

Work-Family Enrichment as a Silver Lining of Work-Family Interface in the Academic Society: Causes and Consequences

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Abstract

Work-family interface that covers family and work reciprocal relations includes both aspects of negative and positive interactions of people's work and family lives. This article deals with the analysis of the antecedents and consequences of positive aspects among faculty members. Specifically, the study investigated the effect of flexible working arrangements on work and family enrichment with the moderating role of gender and self-efficacy. In addition, the relationship between work-family enrichment and job involvement, organizational identification, and family satisfaction was tested. The survey questionnaires were distributed to the faculty members of four premium universities in Tehran, and the structural equation modeling was used to test the hypotheses. The results showed that flexible working arrangements have a significant positive effect on family to work enrichment (FWE) and work to family enrichment (WFE). Moreover, WFE was found to have a significant positive effect on job involvement, organizational identification, and family satisfaction. On the other hand, the effects of FWE on job involvement and family satisfaction were confirmed; however, FWE did not have any significant effect on organizational identification. The moderating role of self-efficacy in the relationship between flexible working arrangement and FWE was confirmed, while the moderating role of gender in the relationship between flexible working arrangement and work-family enrichment (in both directions) was rejected. As a major conclusion, it can be said that in the academic community of Iran, flexible working arrangements can still be used to enrich work and family life and perhaps achieve a higher level of work-family balance.

Keywords: Work-family enrichment, Flexible working arrangements, Job involvement, Organizational identification, Family satisfaction.

1. Introduction

The subject of work life and family life has been affected by the changes made in job models and family roles in recent decades (Lapierre et al., 2018). The changing identity of work and family roles has led to a growing interest in the management of people in various roles (Barnett & Hyde, 2001). Researchers studying the work life interface during the past decades have focused on the conflict between these two domains (MacDermid, 2005). In addition to operationalizing the concept of work life conflict (Carlson et al., 2000), they have also focused on their unpleasant consequences such as stress (Edwards & Rothbard, 1999), turnover (Noor & Maad, 2009), absenteeism (Goff et al., 1990), burnout (Bacharach et al., 1991), and job dissatisfaction (Hughes & Bozionelos, 2007). Although the study of these conflicts is of great importance, the positive aspects of this concept would be ignored if the investigations were limited to the explanation of these negative aspects. Thus, in recent

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studies, the necessity of paying attention to the positive interactions in the domains of work and life has been pointed out using terms such as “enrichment” and “positive spillover” (Carlson et al., 2006; Khandelwal & Sehgal, 2018).

In today’s knowledge-based economy, the contribution of human capitals in the achievements of organizations is undeniable. Universities and research institutions are kind of organizations whose main capital and competitive advantages are limited to their knowledge workers. However, these organizations are not credited with providing favorable situations and paying attention to the concerns of human resources (Johnsrud, 2002).

There are three research gaps concerning the work-family interface of the staff in general and academic people in particular that the present research tries to fill. First, as mentioned before, researchers have mainly focused on the conflict of these two domains and not much attention has been paid to the positive interactions of these two domains. In other words, most of the research in work life interface field are allocated to the work life conflict rather than work life enrichment (Lapierre et al., 2018). Another research gap to be filled is that most research has dealt with the negative or positive effects of work on people’s personal lives. However, this relation can be considered as a reciprocal relation, in such a way that people’s work is under the positive or negative influence of their family life (Kinnunen et al., 2006). Finally, the third gap to be filled is that too many studies have dealt with the relations between work and life in a wide spectrum of occupations, while few studies have addressed this subject among the educated and academic class of society. It has to be mentioned here that although the number of these studies are less than the studies that have focused upon non-academic professions, they point out the different nature of the scientific occupations and the necessity of thorough analysis of these occupations (Beigi et al., 2016). Therefore, in line with the three research gaps mentioned above, the present study is going to address concept of work-family enrichment as well as its antecedents and consequences along with its moderating variables in the academic community of Iran.

2. Theory and Hypotheses

2.1. Work-Family Enrichment

A positive viewpoint on the work-family interface, or the idea that the work and family life can be mutually beneficial, provide a more complete image of work-life interface (Frone, 2003). This viewpoint assumes that the energy or skills created or developed in the workplace can also improve one’s performance in the family life. In other words, the basic hypothesis here is that the possession of multiple roles can provide more resources and opportunities for the individual in order to improve performance in other areas of life. For example, employees who acquire decision-making skills at work are gradually using these newly acquired skills to deal with their children more effectively. Spouse support and the possibility of addressing the work-related problems at home can enable employees to cope better with the pressures at work. The concepts such as “positive spillover” and “work-family enrichment” have emerged in this viewpoint (Greenhaus & Powell, 2006).

The initial definition of the concept of positive spillover was based on how individuals’ activities in one role support, facilitate, or enhance other roles (Crouter, 1984). This broad definition was later limited. It was suggested that enrichment occurs when “one’s experiences, thoughts, and feelings in one role have a positive effect on her experiences, thoughts, and feelings in the other roles” (Stephens & Sommer, 1996, p. 476). Enrichment is also a positive construct that has undergone changes in conceptualization over time. Initially this concept was defined and measured in the same way as positive spillover. However, a newer definition

of work-family enrichment has been conceptualized as “the extent to which one’s experiences in one role enhance her performance or quality of life in other roles” (Greenhaus & Powell, 2006: 74). Thus, in this new definition, the emphasis on the usefulness of one’s role in one area for other areas is transformed from implicit to explicit. Enrichment occurs in two ways: 1) instrumental path in which the resources of one role directly promote one’s performance in the other role; and 2) the affect path in which the benefits of a role are indirectly led to one’s performance enhancement in another role via creating positive feelings in the individual. Enrichment includes four types of gains: Developmental (i.e., acquisition of knowledge, skills, perspectives, or values), affective (i.e., change in behavior and/or attitudes), capital (i.e., acquisition of asset) and efficacy gains (i.e., increased focus level) (McMillan et al., 2011). These dimensions have been used in the present study to operationalize the concept of the reciprocal relation of work-family enrichment. As noted earlier, since the work-family positive interface can be considered a reciprocal relationship, the study employs the separate scales for work to family enrichment and family to work enrichment.

