills (Kim & Beehr., 2022). Moreover, Employees having workplace resources have good energy and positive attitudinal experiences which ultimately affect positively on their home domain Bakker and Geurts (2004) because spending a good day at work become cause of favourable feelings and energy at home. In the light of COR theory this study can describe that family supportive supervisor behaviour increases employees' psychological resources that support the employees to perform better family roles (Hobfoll, 1989). For instance, thinking about the family supportive behaviour of the supervisor may increase employees' resources which could be utilized in family domain, resultantly improve the lives of the family (Grzywacz & Marks, 2000; Greenhaus & Powell, 2006). As employees put efforts to gain, uphold and usage of more resources. So the resources gains from workplace through FSSBs are expected to beneficial while performing family role. Thus the current study theorized that FSSBs related to WFE, in such a way that employees get resources from FSSBs to handling workplace and family lives (Russo et al., 2018; Carmeli & Russo, 2016).

***Hypothesis 1: Family Supportive Supervisor Behaviors is positively related Work Family Enrichment.***

### ***Work Family Enrichment and Subjective Career Success***

Career success (CS) is the top research topic in major career journals (Audi et al., 2021). Generally CS is divided into objective and subjective group (Gaile et al., 2022). SCS related to

psychological feelings of success with career attainments (Roussel et al., 2021). While objective career success is directly concerned with tangible parts, for instance, pay and workplace status. Subjective career success is depend on employees personal assessment about career success satisfaction while objective career success is based on “landmarks” that can be matched with other employees to judge career success (Arthur et al., 2005). Scholars described the SCS differently for instance goal achievement (Creed & Hood, 2015) and expectations of CS (Shoffner et al., 2015).

Family support is an important tool of a good business (Rofcanin et al., 2018; Lund, 2020) because family lives of the employees are part of this environment. Human beings are a part of family domain and the experience of family domain has its positive or negative impact on other domain (Workplace) (Sirgy & Lee, 2018). So the family experience has a major impact on employees Workplace outcomes and on the organization (SCS) (Li et al., 2017).

SCS is very important with respect to workplace and home relationship because employees’ assessment of success depends on the sense of happiness (Greenhaus & Kossek, 2014). Because now a days the career and home related experiences are interlinked with each other (Koekemoer et al., 2020). Researchers investigated the different relationships regarding work family roles and career success (Hirschi et al., 2016), workplace and home relationship and career decision making (De Hauw & Greenhaus, 2015), and work family interface and CS. Research investigated that WFE and SCS cause positive employees outcomes like work engagement (Hakanen et al., 2011). However the investigation regarding the impact of WFE on SCS has received limited attention (Koekemoer et al., 2020). So, present study investigated the effect of WFE on SCS.

***Hypothesis 2: Work Family Enrichment is positively related Subjective Career Success.***

***Work Family Enrichment as Mediator between Family Supportive Supervisor Behaviors and Supervisor Behavior Outcomes***

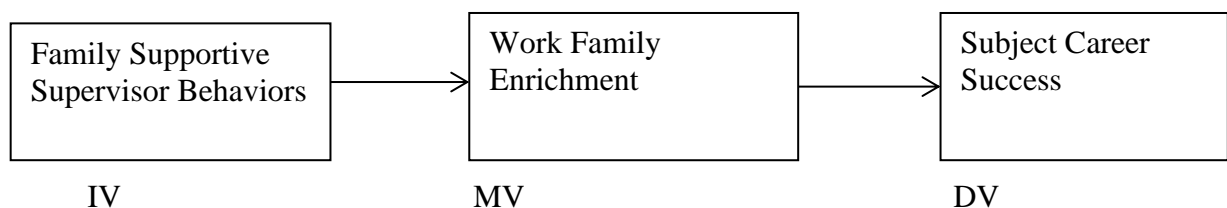
When employees perceive that their workplace environment (FSSBs) positively impact on their family life then they have positive psychological views about their career (Amin et al., 2017). Research scholars examined WFE as a mediator in between supervisor/resources/job features and employees response. Like, Hakanen et al., (2011) investigated that WFE performed intervening role between job facilities or resources and work engagement. Chen et al., (2018) explored the mediating effect of WFE between easy work settings and outcomes. WFE played complete mediating role in between job features and organizational citizenship behaviors and effective commitment on the other hand it was partially mediated between support of supervisor and affective commitment (Baral & Bhargava., 2010). Hunter et al., (2010)

investigated a partial mediation in among team resources, WFE and project satisfaction. McNall et al. (2009) concluded that WFE is fully mediated in between flexible job settings and job satisfaction. Gopalan et al, (2021) found WFE mediated between family incivility and work engagement. WFE worked as mediator in between supportive supervisor and organizational support to job satisfaction (Tang et al., 2014).

