

WORK SCHEDULE FLEXIBILITY AND THE RELATIONSHIP WORK-FAMILY ENRICHMENT AND JOB SATISFACTION: LINEAR REGRESSION ANALYSIS

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ABSTRACT

The aim of this paper is to explore the relationship between work-family enrichment and job satisfaction, as well as the moderator effect of work schedule flexibility into this relationship. Work-family enrichment is one of the most important dimensions of work-family balance and represents the positive side of work-family interface, it refers to how work and family benefit each other. Data to test the hypotheses were collected through surveys among university teachers. Results indicate that work-family enrichment is positively related to job satisfaction, but family-work enrichment has no relation with job satisfaction. Furthermore, work schedule flexibility is positively moderating the relationship between work-family enrichment and job satisfaction, even making also relevant the impact of family-work enrichment for faculty satisfaction. Findings could be helpful inputs to design and implement policies concerning to work-family balance and work schedule flexibility, in order to improve faculty satisfaction.

Keywords: work-family enrichment; faculty satisfaction; work schedule flexibility; work-family balance.

I. INTRODUCTION

The aim of this paper is to propose an empirical model to estimate the level of faculty satisfaction with their teaching role, through its link with work-family enrichment. We also analyze the moderating effect of work schedule flexibility on the relationship between work-family enrichment and job satisfaction. Then, the research problem is stated in the following question: will the moderating effect of work schedule flexibility affect on faculty satisfaction? The study data were collected from Economics and Finance Faculty of Juan Misael Saracho University (city of Tarija, Bolivia).

Demanding expectations, limited resources of the system and possible mismatch between demands and results that society places on education, justify the need for research on human resources in the education sector (Maíllo et al., 2008). Considering the leading role of teachers in achieving educational and social purposes of the university, Simo et al. (2008) highlight the importance of influencing specific policies in universities, to ensure high levels of commitment and job satisfaction in order to improve teacher performance and reduce costs associated with labor turnover.

There is extensive literature on work-family conflict, which refers to the incompatibility between work and family, and its negative consequences on individual health and organizational performance (Eby et al., 2005). Recently, researchers have made efforts to examine the positive impact of work-family interface referred to as work-family enrichment (Greenhaus & Powell, 2006, Carlson et al., 2006), positive spread (Allis & O'Driscoll, 2008, Hammer et al., 2005), work-family facilitation (Rotondo & Kincaid, 2008, Wayne et al., 2006; Balmforth & Gardner, 2006) or work-family synergy (Beutell & Witting-Berman, 2008) on attitudes and behaviors of individuals. In general, there is little research on work-family enrichment; which is the novelty of this work, focusing on the positive side of this

interface and its relationship to job satisfaction. Work-family enrichment is a construct that represents how work and family benefit each other, but has been largely ignored in the literature.

This study is based in the organizational behavior approach and focuses in job satisfaction, one of the most relevant variables of such organizational theory (Robbins, 2004). The practical utility has implications for the organizational area because of its connotations in the managerial process of decision making at public higher education sector. In other words, results are inputs to design human resource policies on work-family balance and work schedule flexibility, which improve teacher's satisfaction, facilitating the achievement of university social and academic goals. Identifying the factors that determine faculty satisfaction, allows university directors/managers define strategies on human resources, in order to achieve optimal levels of satisfaction that facilitate the teacher's contribution to service provision and improvement of institutional performance.

II. THEORETICAL BACKGROUND AND RESEARCH HYPOTHESES

Work-Family Enrichment and Job Satisfaction

Work-family enrichment is defined as the extent to which experiences in one role or function improves the quality of life, performance or affection, in another role or function (Greenhaus & Powell, 2006). Greenhaus and Powell suggested that the enrichment occurs when benefits of obtained resources in role A, promote an improvement in individual performance in role B. Work-family enrichment is considered one of the most significant dimensions of work-family balance (Allis & O'Driscoll, 2008), it focuses on the positive effects from work to family (work-family enrichment) and from family to work (family-work enrichment). Job satisfaction is the extent to which a person likes his/her job (Spector, 1997). Job satisfaction is thus a critical labor issue, which has proven to be highly predictive of productivity or efficiency (Rosser, 2004). Lane et al. (2010) suggest that research on teacher satisfaction allows to get data which could help the organization to manage the real reasons that motivate teachers to develop their full potential.