2.2. Flexible Working Arrangements

Flexible working arrangements refer to the work schedules that differ from standard work arrangements (de Menezes & Kelliher, 2011). Although flexible working arrangement came from the increased participation of women and the care-needed workforce, it is now available to all segments of employees (Lewis et al., 2007). This issue is resulted from understanding the negative effect of work pressure on the health of employees and their families (Costa et al., 2004). Flexible working arrangements have been recognized by the International Labor Organization, the European Union, and the Organization of Economic Cooperation and Development as an important matter for the management of employees’ health and well-being (Zeytinoglu et al., 2009). However, those employers who are concerned about costs do not provide the flexible working arrangement continuously (Kotey, 2017). Flexible working arrangements are defined as “the ability of employees to choose and make decisions about when, where, and for how long they are involved in work-related tasks” (Jeffrey et al., 2008, p. 151). These arrangements reflect the organization’s support for its employees and their families (Allen, 2001). Actually, three dimensions of flexibility exist as alternative work arrangements: (a) flexibility in the employment relationship, (b) flexibility in the scheduling of work, and (c) flexibility in where work is accomplished (Spreitzer et al., 2017). Among these alternative work arrangements, two popular forms of flexible working arrangement are flextime, which illustrates the flexibility of employees to choose working hours, and flexplace, which reflects the flexibility of employees to decide where to work (Chen et al., 2018; McNall et al., 2010). Employers use flexible working arrangements such as start and end flextime, work at home, flexible use of leaves, job sharing and flexibility in choosing work shifts for employees’ motivation, turnover reduction, increasing job satisfaction, and in total, increasing productivity (Russell et al., 2009). In addition, it leads to increased employee participation, organizational commitment, and reduced absenteeism (Pratt, 2008; Rudolph & Baltes, 2017). Key findings related to nonstandard work schedules and employee family variables such as family relations and work-family conflict showed that only flextime (and not other working time arrangements such as shift work or compressed work schedules) could have a small positive effect on non-work variables (Bolino et al., 2021).

Greenhaus and Powell (2006) identified a variety of resources that drive the work-family enrichment process, including skills and perspectives, psychological and physical resources, social-capital resources, flexibility (e.g., flexible working arrangement), and material resources. The resource relevant to the present study is flexibility. Greenhaus and Powell

(2006, p. 50) defined flexibility as “discretion in determining the timing, pace, and location at which role requirements are met.” Thus, the resources that an employee gains in his or her work role (e.g., flexibility) may directly improve his or her parenting role or may indirectly produce positive affect (e.g., enthusiasm, alertness, high energy), which in turn benefits the employee’s interactions with his or her family. Hence, on the basis of Greenhaus and Powell (2006) model, it is possible that flexible working arrangements play a key role in the resource generation process, thereby increasing work-family enrichment (McNall et al., 2009).

Research has revealed that flexible working arrangements are associated with a variety of important outcomes. For example, flexible working arrangements enable employees to balance work, mental health, and family responsibilities (Bardoel et al., 2008; Kotey, 2017). In addition, the evidence suggests that providing the freedom for employees to manage their workplaces through flexible working arrangements can be a valuable HRM strategy that leads to work-family enrichment (Chen et al., 2018). Flexible working arrangements promote employee’s health and well-being and reduces the conflict of work and family roles (Grzywacz et al., 2008; Jang, 2009). Although in the first place, the nature of academic careers seems to have flexible working arrangements such as flextime and flexplace, some scholars believe that academics actually have a “choice to be an illusion” (Wolf-Wendel & Ward, 2006, p. 515), because their permanent employment and mental involvement at times impairs these arrangements and physical facilities.

Hence, the following research hypotheses are considered:

H_{1a}: Flexible working arrangements positively relates to work to family enrichment.

H_{1b}: Flexible working arrangements positively relates to family to work enrichment.

2.3. *Job Involvement*

Lawler and Hall (1970) have defined job involvement as the psychological identification of the person with the job and the degree to which the job position is central to the person and her identity. Kanungo (1982) has defined job involvement as cognitive identification with work. Essentially, job involvement is the degree of importance a person places on her work in the life (Brown & Leigh, 1996). As DeCarufel and Schaan (1990) have noted, a person with a high degree of job involvement puts her work at the center of her life interests (Lambert et al., 2018). Some scholars define this concept as “the degree or extent to which a person is psychologically identified with his or her job and is committed to it” (Singh & Gupta, 2015, p. 1195).

Harter et al. (2002) analyzed job involvement and explained its relationship with important concepts such as turnover, satisfaction, customer loyalty, and job security, and finally, they showed the positive relationship of job involvement with productivity and organization’s profitability. In addition, according to Gopinath (2020), job involvement is a major antecedent of job satisfaction in academicians. This increases the need for a closer look at job involvement in relation to organizational variables. Nelson and Simmons (2002) believed that job involvement is the employees’ positive feeling about their job. This positive feeling enables the employees to make their work personally significant and to pursue their career challenges in the hope of brilliant future.

The results of research show that the numerous contextual and personal characteristics have significant relationships with work-family enrichment. Work-related characteristics have a stronger association with work-family enrichment, and family-related characteristics have a stronger relationship with family-work enrichment (Lapierre et al., 2018). In addition, some important work-related factors, such as job satisfaction and participation in organizational

citizenship behavior, are not only influenced by the conditions at work but are also influenced by one's family circumstances. In recent research, several job variables such as job satisfaction and turnover intention have been introduced as the consequences of work-family enrichment (Chen et al., 2018). Hence, the following research hypotheses are considered:

H_{2a}: Work to family enrichment positively relates to academic job involvement.

H_{3a}: Family to work enrichment positively relates to academic job involvement.

2.4. Organizational Identification

The term "identification" has a long history in organizational studies, and it was used as a basis for motivation in the mid-20th century (Foote, 1951). Organizational identification involves considering the individual as a member of the organization and is measured by the individual's willingness to represent the organization (Lee, 2013). In other words, organizational identification is a concept used to describe the relationship of the individual and the organization in which she works. It defines the extent to which an individual identifies with his or her organization (Abernethy et al., 2019). Organizational identification has a direct relationship with the thought and performance of the organization's employees, according to which individuals perceive the organization's successes and failures as their successes and failures. This concept can be expressed in terms of the convergence of the values of the individual and the organization, of being united with or belonging to the organization. All of these definitions implicitly state that the individual ties his or her organizational identity with self-identity cognitively (e.g., feeling of being a member of the organization and internalizing the organizational values), affectively (e.g., being proud for membership), or both. Miller et al. (2000) have introduced and measured organizational identification construct in terms of membership, loyalty, and common characteristics and goals. A sense of membership makes one feel a sense of belonging, a strong sense of engagement, or emotional attraction to the organization and a sense of pride in being a member of the organization. The loyalty component enables the individual to support the goals and policies of the organization and to express her enthusiasm for their achievement, thereby demonstrating the level of her loyalty to the organization. The third component is the perception of common characteristics or similarity that makes people feel they have common interests and goals with their organization and describe themselves as having similar characteristics with the recruiting organization.