As per above evidence, current study proposed that WFE played a mediating role between FSSBs and SCS. Literature regarding FSSBs mostly focused on impact of FSSBs on subordinates' outcomes (Rofcanin et al., 2017; Hammer et al., 2009). Research scholars focused that the link between FSSBs and work related outcomes (SCS) may be investigated in the future (Ode-Dusseau et la., 2016). Therefore, this study developed the subsequent hypothesis:

**Hypothesis 3:** *Work Family Enrichment mediates between the role of Family Supportive Supervisor Behaviors and Supervisor behavior outcomes.*

On the baiss of above hypothesis following conceptual model was developed:



**Figure 1 Conceptual Model**

## RESEARCH METHODOLOGY

The aim of current study was to examine the association between FSSBs, WFE and SCS among faculty members of universities. The design of this study was correlational. In this study relationship between FSSBs, WFE and SCS were being studied at the same time therefore the study was cross sectional. To examine the expected association among the variables, the best technique is quantitative method (Sadeghi & Pihie, 2012) therefore this study was quantitative in nature. As per the guidelines of Smith, S. M. (2015), in this study the sample size was calculated by using following formula:

$$\text{Sample Size} = (Z\text{-score})^2 * \text{StdDev} * (1 - \text{StdDev}) / (\text{Margin of Error})^2$$

The data was collected by using closed ended questionnaires. A detailed questionnaire was formulated by adapted questionnaire of 3 concerned variables, i.e., FSSBs, WFE and SCS. The questionnaire was consisted on two parts. Part 1 was related to personal characteristics of the

respondents like gender, age, qualification, experience etc while the other part was related to 3 concerned variables.

Population of current research study was consists of faculty members working in higher education sector of Rawalpindi, Islamabad and Wah Cantt. The faculty members were busy in teaching and other administrative activities so as per the availability of faculty members convenient sampling technique was applied for data collection.

Total sample size was 262 which included 175 male and 87 female teachers as per the guidelines of Smith, S. M. (2015). Personal characteristics of the respondents were measured by categorical variables, such as gender (1 was male and 2 was female), age (1 was “below 30 years”, 2 was “30–39 years”, 3 was “40 years and above”), marital status (1 was married and 2 was unmarried). Most of the participants were male (66.8%) than female (33.2%). Most of them were in the below 30 year age group. This study observed that mostly faculty members were married 203 i.e 77.2 %. The outcomes of the frequency analysis are stated in Table 1.

**Table 1** Sample frequencies and percentages

Category	Options	Frequency	% Age
Gender	Male	175	66.8
	Female	87	33.2
Age	Below 30	132	50.4
	30-39	83	31.7
	40 Years and above	47	17.9
Marital Status	Married	203	77.5
	Unmarried	59	22.5
Qualification	Graduation	50	19.1
	Master	41	15.6
	MS/ M.Phil	159	60.7
	PhD	12	4.6
Experience	Less than 1 year	74	28.2
	1 – 4 years	83	31.7
	4 Years and above	105	40.1

## Measures

### Family Supportive Supervisor Behaviors

FSSBs were evaluated through adapted questionnaire consisted on seven items that was used by Hammer (Hammer et al., 2009). The items were rated on 5 point Likert scale (1 was strongly disagree to 5 was strongly agree). Sample items were like “My supervisor takes time to learn about my personal needs”. Internal consistency reliability is 0.97 reported by (Rofcanin et al., 2017).

### Work Family Enrichment

WFE was measured via adapted scale that was developed by Carlson et al. (2006). The items were included the responses as 1 was strongly disagree to 5 was strongly agree. Total 9 items were in scale, 3 from each dimension of WFE i.e affective, capital and developmental WFE.

Sample items were like “My involvement in my work makes me feel happy and this helps me be a better family member”. Cronbach’s alpha of the overall scale reported by Junker et al., (2020) was .91.

**Subjective Career Success**

Current study used 5 items adapted scale from Greenhaus et al. (1990) to examine SCS of faculty members. Sample items were like “I am satisfied with the success I have achieved in my career”. Cronbach’s alpha was .80 (Chen et al., 2022).