According to Grzywacz (2000), job satisfaction is an affective response of people that is essential for them, since it is considered a specific welfare indicator and may well reflect the global welfare. Grzywacz (2000) also indicates that positive emotional experiences that accompany work-family enrichment can improve job satisfaction and general welfare (Allis & O'Driscoll, 2008). While there has been much less empirical work on the positive side of work-family interface, there is some evidence supporting the relationship between enrichment and job satisfaction. Two recent studies have examined the relationship between work-family enrichment and job satisfaction (Hill, 2005; Wayne et al., 2006). With regard to job satisfaction, both studies found a significant and positive relationship, so greater work-family enrichment was associated with increased job satisfaction. Workers who have experienced work-family enrichment tend to demonstrate better physical health, lower absenteeism and higher job performance (Van Steenbergen et al., 2007). According to Aryee et al. (2005), Carlson et al. (2010) and Hill (2005), work-family enrichment is positively related to job and family satisfaction, also to life satisfaction itself, and to lower resigning intentions. Then, we propose the following hypotheses:

H1: Work-family enrichment is positively related to job satisfaction.

H2: Family-work enrichment is positively related to job satisfaction.

Work Schedule Flexibility

Work schedule flexibility is among the most common flexible arrangements available to employees (Galinsky et al., 2008). Evidence suggests that flexibility of work schedule, in particular, contributes to valuable organizational outcomes such as productivity, absenteeism and job satisfaction (Casey & Grzywacz, 2008; Grzywacz et al., 2008, Hill et al., 2008). Work

schedule flexibility may be the result of formal organizational policies or can be derived from informal procedures implemented by the heads of units or discrete teams. Work schedule flexibility is a valuable organizational resource offered to workers and is also a resource that crosses the boundaries considered in the interrelated process of family and work domains (Kelly et al., 2008).

Work schedule flexibility is an aspect of organizational flexibility that can help employees to deal with their work and family responsibilities, that's why they can be considered work-family benefits (also called family friendly policies). These kind of policies and practices create a sense of security on employees that their organization cares about their welfare, needs and problems not related to job (Lewis, 2003). According to the Theory of Perceived Organizational Support and Social Exchange Theory, this feeling of supporting increases positive attitudes toward the organization and promotes innovation, participation and a felt obligation to give extra effort in exchange of such benefits. Then work schedule flexibility could be considered a tool to manage work-family balance because it can be useful for workers and the organization (Lambert, 2000). Recently, McNall et al. (2010) suggest that perceptions of work-family enrichment combined with availability of organizational flexibility (for example, work schedule flexibility) could be positive for job satisfaction. So, we propose that:

H3: Work schedule flexibility positively moderates the relationship between work-family enrichment and job satisfaction.

H4: Work schedule flexibility positively moderates the relationship between family-work enrichment and job satisfaction.

The proposed model based on the objective, problem and research hypotheses is depicted in figure 1 (see Figure 1).

III. METHODOLOGY

Sample

The sample consists of 45 women (36 percent) and 80 males (64 percent), the average age is 47 years (standard deviation: 8.897 years) and 84 percent of teachers are married. 92 percent have children, the average number of children is 2, the average number of children younger than 18 is 1 and 82 percent identify their role as parent as their main family role. On average 1 person (other than underage children) is economically dependent to the respondents and/or requires special care. 53 percent of teachers do not delegate the care and attention of family members to third parties (especially hired for it). 78 percent have master's degree as the highest degree of postgraduate training, 52 percent are tenured faculty and 48 percent are full-time teachers. The average length in the institution is 13 years and the average income is Bs. 7.320 (754,32 Euros).

Assessment Measures

A questionnaire was developed and contextualized to the research context, based on measurement scales scientifically tested and validated in order to measure the variables of the model. Six items were used for each type of enrichment from the scale of Carlson et al. (2006), for example: "the implication in my job helps me feel self-realized, which allows me to be a better family member" (work-family enrichment) or "the implication in my family makes me feel in a good mood, which helps me to be a better teacher" (family-work enrichment). The scale of Rothausen (1994) was used to measure work schedule flexibility, with four items, for example: "the degree of flexibility in my work schedule is satisfactory". We used four items from the scale of Agho et al. (1992) to assess job satisfaction, for example: "I like my job more than the average person". Finally, organizational commitment was measured using three scale items from Meyer et al. (1993), a sample item is: "I do not

feel a strong sense of belonging to the Faculty". The different items were quantified by measures of perception, using Likert scales from 1 to 7.