The relationship between work-family enrichment and organizational identification is possible in two ways. First, the transfer of positive attitudes from work to family may elevate the significance of organization in the eye of an employee. Second, the transfer of positive attitudes from family to work can enhance the organizational identity (Wayne et al., 2006). In fact, work-family enrichment could help people perceive work and life in a meaningful way and make more effort for the organization in return (Albert & Whetten, 1985). This may result in organizational identification. Work-family enrichment theory suggests that psychological resources referring to positive self-evaluations and positive emotions about the future are key points for illustrating the WFE process (Greenhaus & Powell, 2006). A research by Ward and Wolf-Wendel (2004) revealed that faculty members enjoy their job title and their identification. Zhang et al. (2012) in their study extend work-family enrichment theory to include organizational identification, defined as the connection between the definition of an organization and the definition a person applies to himself or herself. They regard organizational identification as an important psychological resource in the WFE process because it can help individuals positively evaluate themselves and facilitate the

attainment of personal benefits. Such a positive psychological resource could result from WFE. Hence, the following research hypotheses are considered:

H_{2b}: Work to family enrichment positively relates to organizational identification.

H_{3b}: family to work enrichment positively relates to organizational identification.

2.5. Family Satisfaction

Family satisfaction refers to the degree of satisfaction with the family structure and the relationships within the family (e.g., the relationship between parents and children, children with each other) that are formed within this structure (Bakalim & Taşdelen-Karçkay, 2015). It reflects the well-being of a person in the domain of family (Shamsul et al., 2020). In another definition, family satisfaction is conceptualized as the extent to which one is satisfied with her life or family status and position (Rathi & Barath, 2013). From the perspective of Bakalim and Taşdelen-Karçkay (2015), the relationship pattern in the family has an effect on the creation of love and intimacy, both among family members and with others. The family system in which one lives affects all areas of individual development and a high human status throughout life. People who have a high capacity to manage relationships with their family members have higher family satisfaction than others. In their study, Hesse et al. (2014) considered the role of parents in the satisfaction of family as the main factor. Generally, when parents spend more time with the family, it gives satisfaction to the family members, and eventually this feeling of satisfaction is passed on to the parents. Banu (2016) believes that the employees can balance work and personal life factors when family members provide the necessary support to the individual such that the individual is able to succeed both at home and in her job duties. Because it is possible to balance this with the participation of family members, one is happy with family members. Family and job roles are considered the most important roles of individuals. If the job role is of high value to the individual and is considered an important part of the individual's identity, the person assumes that the family is a threat to the time and energy required for the job, resulting in a negative attitude to the family. The fact that the family is the source of conflict will reduce the satisfaction from family life (Rathi & Barath, 2013). In addition, some researchers have sought to test the facilitating effect of work-family enrichment on job and family satisfaction (Chan et al., 2016). Hence, the following research hypotheses are considered:

H_{2c}: Work to family enrichment positively relates to family satisfaction.

H_{3c}: Family to work enrichment positively relates to family satisfaction.

2.6. The Moderating Role of Self-Efficacy

Employees' self-efficacy is the belief of the employees to work at a certain level of performance and the extent to which they are influenced by the events and conditions related to their job or profession. Self-efficacy helps the employees to build confidence and energy to influence, shape, and expand what is happening at work. Individuals with high self-efficacy perceive the demand and need as opportunities for better skill development and this helps them meet challenges easier. In his extensive studies, Bandura (1986) found that the belief in self-efficacy fosters other personal resources such as self-confidence and self-control, which are two valuable traits in the workplace. Strong beliefs mean the ability to accomplish and achieve goals through the effort and perseverance one wishes to spend. Another key element in building and enhancing one's self-efficacy is evaluation. Typically, a person with high self-

efficacy constantly evaluates their ability to perform properly. Evaluations change over time as new information becomes available. Studies show that the evaluations often lead to higher standards for achieving work results and in turn help present and organize the efforts. As Bandura concluded, self-efficacy is a futuristic assessment guided by individual perception (Lyons & Bandura, 2018).

Employees with a high sense of self-efficacy focus their attention on how to manage their job duties to achieve optimal results, while employees who are not self-confident are likely to fail and ultimately have lower job performance (Bandura, 1988). Self-efficacy also affects the amount of work stress that employees experience when dealing with multiple demands. Due to depression, anxiety, and fatigue, the self-efficacy not only affects employees in coping with the problems, but also their ability to control thoughts (Bandura, 1988; Chan et al., 2016).

Research results show that individuals' traits and personality affect the work-family enrichment in different ways. For example, people with high positive affectivity are more likely to experience work to family enrichment and family to work enrichment (McNall et al., 2015). Research results also show that self-efficacy is effective in the relationship between work-family enrichment and job satisfaction (Chan et al., 2016). Therefore, the following research hypotheses are considered:

H_{4a}: Self-efficacy moderates the relationship between flexible working arrangements and work to family enrichment.

H_{4b}: Self-efficacy moderates the relationship between flexible working arrangements and family to work enrichment.

2.7. *The Moderating Role of Gender*

Gender is one of the demographic variables that have been examined more than other variables in the work-family interface field of study. The reason is that work is generally expected to be more important to men and the family more important to women. The literature on the socialization of gender roles shows that men are socialized to prioritize the role of family finance, while women are socialized in ways that contribute to housework and motherhood (Ezzedeen & Ritchey, 2009). Apart from job demands, women tend to prioritize and spend more time on family responsibilities (Aryee et al., 2005), whereas men try to prioritize work responsibilities over family demands (Milkie & Peltola, 1999).

Investing more time and energy into work seems to lead to family enrichment for men. Conversely, linking to family roles and investing more time and energy in the family leads to work enrichment for women. In other words, since women tend to prioritize family roles and spend more time on family activities, they tend to transfer family's morale, behavior, and skills into work. This leads to family to work enrichment, while the opposite is true for men. Rothbard (2001) found that men experience more work to family enrichment, while women experience more family to work enrichment. However, the identity of gender role does not sufficiently explain the difference between work-family experiences (Aryee et al., 2005). For example, women with challenging job opportunities can receive job support that will ultimately enable them to get work to family enrichment (Baral & Bhargava, 2011; Clark, 2001). Grzywacz and Marks (2000) and Powell and Greenhaus (2010) have shown that the positive spillover of work on family is greater for women than men. However, some studies such as Noor and Maad (2009) have shown that gender has no effect in this regard. Overall, the issue of the effect of gender on work-family enrichment among societies with different cultural traits, different occupations, and different organizations does not appear to have the same results (Putnik et al., 2018). Individuals' preferences for organizational support may

even vary depending on the nature of the job, culture, and other factors. Hence, the following research hypotheses are considered:

H_{5a}: Gender moderates the relationship between flexible working arrangements and work to family enrichment.

