

**HUMAN RESOURCE FLEXIBILITY AND THE RELATIONSHIP BETWEEN
WORK-FAMILY ENRICHMENT AND JOB SATISFACTION: LINEAR
REGRESSION ANALYSIS**

**FLEXIBILIDAD DE RECURSOS HUMANOS Y RELACIÓN
ENRIQUECIMIENTO TRABAJO-FAMILIA Y SATISFACCIÓN LABORAL:
ANÁLISIS DE REGRESIÓN LINEAL**

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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 human resource flexibility into this relationship. 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, human resource 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 human resource flexibility, in order to improve faculty satisfaction.

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

RESUMEN

El propósito de este trabajo es explorar la relación entre el enriquecimiento trabajo-familia y la satisfacción laboral, así como el efecto moderador de la flexibilidad de recursos humanos en dicha relación. La información para contrastar las hipótesis fue recolectada a través de cuestionarios aplicados a profesores universitarios. Los resultados indican que el enriquecimiento trabajo-familia se encuentra positivamente relacionado con la satisfacción laboral, pero el enriquecimiento familia-trabajo no. Además, la flexibilidad de recursos humanos modera positivamente la relación entre el enriquecimiento trabajo-familia y la satisfacción laboral, volviendo incluso relevante el impacto del enriquecimiento familia-trabajo sobre la satisfacción docente. Los hallazgos son insumos útiles para diseñar e implementar políticas de conciliación trabajo-familia y flexibilidad de recursos humanos, que mejoren la satisfacción laboral.

Palabras clave: enriquecimiento trabajo-familia; satisfacción docente; flexibilidad de recursos humanos; conciliación trabajo-familia.

Clasificación JEL: M54

I. INTRODUCTION

The research purpose 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 human resource 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 human resource flexibility affect on faculty satisfaction? The study data were collected from Economics and Finance Faculty of Juan Misael Saracho University (city of Tarija, Bolivia).

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 and Powell 2006; Carlson et al. 2006), positive spread (Allis and O'Driscoll 2008; Hammer et al. 2005), work-family facilitation (Rotondo and Kincaid 2008; Wayne et al. 2006; Balmforth and Gardner 2006) or work-family synergy (Beutell and 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). Findings serve as inputs in the formulation and implementation of strategies and policies for work-life balance and human resource flexibility that achieve adequate levels of job satisfaction of university professors. Identifying the key factors of teacher satisfaction allows university managers to better understand this phenomenon, in order to take decisions and actions which optimize the application of human resources in achieving organizational purposes.

II. THEORETICAL BACKGROUND AND RESEARCH HYPOTHESES

Job Satisfaction and Work-Family 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. Then, a deep and detailed understanding of teacher's job satisfaction can help university administrators and academic managers to identify and improve factors that lead to higher levels of satisfaction (Xu 2008). Sabharwal and Corley (2009) mention that in next decade, universities and schools for professionals will demand more workers, then, issues related to teacher satisfaction and retention will be increasingly important for university administrators and those responsible of university policy. Callister (2006) referred that previous researches have not considered business faculty, most satisfaction studies have focused only on natural sciences and engineering fields.

Work-family enrichment is considered one of the most significant dimensions of work-family balance (Aryee et al. 2005). It focuses on the positive effects from work to family life (enrichment from work to family) and from family to working life (enrichment from family to work). 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 and 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. More specifically, the enrichment occurs when resources (skills and perspectives, flexibility, physical and psychological, social-capital and material resources) obtained in one role improve the performance in another role either directly (known as the instrumental route) or indirectly through its influence on positive affect (the affective route). Workers who have experienced work-family enrichment tend to demonstrate better physical health, lower absenteeism, higher job performance (Van Steenbergen et al. 2007), job satisfaction and organizational commitment

(Beutell and Witting-Berman 2008). However, studies on work-family enrichment are still too few to confirm results (Baral and Bhargava 2010).

Positive emotional experiences that accompany work-family enrichment can improve job satisfaction and general welfare (Allis and 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. 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.

Human Resource Flexibility

Flexibility of human resources is one facet of organizational flexibility, it is therefore an organization's specific skill to deal appropriately and timely manner to competitive and dynamic environments, situations or experiences related to the management of people working in the organization (Dreyer and Gronhaug 2004). Human resource flexibility refers to the management and use of the work force and can be defined as the ability of the organization to change the use of the labor factor (in terms of volume, qualification and time), against fluctuations and changes in the levels and structure of the demand (Blyton and Morris 1992). Human resource flexibility is derived from a series of flexible policies and practices that are managed in the human resource area (Kalleberg 2001) and help employees to deal with the demands of their work and personal life (Hill et al. 2008), that's why it could be considered as work-life benefits (also called family friendly policies). It provides a context of high corporate performance in a dynamic environment by managing employee's behavior at the individual, group and organizational level (Raisch and Birkinshaw 2008).