**ANALYSIS**

**Descriptive Statistics and Correlation Analysis**

Descriptive statistics i.e the mean and standard deviation were presented in table 2. The analysis results for the observed variables are: “FSSBs” (M = 3.4700, S.D = 0.7279), “WFE” (M = 3.6989, S.D = 0.6114), “SCS” (M = 3.6031, S.D = 0.7187). Table 3 presented the correlation analysis to examine the association between the variables. Results revealed the significantly positive correlation between FSSBs and WFE ( $r = 0.563, p < 0.01$ ) and the SCS ( $r = 0.532, p < 0.01$ ) of faculty members. Moreover, WFE also has a positive correlation with SCS ( $r = 0.520, p < 0.01$ ). Thus, the outcomes of correlations analysis were supported to all hypotheses.

**Table 2** Descriptive Statistics

Variables	N	Minimum	Maximum	Mean	Std. Deviation
AVGFSSB	262	1.29	4.86	3.4700	.72789
AVGWFE	262	1.33	5.00	3.6989	.61137
AVGSCS	262	1.20	5.00	3.6031	.71866
Valid N (list wise)	262				

**Table 3** Correlation Analysis

		AVGFSSB	AVGWFE	AVGSCS
AVGFSSB	Pearson Correlation	1	.563**	.532**
	Sig. (2-tailed)		.000	.000
	N	262	262	262
AVGWFE	Pearson Correlation	.563**	1	.520**
	Sig. (2-tailed)	.000		.000
	N	262	262	262
AVGSCS	Pearson Correlation	.532**	.520**	1
	Sig. (2-tailed)	.000	.000	
	N	262	262	262

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Hypothesis Testing**

Table 4 and 5 represented the results of regression test. In Table 4, the value of R<sup>2</sup> is 0.3169 which shows that 31.69% change in WFE is due to FSSBs. The B= 0.4728 with p = 0.000 shows that if one unit rise in FSSBs will cause 0.4728 units raise in WFE. This reveals the statistically positive impact of FSSBs on WFE. Standardized beta = 0.5629 is also supported,



so, there is no cause to reject the H1 that FSSBs has a positive link with WFE. Therefore, H1 is accepted.

**Table 4** Regression Results

Variables	Standardized coefficient beta	Std. errors	Unstandardized coefficient beta	T	P	LLCI	ULCI
Constant	2.0583	.1526		13.4852	.0000	1.7577	2.3589
FSSBs	.4728	.0431	0.5629	10.9816	.0000	.3880	.5576
	R	R <sup>2</sup>	MSE	F	df1	df2	P
	.5629	.3169	.2563	120.5961	1.0000	260.0000	.0000

Outcome variable: WFE model summary

In Table 5, the value of R<sup>2</sup> value is 0.3541 which reveals that 35.41% change in SCS due to WFE. The value of B= 0.3788 with p =0.000 describes that if one unit improve in WFE, this will effect 0.3788 units enhance in SCS. These results describe the statistically positive influence of WFE on SCS, therefore, H2 is accepted.

**Table 5** Regression Results

Variables	Standardized coefficient beta	Std. errors	Unstandardized coefficient beta	T	P	LLCI	ULCI
Constant	1.0002	.2279		4.3895	.0000	.5515	1.4489
FSSBs	.3463	.0597	.3507	5.8049	.0000	.2288	.4637
WFE	.3788	.0710	.3223	5.3341	.0000	.2390	.5187
	R	R <sup>2</sup>	MSE	F	df1	df2	P
	.5951	.3541	.3361	71.0022	2.0000	259.0000	.0000

Outcome variable: SCS model summary

Current study used the SPSS based mediating analysis program plug-in Process macro program of Hayes (Hayes, 2013; Preacher & Hayes, 2008), and used model 4 to analyses the mediating effect of WFE between FSSBs and SCS. The mediation analysis results are in table 6. Based on the recommended bias-corrected bootstrapping by Hayes (2013), WFE significantly mediated the relationship of FSSBs on SCS (b = 0.1791, 95% CI [0.1033, 0.2615]) among faculty members. Because both the LLCI and ULCI had same signs and no zero exist between the upper and lower limit, therefore, the mediation is approved. Hypothesis 2 was fully

supported. Moreover, the outcomes of the direct effect of FSSBs on SCS were ( $b = 0.3463$ , 95% CI [0.2288, 0.4637]) significant.

In summary, when supervisor is family supportive and employees have positive and satisfactory feelings regarding their workplace and family lives i.e WFE this leads to positive feelings of success about their career.