H_{5b}: Gender moderates the relationship between flexible working arrangements and family to work enrichment.

3. Research Methodology

As noted earlier, the share of research dedicated to the topic of work-family enrichment in the academic community is scarce compared to other employees, suggesting the need to delve deeper into this particular range of jobs. In spite of this, the research shows that academics experience a high degree of work-family spillover (Near & Sorcinelli, 1986). Nonetheless, for academic jobs, the issue of work-life conflict has been the focus of most research (Beigi et al., 2016; Forster, 2000; Grandey & Cropanzano, 1999; Heijstra & Rafnsdottir, 2010; Van Hooff et al., 2006). The concept of positive spillover or enrichment in the academic community has been analyzed in fewer studies (Creamer & Amelink, 2007). The negative view of work-life conflict is still dominant even by the effect of self-efficacy. For example, the results of the Ergeneli et al., (2010) showed that the negative effect of work-life conflict on job dissatisfaction is greater in people with a sense of inefficacy. However, as is the case with other jobs, the effect of gender on the work-family interface in academic jobs continues to produce contradictory results. One study has shown that the family/community roles have positive spillover on work, while the job roles of female faculty members have a negative spillover on their lives (Murray et al., 2012).

In a qualitative review of forty five studies on work-life relationship of faculty members, Beigi et al. (2018) found that the preference of work boundary management, time management skills, the nature of academic job, the job/family stage in which academics are, and work place culture moderate the relationship between flexible working arrangement and work and life conflict.

In sum, in addition to the research gaps noted in the introduction, what emerges from a review of the theoretical foundations and empirical background of the issue (namely the emphasis on the conflict between work and family life, the one-sided emphasis on the effect of work on the family, and the inattention to particular areas of knowledge jobs) highlights the need to address the issue specifically in the specific context and circumstances of Iran. Therefore, the present study attempts to investigate the positive aspects of work-family interfaces (enrichment) by emphasizing the reciprocal interface between these two areas. The causes and consequences of the work-family enrichment with the moderating role of gender and self-efficacy paints a more detailed picture of the topic being addressed on the faculty members of Iranian universities.

According to the presented issues and hypotheses, the conceptual model of research is as shown in Figure 1.

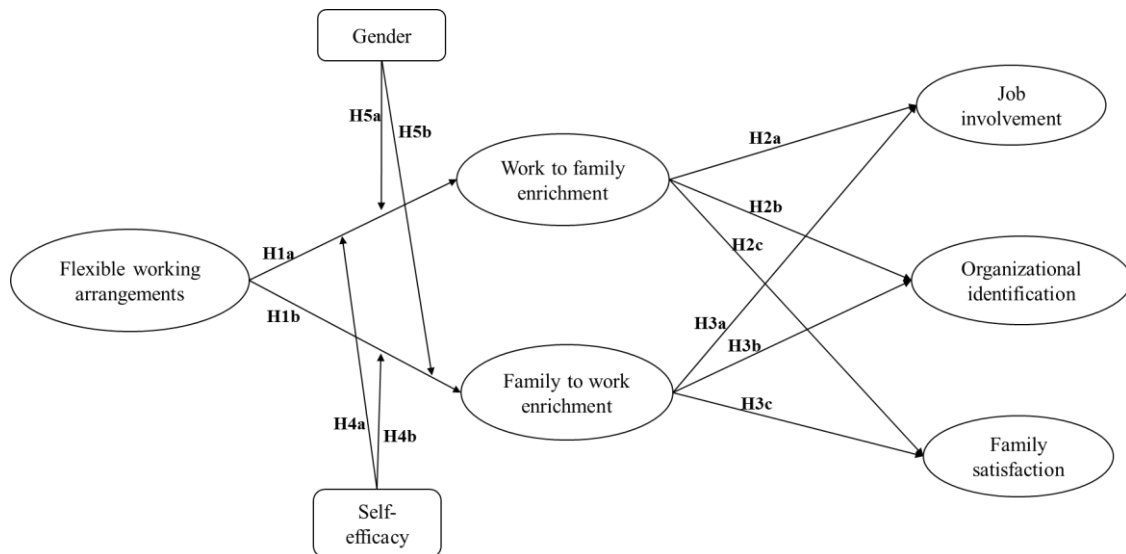


Fig. 1. Research Theoretical Model

3.1. Participants and Procedure

The survey questionnaires in Persian language were distributed among the professors of four premium universities of the capital of Iran, Tehran. A total of 110 out of 135 professors answered and returned the questionnaires, of which 107 were usable. The response rate was thus 81 percent. Three questionnaires were removed from the data since the amount of missing values exceeded 15 percent. Missing values in the remaining questionnaires were handled using case wise deletion. Respondents consisted of 64 men (59.8 percent) and 43 women (40.2 percent). As for marital status, 18 people (16.8 percent) were single and 89 (83.2 percent) were married. Thirty eight people (35.5 percent) had no child, 62 (57.9 percent) had one or two children, and seven (6.5 percent) had more than two children. With regard to age, the respondents consisted of 17 people (15.9 percent) under 35 years old, 51 people (47.7 percent) between 35 to 45 years old, 29 people (27.1 percent) between 45 to 55 years old, and 10 people (9.3 percent) above 55 years old. Finally, six respondents (5.6 percent) were lecturer/visiting professor, 56 (52.3 percent) were assistant professors, 43 (40.2 percent) were associate professors, and two (1.9 percent) were full professors.

Smart PLS was used for data analysis, allowing for confirmatory factor analysis as well as hypotheses testing. The PLS software used was Smart PLS 2.0. M3. Research shows that the application of PLS in the various fields has increased over recent years (Ali et al., 2018; Hair et al., 2012). Compared to covariance-based structural equation modelling, PLS allows for the use of non-normal data, small sample sizes, and the formative measurements of the latent variables (Hair et al., 2016; Hair et al., 2012). Reinartz et al. (2009) achieved high levels of statistical power using PLS in sample sizes of less than 100 observations. Therefore, we used PLS mainly to achieve our research goal in a small sample ($n = 107$).

The research steps are briefly shown in Figure 2. Each step is described in the related section.