These kind of policies or 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 (Lambert 2000). Human resource flexibility could be considered a tool to manage work-family balance because it can be useful for workers and the organization. Recently, McNall et al. (2010) suggest that perceptions of work-family enrichment combined with availability of organizational flexibility (e.g. human resource flexibility) could be positive for job satisfaction. Then keeping in mind that it is expected that work-family enrichment (in both directions) will determine job satisfaction, we also poses that:

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

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

The proposed model based on the problem, purpose and research hypotheses is depicted in figure 1.

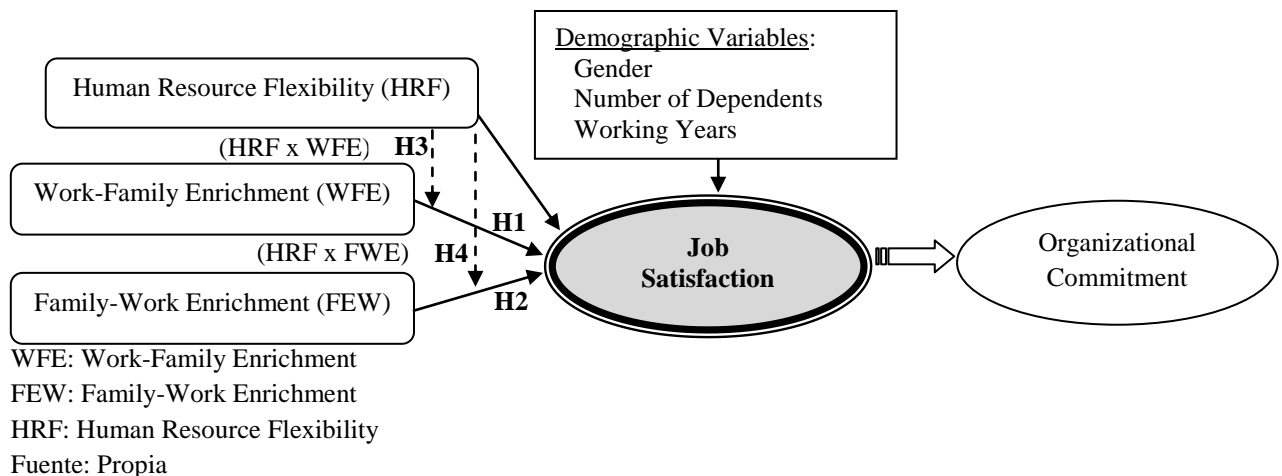


Figure 1. Research Model: Work-Family Enrichment and Job Satisfaction

III. METHODOLOGY

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 Ketkar & Sett (2010) was used to measure human resource flexibility, with four items, for example: "good performance is always recognized and rewarded in our Faculty". 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.

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 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%.

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, human resource 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.

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 ***
Human Resource Flexibility	Ketkar & Sett (2010)	4	62,276%	0,794	4,29	1,208	0,338 ***
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

Source: Own

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.

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	2,504	1,154	0,032	8,273	0,000 ***	0,319
Gender	-0,007	0,011	0,526			
Number of Dependents	0,177	0,067	0,010 **			
Working Years	0,006	0,011	0,558			
Work-Family Enrichment (WFE)	0,741	0,224	0,001 ***			
Family-Work Enrichment (FWE)	0,183	1,193	0,346			
Human Resource Flexibility (HRF)	0,356	0,219	0,107			
HRF x WFE	0,118	2,046	0,033 **			
HRF x FWE	0,079	1,742	0,094 *			

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

** Correlation is significant at 95% of level confidence

* Correlation is significant at 90% of level confidence

Source: Own

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.

Human resource 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, human resource flexibility can have a moderating effect and an indirect influence on job satisfaction. In this particular case of academics, human resource 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 human resource 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 human resource 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 human resource flexibility. This organizational flexibility (human resource flexibility) 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.

Finally, 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. Then and from a microeconomic perspective, if the human productive factor is satisfied, the organization will obtain a solid basis on which to optimize the achievement of its social or economic objectives and the rational use of its scarce resources. Ultimately, social or economic profit maximization or cost minimization within an enterprise economy, requires that workers would be satisfied with their jobs and committed to their organization.

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 human resource 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 human resource flexibility on other organizational outcomes.

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