**Table 6** Mediation Analysis

<b>X → Y Indirect effect</b>			<b>X → Y Direct effect</b>		
B	SE	Boot 95% CI	B	SE	Boot 95% CI
0.1791	.0407	[0.1033,0.2615]	0.3463	0.0597	[0.2288,0.4637]

**Note:** X = IV i.e FSSBs ; Y = DV i.e SCS

### DISCUSSION

The major objective of the current study was to examine the antecedent (FSSBs) and outcomes (SCS) of WFE. Findings of this research showed that FSSBs have positively related with WFE. Huge number of studies was conducted to examine the work home relationships and conclude its positive and negative impact on employees (Amstad et al., 2011; Nohe et al., 2015). Managing work and home related demands is a big challenge (Sinclair et al; 2020) but supervisory support helped the employees to handle the responsibilities of both domains (Chambel et al., 2022; Hammer et al., 2009, 2013). FSSBs provide resources that support the faculty members to handle the responsibilities of job and home domains (Hammer et al., 2009; Kossek et al., 2011). Resources received from FSSBs, are transferred and facilitate to their work and home life, and enhance WFE (Straub et al., 2019).

The outcomes of current research revealed positive significance link between WFE and SCS. Managing work and family responsibilities make the employees to think that how successfully they are in their career. Moreover, the outcomes of current study confirmed that WFE was mediating factor between the relationship of FSSBs and SCS in the education sector of Pakistan. People working in education sector recognized that they are influenced to achieve subjective career success when they experienced WFE due to FSSBs. In the light of Arthur et al. (2005), when people get the benefits from their supervisors that support them to fulfil the workplace and home related requirements, they get benefits that desired WFE; therefore they feel subjective career success. When employees have a positive workplace experience that helped them to handle the workplace and home related responsibilities, it leads to a positive psychological bond in the mind of employees regarding their career (SCS) (Amin et al. 2017).

As per COR theory (Hobfoll, 1989; Hobfoll, 2002) people gain resources which help them to fight against stress. The results of the current study were as per the lines of COR theory that FSSBs is a basis of resource attainment at workplace (Burhanudin et al., 2020).

Supervisors have the power to utilize the organizational resources and good relationship between supervisor i.e FSSBs and employees that increased the chance for employees to take the resources that is necessary to achieve SCS (Le et al., 2022). On the other hand if supervisor is not family supportive and did not provide the necessary resources to employees that cause disturbance in the family life then the employees will not satisfied with their career. Because in Pakistani culture the major domain is home while the workplace is considered as a supporting tool to help the family (Chen et al., 2018). Support from supervisor enhanced the SCS in employees (Lee et al., 2019). The employees received resources when FSSBs helped them to handle the demands of both the domains. Then these resources are used to manage the family tasks (Crain & Stevens, 2018) which ultimately cause to achieve great SCS.

### **CONCLUSION**

On the basis of survey of 262 employees in higher education sector, present research concluded that FSSBs can improve the employees' SCS through WFE mechanism. The results revealed that: first, FSSBs is an antecedent of employee's WFE; secondly, which further cause of SCS of faculty members working in higher education sector. The outcomes of present research enhance the awareness about WFE and its causes (FSSBs) and outcomes (SCS) by the prospective of COR theory and provide different guidelines for managers to improve employees' WFE.

### **LIMITATIONS AND FUTURE RESEARCH**

Present study was few limitations which can be improved in future. Firstly, the generalizability of results was a major limitation, because the data was gathered in only from higher education sector. We believe that the results of a single industry could not be generalized especially in manufacturing sector. In future the data should be gathered from different industries to generalize the findings.

Secondly, in this research FSSBs were considered as a construct to examine as antecedent of WFE. Future research should be carry on by investigating the impact of dimensions of FSSBs on WFE and examine which dimension of FSSBs has more impact on WFE than others.

### **PRACTICAL IMPLICATIONS**

Present study has few practical implications. The outcomes of this study revealed that FSSBs are potential antecedents of employees' WFE. So education sector should focus on the role of supervisors in providing family supportive job environment, to fulfil employees' requirements

for belonging and felt SCS. These findings could be implemented through human resource management department of educational institution. Initially, during induction, the organizations should select the supervisor having characteristics of FSSBs. Secondly, FSSBs is flexible and trainable (Hammer et al., 2011) so; education sector should concentrate on supervisors' training, which will be useful for manager to improve their skills to provide better family support for their employees.

Finally, FSSBs could be added in performance appraisal system of the supervisors, to improve the importance of FSSBs for employees and to increase the possibility of employees' innovative work behavior.

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