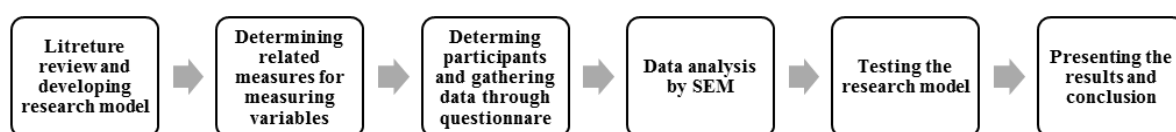


Fig. 2. Research Steps

3.2. Measures

The following measures were used. For each scale, the arithmetic mean of the item response for the variable value was used. The questionnaire was translated into Persian by a bilingual person. Variable measures are as Table 1. A Likert-type response scale, ranging from 1 (strongly disagree) to 5 (strongly agree), was used for each item.

Table 1. Measures

Variable	Items and sub-items	References
Work to family enrichment	9 items	Carlson et al. (2000)
	Work to Family Development (WFD): 3 items	
	Work to Family Affect (WFA): 3 items	
Family to work enrichment	Work to Family Capital (WFC): 3 items	Schumm et al. (1986)
	9 items	
	Family to Work Development (FWD): 3 items	
Family satisfaction	Family to Work Affect (FWA): 3 items	Mael & Ashforth (1992)
	Family to Work Efficiency (FWE): 3 items	
Organizational identification	4 items	Kotey (2017)
Flexible working arrangements	4 items	
Self-efficacy	5 items	Lyons & Bandura (2018)
	The items were customized according to university context	
Job involvement	6 items	Kanungo (1982)
	10 items	

Data analysis and measuring the model was done with SEM and PLS software. First, using reflective measurement model, the indicator reliability, internal consistency, as well as the convergent and discriminant validity were tested. Second, collinearity, significance of the path coefficient, and predictive relevance of the path model were evaluated through structural model results. Finally, the moderating role of gender was assessed by calculating the difference between the standardized coefficients of each sample.

4. Results

A PLS model is analyzed and interpreted in two stages: the assessment of the reliability and validity of the measurement model, and the assessment of the structural model. Table 2 reports the mean, the standard error of the mean (SE mean), the standard deviation (SD), and the factor loadings of each item of the questionnaire. Composite reliability (CR) and average variance extracted (AVE) for each construct are also shown in Table 2. In this table, the measurement model was evaluated with the holdout sample. The reflective measurement model tests indicator reliability and internal consistency as well as the convergent and discriminant validity (as shown in Table 2 and Table 3). The PLS algorithm was ran using case wise replacement missing value algorithm, path weighting scheme, maximum iterations of 300, an abort criterion of 1.0E-5, and initial weights of 1. The indicator reliability was examined via evaluating outer loadings, where data with lower than 0.50 factor loading were eliminated (Hair et al., 2016). Therefore, nine items were eliminated (FWA1, FWE1, JI1, JI5, JI10, SE4, WFA1, WFC3 and OI6). The final standardized loadings ranged from 0.594 (Flex4: FWA question number two) to 0.8570 (WFD2: WFE question number two), which were upper than 0.5 as the acceptable level.

Table 2. Descriptive Statistics and Construct Validity

Construct	Items	Mean	SE mean	SD	Loading
Work to family enrichment (items adapted from Carlson et al., 2006) CR = 0.8969 AVE = 0.5942	My Involvement in my work...				
	WFD1: Helps me to understand different viewpoints and this helps me be a better family member.	4.33	0.075	0.774	0.845
	WFD2: Helps me gain knowledge and this helps me be a better family member.	4.31	0.055	0.573	0.857
	WFD3: Helps me acquire skills and this helps me be a better family member.	4.49	0.063	0.650	0.712
	WFA1: Puts me in a good mood and this helps me be a better family member.	3.95	0.085	0.884	0.442 ^a
	WFA2: Makes me feel happy and this helps me be a better family member.	3.88	0.074	0.761	0.787
	WFA3: Makes me cheerful and this helps me be a better family member.	3.56	0.102	1.057	0.640
	WFC1: Helps me feel personally fulfilled and this helps me be a better family member.	4.42	0.066	0.687	0.652
	WFC2: Provides me with a sense of accomplishment and this helps me be a better family member.	4.42	0.076	0.790	0.762
	WFC3: Provides me with a sense of success and this helps me be a better family member.	4.45	0.058	0.602	0.437 ^a
Family to work enrichment (items adapted from Carlson et al., 2006) CR = 0.8612 AVE = 0.5553	My Involvement in my family...				
	FWD1: Helps me gain knowledge and this helps me be a better worker.	3.54	0.088	0.914	0.768
	FWD2: Helps me acquire skills and this helps me be a better worker.	3.47	0.098	1.012	0.796
	FWD3: Helps me expand my knowledge of new things and this helps me be a better worker.	3.37	0.091	0.937	0.778
	FWA1: Puts me in a good mood and this helps me be a better worker.	4.08	0.067	0.688	0.484 ^a
	FWA2: Makes me feel happy and this helps me be a better worker.	4.09	0.076	0.783	0.633
	FWA3: Makes me cheerful and this helps me be a better worker.	3.88	0.085	0.876	0.711
	FWE1: Requires me to avoid wasting time at work and this helps me be a better worker.	3.79	0.089	0.922	0.423 ^a
	FWE2: Encourages me to use my work time in a focused manner and this helps me be a better worker.	3.98	0.071	0.739	0.739
	FWE3: Causes me to be more focused at work and this helps me be a better worker.	3.61	0.094	0.969	0.730
Flexible working arrangements (items adapted from Kotey, 2017) CR = 0.8608 AVE = 0.5556	Flex1: I can work from home	3.63	0.097	1.005	0.752
	Flex2: I have the ability to use leave for a variety of issues such as parenting, personal issues, illness, or unexpected incidents.	3.87	0.076	0.790	0.807
	Flex3: I have flexible start and finish times.	2.98	0.100	1.037	0.794
	Flex4: I am able to share my work	3.57	0.087	0.902	0.594
	Flex5: I have flexibility in choosing my work days and tasks.	4.05	0.073	0.757	0.760
Job involvement (items adapted from Kanungo, 1982) CR = 0.9123 AVE = 0.5992	J11: The most important things that happen to involve my present job.	3.62	0.091	0.938	0.317 ^a
	J12: To me, my job is only a small part of who I am. (R)	3.17	0.121	1.248	0.814
	J13: I am very much involved personally in my job.	4.10	0.075	0.776	0.816
	J14: I live, eat, and breathe my job.	3.25	0.106	1.100	0.694
	J15: Most of my interests are centered on my job.	3.65	0.090	0.933	0.482 ^a
	J16: I have very strong ties with my present job which would be very difficult to break.	3.82	0.079	0.822	0.774
	J17: Usually I feel detached from my job. (R)	3.92	0.073	0.754	0.662
	J18: Most of my personal life goals are job-oriented.	2.99	0.106	1.095	0.808
	J19: I consider my job to be very central to my existence.	3.75	0.085	0.881	0.833
	J110: I like to be absorbed in my job most of the time.	3.07	0.106	1.096	0.488 ^a

