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THE RELATIONSHIP BETWEEN JOB CHARACTERISTICS AND WORK FAMILY ENRICHMENT

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COMPULSORY DECLARATION:

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works of other people has been attributed, and has been cited and referenced.

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ABSTRACT

This study examined job characteristics as antecedents of work-family enrichment amongst full time employees in an investment company in South Africa ($N = 129$). Contrary to expectations of work family enrichment having three underlying dimensions, an exploratory factor analysis revealed a uni-dimensional construct. Multiple regression analysis evidenced that a higher level of work-family enrichment was reported by respondents in jobs where feedback and friendship were experienced. There was no support for the hypotheses that employees in jobs with more autonomy, task identity and/or dealing with others, would experience greater work-family enrichment. Management implications of these results and future directions for research are discussed.

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CHAPTER 1: INTRODUCTION

Background

Over the last three decades there has been increased exploration into the interface between work and family. This has come about mainly due to the fact that work and family roles are evolving dramatically. Traditional family structures are less gender-role specific. As a result of an increase in both dual earner families and single parent families, more women are entering the workplace, and consequently men are becoming involved in parenting and homemaking (Warner & Hausdorf, 2009). Both men and women are engaging in multiple roles thus challenging the traditional assumptions of the gendered roles (Barnett & Hyde, 2001).

These changes represent a significant shift in the relationship between gender, work and family. Work challenges are becoming more demanding and intense. This is partly due to global competition and companies needing to compete in a global arena, but also due to the blurring of boundaries between work and home with laptops and cellular telephones enabling working anywhere, anytime. In addition cognitive challenges of knowledge workers and 24/7 customer service requirements have increased the cost of working to the individual (Grotto & Lyness, 2009). These factors have led to the increased attention on the work-family interface (Barnett & Hyde, 2001). However the majority of research in this area has focused on the negative perspective that argues juggling multiple roles, such as work and family, lead to competing demands. These demands may cause interference in both domains (Dysan Washington, 2009). The demands from one role deplete the resources in a second role which could lead to stress and detrimental effects on attitudes and psychological wellbeing (Graves, Ohlott, & Ruderman, 2007). The negative effects of work include the spillover of moods and

emotions into other areas of life (Edwards & Rothbard, 2000) and job stress and exhaustion (Demeroutie, Bakker, & Schaufeli, 2005).

However, a less explored view is that engaging in multiple roles can be beneficial and roles may enrich one another. This perspective would include the view that participation in one role is made easier by virtue of experiences and skills gained in another role. Greenhaus and Powell (2006) defined the construct work-family enrichment as the extent to which experiences in one role improved the quality of life in another role. Specifically this study focuses on the antecedents of work-family enrichment.

While there have been changes in the structure of families and role dynamics, similarly there have been changes in the notion of the ideal worker. Traditional views held are those of the ideal worker with no other responsibilities, whose face time at a desk or in an office for eight hours are seen as proxies for commitment and competence (Bailyn & Harrington, 2004). This view is at odds with many workers today juggling dual roles in the home and workplace. In addition, the Generation Y workers (born between 1984 and 1999) have different expectations of employers, one such expectation being a balance between work and life. Generation Y workers are attracted to organizations with flexibility and work-family support and family friendly practices (Guthridge, Komm & Lawson, 2008). Similarly, Generation X (born between 1963 and 1983) strive for balance between work and family, as work demands, given the technology to work anytime from anywhere, can be consuming and possibly overwhelming (Beutell & Berman, 2008). This necessitates an understanding of how workplaces may be redesigned for positive work-family integration (Bailyn & Harrington, 2004) to meet these expectations. Research indicates that employee participation, autonomy and control over the conditions of work have an effect on the employee's ability to successfully navigate the work-

family interface (Batt & Valcour, 2003). Hence there is a need to understand how jobs are designed for attraction and retention and to explore which job characteristics predict work–family enrichment. There is limited published literature in this area, and particular paucity of published studies in South Africa.

At present, employers in South Africa experience both a crisis of skill shortage and one of retention. These skilled employees are highly mobile, both within and outside South Africa. Many skilled persons are opting to work abroad, both on a temporary and permanent basis. This 'brain drain' leads to the depletion or loss of intellectual and technical skills. This has been identified as a local South African and international crisis with skills shortages in virtually all industries (Kerr & Thomas, 2009). For organizations, the retention of skills is the only viable option (Tucker, Kao, & Verma, 2005). Work family enrichment has been found to positively predict affective organizational commitment and negatively predict turnover intentions (Wayne, Randal, & Stevens, 2006).

Skilled employees, including generation Y workers, have expectations of a positive work-family interface. Faced with both the skills shortage and changing worker expectations, employers have to consider policies around work-family-life integration and work-family enrichment in order to both attract and retain those skills (Guthridge et al., 2008).

Aims of the research

This study therefore explores the antecedents of work-family enrichment. In particular, this study will examine the job design characteristics and its effect on the work experience of investment clerical and professional staff in the South African financial services industry. In addition, the study will explore the dimensionality of the work-family enrichment construct.

The findings should provide an understanding of how organizations may design roles to enhance work-family enrichment and meet the needs of a modern diverse workforce (Aryee, Srinivas, & Tan, 2005). For employers today, it is important for the work environment and job design to promote experiences that aid the attraction and retention of talented employees (Tucker et al., 2005).

Structure of dissertation

This dissertation consists of five chapters. This introduction is chapter one, and it includes the purpose of the study. Chapter two reviews the literature by examining the theories, themes and inconsistencies in the work-family field. An outline of the method applied to test the propositions is found in chapter three. This chapter summarizes the research design, participants, procedure, and the measures utilized such that the study may be replicated. Chapter four contains the results of the statistical analysis and the inferences drawn from the analyses. The main results are discussed with reference to the existing literature and the South African context in chapter five. Management implications and recommendations for future research as well as final comments are also included in this chapter.