Procedure

The research was conducted at Economics and Finance Faculty of Juan Misael Saracho Autonomous University from Tarija, Bolivia. Primary information was collected through the direct application of the questionnaire to the total population of teachers, during the months of September and October, 2010. 131 forms were delivered and we recovered 125 fully completed surveys, representing a response rate of 95%. The sampling error is 2% for a confidence level of 95% and 2.2% for 97%.

Analyses

Exploratory study was conducted using the SPSS 18.0 software. Factor and reliability analyses were performed to identify and validate the constructs that comprise the variables of the model: work-family enrichment, family-work enrichment, work schedule flexibility, job satisfaction and organizational commitment. Descriptive analysis of data was also made. In addition, correlation tests and linear regression between the identified variables were run, according to the research model in order to determine the relationships and the significance of each construct with respect to the dependent variable (job satisfaction).

IV. RESULTS

Table 1 presents the data of the exploratory study. Scales used to measure the constructs of the study are also listed in this table. Results of factor analysis allow the identification of study constructs. Reliability indicators (Cronbach Alpha) have acceptable values. It also shows the most important descriptive information for each variable (mean and standard deviation). Finally, Table 1 provides information about the correlation of each construct with respect to job satisfaction. Note that job satisfaction presents a positive and significant correlation with organizational commitment (see Table 1).

Table 2 presents the results of linear regression analysis, which empirically contrasts the research model. This information indicates the coefficient (β) of each independent variable and also shows the specific significance (P value) of each element with respect to the dependent variable (job satisfaction). Overall model fit and Adjusted R^2 are also shown (see Table 2).

V. DISCUSSION

The relationship between work-family enrichment and job satisfaction is positive and significant. Work-family enrichment (the positive side of work-family interface) shows a strong significance in determining job satisfaction, being an important factor when influencing this variable. It's so useful and helpful to analyze work-family interface from its positive side, since in this specific case, higher work-family enrichment leads to greater job satisfaction. Then hypothesis H1 is accepted. It should be noted that work-family enrichment is only statistically significant in the direction from work to family, but not in the reverse sense (from family to work), then hypothesis H2 is rejected.

Work schedule flexibility perceived by university professors is not related to job satisfaction. This kind of flexibility is an extrinsic factor that revolves around the work activity, such as wages, working conditions, job security, among others. These are hygienic factors that prevent dissatisfaction, but do not generate satisfaction by themselves. However, work schedule flexibility can have a moderating effect and an indirect influence on job satisfaction. In this particular case of academics, work schedule flexibility has a positive and significant effect on the relationship between work-family enrichment (in both directions) and job satisfaction. Then hypotheses H3 and H4 are accepted.

It is observed that work schedule flexibility is compatible with work-family and family-work enrichment. Therefore, such combinations are recommended considering the benefits for organizational management, in terms of the positive impact on job satisfaction. It is noteworthy that such policy or practice of organizational flexibility is a useful management tool to balance work and family life. Notice that family-work enrichment as such, is not related to job satisfaction. However, this situation is reversed due to the intervention of work schedule flexibility, which favors the employee in the conciliation of work and family life. Therefore, family-work enrichment turns out to be positive for job satisfaction (as well as work-family enrichment) due to the moderating effect of work schedule flexibility. This organizational flexibility (work schedule) would be facilitating a better use of family acquired resources in the work environment, increasing employee satisfaction and benefiting to the organization.

Research results suggest that university directors should be encouraged to adopt and manage work-family enrichment policies because of the positive contribution to teachers' job satisfaction. Our results also shown that organizational commitment and job satisfaction are positively correlated, which suggests that enhancing job satisfaction could contribute to improve teachers' organizational commitment and probably their job performance as well. Notice that number of dependents is the only demographic item related to job satisfaction. Family is one of the most important issues in people's life; therefore, if organization is able to link work and family in a positive way, they would have a strategic tool for human resource management that benefits both, employees and employers. Work-family enrichment allows aligning and meeting individual and organizational goals, one of the most important dilemmas in human resource management.