Table 2. Descriptive Statistics and Construct Validity

Construct	Items	Mean	SE mean	SD	Loading
Organizational identification (items adapted from Mael & Ashforth, 1992) CR = 0.8385 AVE = 0.5112	OI1: When someone criticizes (name of university), it feels like a personal insult.	3.05	0.116	1.200	0.737
	OI2: I am very interested in what others think about (name of university).	3.66	0.098	1.009	0.712
	OI3: When I talk about this university, I usually say 'we' rather than 'they'.	3.81	0.099	1.020	0.677
	OI4: This university's successes are my successes.	3.96	0.077	0.800	0.809
	OI5: When someone praises this university, it feels like a personal compliment.	4.07	0.083	0.855	0.627
	OI6: If a story in the media criticized the university, I would feel embarrassed.	4.21	0.080	0.824	0.293 ^a
Family satisfaction (items adapted from Schumm et al., 1986) CR = 0.8514 AVE = 0.5898	How satisfied are you with...				
	FS1: your family life	4.52	0.060	0.620	0.785
	FS2: your relationship with your spouse	4.48	0.068	0.705	0.827
	FS3: your relationship with your child (ren)	4.14	0.082	0.852	0.698
Self-efficacy (items adapted from Lyons & Bandura, 2018) CR = 0.7920 AVE = 0.6624	SE1: I can remain calm when facing difficulties in my job because I can rely on my abilities.	3.96	0.070	0.726	0.788
	SE2: When I am confronted with a problem in my job I can usually find several solutions.	4.00	0.056	0.583	0.845
	SE3: Whatever comes my way in my job, I can usually handle it.	3.74	0.084	0.872	0.699
	SE4: My past experiences in my job have prepared me well for my occupational future.	4.17	0.070	0.720	0.459 ^a
	SE5: I meet the goals I set for myself in my job.	4.31	0.049	0.503	0.749
	SE6: I feel prepared for most of the demands in my job.	3.97	0.078	0.806	0.646

Notes: ^aitem eliminated due to lower than 0.50 loading. All significant at $p < 0.01$

4.1. Measurement Model Evaluation

Internal consistency was examined via composite reliability (CR), which ranged from 0.7920 (SE) to 0.9123 (JI). As it is evident, the values were upper than 0.7 as the acceptable threshold (Hair et al., 2016). Convergent validity was examined through the average variance extracted (AVE). AVE values ranged from 0.5112 (OI) to 0.6624 (SE), all above the 0.50 threshold.

The Fornell-Larcker criterion was used for evaluating the discriminant validity. As shown in Table 3, all square roots of the AVE were more than the highest correlation with other constructs in the model (Hair et al., 2016), and therefore the measurement model had satisfactory discriminant validity.

Table 3. Fornell-Larcker Test Report

ITEM	WFE	FWE	FS	OI	FWA	S-E	JI
Work to family enrichment	<i>0.7708</i>						
Family to work enrichment	0.6991	<i>0.7451</i>					
Family satisfaction	0.2980	0.7442	<i>0.7679</i>				
Organizational identification	0.6606	0.6152	0.7057	<i>0.7149</i>			
Flexible working arrangements	0.7295	0.7012	0.4960	0.3519	<i>0.7453</i>		
Self-efficacy	0.1006	0.5300	0.3219	0.2229	0.5011	<i>0.8138</i>	
Job involvement	0.7262	-0.0821	0.1263	0.2054	0.5148	0.1252	<i>0.7740</i>

Note: Square root of AVE in *italic*

4.2. Structural Model Evaluation

Structural model results evaluate collinearity, significance of the path coefficient, and predictive relevance of the path model. The bootstrap techniques resampling was used for assessing the significance of the path coefficient. Table 4 shows the path correlation, SD, T-

statistics and the significance levels of each hypothesis. According to the analysis of the PLS model, among the eight first hypotheses, seven hypotheses (in fact, all hypotheses except for the FWE → OI route) are supported at a significance level of 0.1 or less.

In addition, as reported in Table 4, among the two moderating hypotheses related to the self-efficacy variable, the H4a hypothesis was not meaningful and rejected, but the H4b hypothesis was confirmed with a path coefficient of 0.175 at the significance level of 0.1. Adopting self-efficacy hypothesis at a confidence level of 0.1 can strengthen the impact of flexible working arrangements on family to the work enrichment of 0.170.

Then, R2, Q2, and GOF were computed. R2 determines the effect of aggregated exogenous constructs in the endogenous construct. Chin (1998) describes the R2 values of 0.67, 0.33, and 0.19 in PLS path model structures as substantial, moderate, and weak. According to the results, R2 values for all of the dependent variables were strong (WFE= 0.623, FWE= 0.564, JI= 0.840, OI= 0.659 and FS= 0.577).

Besides evaluating the magnitude of the R² values as a criterion of predictive accuracy, researchers may desire to also examine Q². Stone-Geisser's Q² is a criterion of predictive accuracy (Geisser, 1974; Stone, 1974). The Q² value of latent variables in the PLS path model is obtained using the blindfolding procedure. Henseler et al. (2009) describe the Q2 values of 0.35, 0.15, and 0.02 as substantial, moderate, and weak. According to the results, Q2 values for all of the variables were substantial (WFE= 0.366, FWE= 0.305, JI= 0.491, OI= 0.322, FS= 0.310, FWA= 0.583 and SE= 0.303).

The goodness of fit (GoF) is an overall measure of fit for PLS-SEM models. Wetzels et al. (2009) describe the GoF values of 0.36, 0.25, and 0.01 as substantial, moderate, and weak. In this study, according to the analysis, the rate of GoF is 0.615, which is strong and acceptable.

Table 4. Hypotheses' Path Coefficients, Standard Deviations and T-Statistics

Path	Path coefficient	STDEV	T-statistics (O/STERR)	Significance levels	Supported hypothesis
H1a: FWA → WFE	0.7895	0.0655	12.0591	$P < 0.01$	Yes
H1b: FWA → FWE	0.7512	0.0636	11.8187	$P < 0.01$	Yes
H2a: WFE → JI	0.8789	0.0788	11.1540	$P < 0.01$	Yes
H2b: WFE → OI	0.5925	0.1183	5.0071	$P < 0.01$	Yes
H2c: WFE → FS	0.2823	0.1647	1.7147	$P < 0.10$	Yes
H3a: FWE → JI	0.2480	0.1165	2.1295	$P < 0.05$	Yes
H3b: FWE → OI	0.0444	0.0821	0.5407	$P < 0.10$	No
H3c: FWE → FS	0.5073	0.1528	3.3203	$P < 0.05$	Yes
H4a: SE ↓ FWA → WFE	-0.0272	0.0432	1.2790	$P < 0.10$	No
H4b: SE ↓ FWA → FWE	0.1750	0.0988	1.7718	$P < 0.10$	Yes

To assess the moderating role of gender, participants were separated into two groups, namely males (n = 64) and females (n = 43). To analyze the differences between males and females, the difference between the standardized coefficients of each sample was calculated. To calculate the corresponding t-value, the following equation was used:

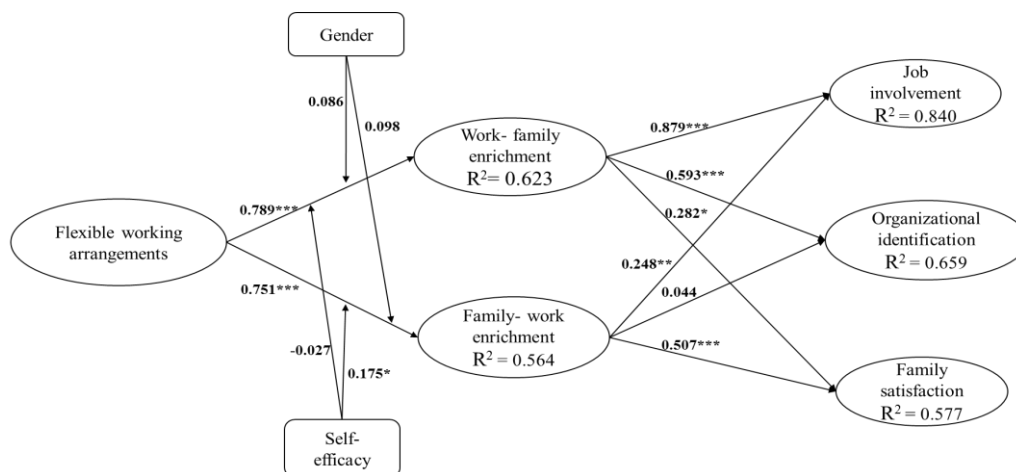
$$\frac{Path_{sample1} - Path_{sample2}}{\sqrt{\left(\frac{(m-1)^2}{m+n-2} * S.E.^2_{sample1}\right) + \left(\frac{(n-1)^2}{m+n-2} * S.E.^2_{sample2}\right)}} * \sqrt{\frac{1}{m} + \frac{1}{n}} \quad \text{Corresponding t-value} \quad (1)$$

The results of testing the hypotheses related to gender as a moderating variable are reported in Table 5. The results show that gender does not have a moderating effect in the relationship between flexible working arrangements and work to family enrichment. In addition, it has no moderating effect in the relationship between flexible working arrangements and family to work enrichment (T- Statistics are lower than 1.96).

Table 5. The Results of Gender Moderating Hypotheses

Path	Male				Female				T-statistics	Supported hypothesis
	n	β	R ²	Sd.E	n	β	R ²	Sd.E		
H5a: Gender ↓ FWA →WFE	64	0.843	0.806	0.0529	43	0.757	0.902	0.0575	1.087	No
H5b: Gender ↓ FWA →FWE	64	0.820	0.700	0.0445	43	0.722	0.701	0.0503	1.451	No

Also, the results of assumptions in the form of path coefficients are shown in Figure 3. This figure indicates path coefficients (in the form of numbers) and significance of the relationship (in the form of *) for each hypothesis.



Notes: * $P < 0.10$; ** $P < 0.05$; *** $P < 0.01$

Fig. 3. Path Coefficients and R² Results

5. Discussion

This paper examined the effect of flexible working arrangement as a cause of work-family enrichment concept. Three variables (i.e., job involvement, organizational identification, and family satisfaction) were also examined as the consequences of work-family enrichment. In addition, the effect of self-efficacy and gender were tested as two moderating variables of these relations. The results showed that flexible working arrangements had a significant positive effect on both work to family and family to work enrichment. The effect of work to family enrichment on job involvement, organizational identification, and family satisfaction were also confirmed. The effect of family to work enrichment on job involvement and family satisfaction were also supported but the effect of family to work enrichment on organizational identification was not confirmed. Finally, self-efficacy was found to only moderate the relationship between flexible working arrangements and family to work enrichment, while the moderating role of gender was rejected.

In the following lines, each hypothesis is discussed in details.

According to the results, flexible working arrangements that universities provided for their professors had a significant positive effect on both work to family and family to work enrichment. In other words, as in many other professions, facilities such as flextime, types of leaves and the like can be expected to influence the development of individual and family roles and the positive spillover of these two areas. Although, according to some researchers, the employment and persistent mental involvement of academics may lower the effect of these arrangements and physical facilities (Wolf-Wendel & Ward, 2006), the results of this study showed that in the academic community of Iran, these flexible working arrangements can still be used to enrich work and life and perhaps achieve a higher level of work-family balance.

Three hypotheses related the effect of work to family enrichment on job involvement, organizational identification, and family satisfaction were confirmed. In other words, one can expect that the positive spillover of work into the family area – in addition to the satisfaction of the faculty members with their family life – leads to more involvement and engagement on their job and organization. Therefore, when the energy or skills developed in the workplace improve one's performance in the area of family life (work to family enrichment), certainly her family life satisfaction is enhanced, and the individual is more engaged with her job and the organization that provides her the opportunity to get growth and individual development and transfer it to the family. Thus, she will get a greater sense of identification.

Two hypotheses related to the effect of family to work enrichment on job involvement and family satisfaction were confirmed. In other words, acquiring knowledge, skills, and a positive feeling in the family and transferring it to the workplace, in addition to family life satisfaction, leads to more job involvement. This is in line with the results obtained by Chen et al. (2018) on the effect of work-related issues derived from family characteristics.

However, the hypothesis regarding the effect of family to work enrichment on organizational identification was not confirmed. This is due to the fact that the positive effect of family on work is limited to the academic work of individuals. This may be true in other jobs, such as office or service jobs, but academic jobs have specific characteristics that are detached from their workplace, i.e. universities. In other words, on the positive side, faculty members enjoy their job title and their identification through this title, and the sense of personal growth and development in the profession causes their career path engagement (Ward & Wolf-Wendel, 2004). In fact, a faculty member may be very engaged with his job because of the specific nature of this job, but does not feel belonging to the university in which he works. That is, he identifies himself through his job rather than the university.