V. LIMITATIONS AND FUTURE RESEARCH

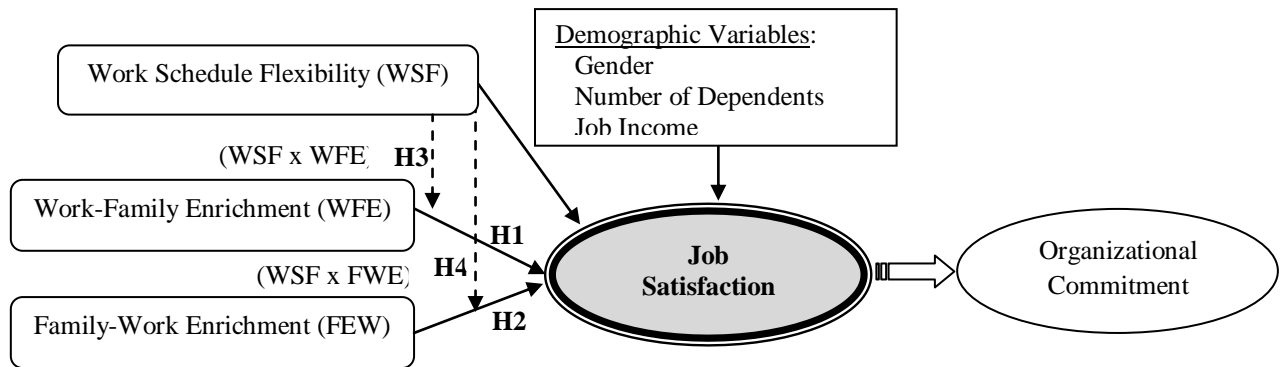
Our research uses cross-sectional data, helpful to test our model. However, dynamic relationships could also be studied using longitudinal information. One single organization was analyzed, so larger samples could be considered with overcoming budgetary constraints. Samples with diverse organizations and sectors will allow to established data comparisons and generalizations. It could be interesting to study organizational culture and values in the perception of work-family enrichment and work schedule flexibility. Future research could analyze more comprehensive models that also include job performance, productivity or profitability, as dependent variables, in order to study the contribution of work-family enrichment and work schedule flexibility on other organizational outcomes.

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WFE: Work-Family Enrichment
FEW: Family-Work Enrichment
WSF: Work Schedule Flexibility

Figure 1. Research Model: Work-Family Enrichment and Job Satisfaction

Table 1: Exploratory Study Data

Variable	Scale	# of Items	Explained Variance	Reliability (Cronbach's Alpha)	Mean (M)	Standard Deviation (SD)	Correlation with Job Satisfaction (Rho Spearman)
Work-Family Enrichment	Carlson et al. (2006)	6	69,657%	0,911	5,41	1,136	0,511 ***
Family-Work Enrichment	Carlson et al. (2006)	6	78,456%	0,919	5,60	1,126	0,427 ***
Work Schedule Flexibility	Rothausen (1994)	4	58,338%	0,757	4,83	1,114	0,323 ***
Job Satisfaction	Agho et al. (1992)	4	73,365%	0,874	6,03	0,889	----
Organizational Commitment	Meyer et al. (1993)	3	76,636%	0,845	5,25	1,454	0,204 **

*** Correlation is significant at 99% of level confidence

** Correlation is significant at 95% of level confidence

Table 2: Linear Regression Outcome. Dependent Variable: Job Satisfaction

Independent Variables	Coefficient β	t	P value (Sig.)	F	Model Fit (Sig.)	Adjusted R ²
Constant	2,754	1,769	0,080	6,968	0,000 ***	0,278
Gender	-0,107	-0,669	0,505			
Number of Dependents	0,138	1,921	0,057 *			
Income	0,005	0,180	0,858			
Work-Family Enrichment (WFE)	0,953	2,981	0,003 ***			
Family-Work Enrichment (FWE)	-0,450	-1,398	0,165			
Work schedule flexibility (WSF)	0,186	0,649	0,517			
WSF x WFE	0,139	-2,046	0,043 **			
WSF x FWE	0,121	1,742	0,084 *			

*** Correlation is significant at 99% of level confidence

** Correlation is significant at 95% of level confidence

* Correlation is significant at 90% of level confidence