The results also showed that self-efficacy only moderates the relationship between flexible working arrangements and family to work enrichment. In fact, it makes this relationship stronger. In other words, faculty members who have more self-efficacy are more likely to benefit from flexible working arrangements in line with family to work enrichment. However, this moderating relationship was not confirmed for the other side, namely the relationship between flexible working arrangements and work to family enrichment. In fact, flexible working arrangements are used to create opportunities and facilities for individuals in order to enhance the quality or quantity of their family roles. At the same time, people who are more self-efficient in their work are more mentally prepared to deal with problems and more motivated for job development. Together, these two factors make people with high self-efficacy better able to extend and enrich the workplace through opportunities that the organization has created for them to enhance their family roles.

Finally, the moderating role of gender was rejected in the relationship between flexible working arrangements and work-family enrichment (in both sides). As noted earlier, different conflicting hypotheses have been explained based on the gender-based expectations of

individuals. Some researchers have shown that the positive spillover of work is greater than that of family for women than men (Grzywacz & Marks, 2000). In other words, femininity makes positive spillover in women more than men (Powell & Greenhaus, 2010). Nonetheless, some research, such as those conducted by the Malaysian financial institutions' staff, shows that gender has no effect in this regard (Noor & Maad, 2009). Concerning the results of this study, it can also be concluded that flexible working arrangements make no difference on work-family enrichment among men and women because the nature of an academic job is substantially different from jobs such as nursing or labor work, and it is based more on the mental structure and formation of individuals than gender. This result is in line with the conclusion of Putnik et al. (2018) on the difference between gender and work-family enrichment relation in different jobs. It should be noted that since Iranian culture defines a different role expectation for men and women, the researchers expected that the gender influences this interface; but the results suggest that the effect of people's jobs on this interface is more than their gender.

As for the theoretical implications, one of the domains that has been ignored in research and has witnessed fewer research relevant to work-family interface regards academicians, university professors, and researchers (Beigi et al., 2017). This research is an endeavor to address this under-researched but important group of employees.

Another important issue is considering the reciprocal relation of work and family and their definitive impact on each other. Focusing on the impact of family conflict and their consequences for the quality of life is contradictory to the concept of the quality of work life, because today there are no strict boundaries between the work domain and the family domain (Hunter et al., 2019). In addition, work-family balance is an important aspect of the quality of work life, especially among faculty members (Zare et al., 2014).

Also for the faculty members, the positive side of these relationships may be more valuable, because, for example, they have more opportunities to interact with students and this helps them reinforce or consolidate their skills to interact with their children and vice versa.

Last but not the least, the perceived family support has an important role in the work-family balance (Uddin et al., 2020). In this study we used the family satisfaction variable to show this importance.

6. Conclusion

In this study, the positive side of work-family interface (i.e., work-family enrichment) was the main issue being investigated. The phrase "silver lining" shows the positive approach that could be against the phrase "dark side" that is used to refer to the negative side of work-family interface (i.e. work-family conflict). Therefore, the most important contribution of this study was addressing the positive reciprocal interface between work and family areas and adding to the understanding of the work-family enrichment process. In this regard, the effect of an antecedent (i.e., flexible working arrangements) and three consequences (i.e., job involvement, organizational identification, and family satisfaction) on work and family enrichment were tested. In addition, the moderating role of two variables (namely, gender and self-efficacy) in these relationships was examined. The findings make important contributions to the work-family enrichment literature. First the results showed the significant positive effect of flexible working arrangements on family to work enrichment (FWE) and work to family enrichment (WFE). In addition, WFE had a significant positive effect on the three mentioned consequences. The effects of FWE on job involvement and family satisfaction were confirmed. However, FWE did not have any significant effect on organizational identification. The moderating role of self-efficacy on the relationship between flexible working arrangement and FWE was confirmed, while the moderating role of gender on the

relationship between flexible working arrangement and work-family enrichment (in both directions) was rejected. These results were discussed completely in the discussion section.

Another important contribution of this research is testing these relationships in the academic context. This is a research population that is under-researched and needs more investigation (Beigi et al., 2018). The generalizability of the findings may not be applicable to other organizations or other jobs, but it is important to have a tested framework in this under-researched group of workers.

As for managerial implications, knowledge organizations seem to have to go beyond the apparent level of the provision of flexible working arrangements and embrace the internalization of work and family culture in the organization. The concept of “family supportive organization perceptions” (FSOP) defined as “staff’s general perceptions on the extent of organization support from family” (Allen, 2001, p. 417) includes the employees’ perceptions on tangible (instrumental and information) and intangible (emotional) supports (Jahn et al., 2003). This set of organizational support provides a package beyond flexible working arrangements and an internal social psychological environment that focuses on the informal and intangible aspects of work-family culture. Sometimes employees think that flexible working arrangements may hurt their career path, because such programs make the person less visible in the workplace. It is here that the effect of intangible supports via family supporting organizations makes more sense.

In addition, utilizing the huge capacity of the family on work enrichment is undeniable. Therefore, programs such as continuous monitoring of the psychological situation of the family members surely improve the quality of faculty members’ work tasks.

In addition, narrowing their work tasks – for example – to teaching or researching and not paying attention to the unique potentials of each faculty member is an obstacle against their job involvement. Trusting the self-efficacy of faculty members allows decision makers to rely on individuals to shape their work style (which means job crafting).

Surely, this research has some limitations but it could pave the way for further research in this context. In the following sub-section, the most important limitations and the research suggestions corresponding to each limitation are presented.

6.1. Research Limitations and Future Studies

This research had some limitations. First, the concept of work-family interface in general and work-family enrichment in particular are mainly qualitative concepts. However, many studies measure this variable in a quantitative way. Giving more freedom to participants to describe their experiences about work-family enrichment may provide new perspectives on this issue, as is the case with qualitative studies. Second, the survey targeted the professors of four premium universities in Tehran. Different sub-cultures in many cities of Iran may change the results. Third, the results of this study had some contradictions with other research projects. For example, the moderating role of gender in the relationship between flexible working arrangements and work-family enrichment (in both sides) was rejected. However, as mentioned earlier, the effect of gender on work-family enrichment in societies with different cultures, occupations, and organizations does not appear to have the same results.

Consequently, the future studies might focus on these three limitations. Applying qualitative research methods such as phenomenology can help researchers overcome the first limitation. In addition, the replication of this study in various cities with specific cultures or different ethnicities could increase the generalizability of the results. Finally, it is recommended that future researchers examine the effect of gender on the work-family interface, interacting with variables such as childbearing or transition from different parenting stages.

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