CHAPTER 2: LITERATURE REVIEW

This chapter focuses on the relevant literature on the work-family interface. In particular, attention will be given to the positive perspective of this relationship. The review of the literature is divided into three main sections. First, an overview of theoretical framework is given. The second section reviews the enrichment construct, to provide an increased understanding as the construct is relatively new and has been under-studied (Bhargava & Baral, 2009). The third section covers a broad overview of the antecedents found in the literature with a specific focus on job characteristics.

Theory and constructs

Reductionist theory

Numerous researchers have focused on the view that engaging in multiple roles reduces the resources that an individual has for each role (Frone, Yardley, & Markel, 1997). This view has been researched in literature as scarcity theory (Goode, 1960; Greenhaus & Beutell, 1985); the depletion argument (Edwards & Rothbard, 2000; Goode, 1960; Rothbard, 2001) and role conflict (Greenhaus & Beutell, 1985).

The reductionist theory holds that people have finite time, energy and attention (Goode, 1960). Greenhaus and Beutell (1985) posited that conflict within a role and conflict between multiple roles occurs when it becomes difficult for an individual to succeed at performing various roles successfully. This could be as a result of conflicting demands on time, reduced energy or incompatible behaviors among roles. As a result, this invokes role stress, resulting in emotional strain and inhibited functioning in one or more roles (Edwards & Rothbard, 2000; Greenhaus & Beutell, 1985; Rothbard, 2001).

These theories, which focus on the negative aspects of engaging in multiple roles , have given rise to the construct of work-family conflict.

Work family conflict

Work-family conflict is a construct defined to describe when participation in the work role is made more difficult by virtue of participation in the family role and vice versa (Greenhaus & Beutell, 1985). The construct refers to the negative effects of work including negative emotions, energy depletion and reduced functioning in one role.

The elements of work-family conflict include time, strain and behavior based conflict. This indicates a dimensionality for the work-family conflict construct. Time based job demands relates to an excessive number of hours that are needed for work commitments in a day conflicting with the hours needed for family or other commitments. Strain based conflict typically arises as a result of job demands such as work pace, work difficulty, work overload or work pressures (Grotto & Lyness, 2009). Behavior based conflict refers to behaviors in one role that are incompatible with expectations of the behavior in a second role (Dysan Washington, 2005). An example is when a business man needs to be aggressive at work but nurturing and sensitive at home. Role strain and stress arises as a result of any of the three conflicts (Rothbard, 2001).

Role theory includes the concept that spillover occurs between work and other domains through permeable boundaries. While some researchers have found that multiple roles led to negative work-family conflict, other researchers have found that multiple roles led to positive work-family enhancement from one role to a second role (Gryzwacz & Marks, 2000). The concept of enhancement is in line with expansionist theory.

Expansionist theory

The theory explaining the positive benefits of engaging in multiple roles is expansionist in nature. This theory is based on research by Sieber (1974) who argued that individuals who occupy multiple roles accrue benefits such as (a) role privilege, (b) status security, (c) resources gained and (d) personality enrichment.

(a) Role privilege can be experienced as gains of participating in a particular role such as an individual who learns negotiation skills at work can use these skills to deal with conflict in the home environment

(b) Status security refers to the concept that possible failure in one role can be offset by a success or gain in a different role.

(c) Resources gained, such as income in the work role, could lead to status enhancement in the family role.

(d) Participation in multiple roles may enrich personality. For example, becoming a parent may allow a manager to be less impatient and more tolerant.

Sieber (1974) further argued that these cumulative benefits may outweigh the stress of juggling multiple roles. In support of the expansionist view of Sieber, Marks (1977) suggested that human energy is not finite but recreates itself. Role participation may lead to energy expansion such that people will find time to pursue a hobby or passion. Rather than feeling strained by multiple roles, abundant energy is found for the various roles which are important to the individual (Marks, 1977).

Building on the research of Sieber and Marks, Barnett and Hyde (2001), suggested that engaging in multiple roles are beneficial for both women and men, under certain conditions. These conditions, which affect the outcomes experienced, include the number of roles, the time demand of each role and

the quality of role (Wayne et al., 2006). Research by Barnett and Hyde (2001) has shown that role accumulation can have beneficial effects, particularly when the roles are of high quality. This additive effect essentially holds that individuals who participate in and are satisfied with work and family roles experience greater wellbeing than those involved in one role. Engaging in multiple roles has been linked to an increase in mental, physical and relationship health outcomes (Rothbard, 2001).

The theory holds that processes that contribute to the beneficial effect of multiple roles include buffering (the compensating for the failure in one role by falling back on gratification in another role) and added income and benefits. In addition, more opportunities are available to experience success with multiple roles. The theory posits that multiple roles lead to the gain of an expanded frame of reference (Warner & Hausdorf, 2009).

Resources Gain theories

One area of expansionist research focuses on resources attainment. A brief introduction to two different resource gain theories follows, as the work-family enrichment construct which this research focuses on includes the element of resource gain. A theory by Hobfall (1989) called the conservation of resources (COR) theory, suggests that people strive to obtain and maintain those resources which assists them in reaching their goals. Choices are made regarding the level of resources to spend on an activity. Hobfall posits that possible resources are personal characteristics, objects, conditions, energies and support.

The Resource–Gain–Development perspective holds that individuals have natural tendencies to grow, develop, and achieve the highest levels of functioning for themselves and the systems in which they participate (Wayne, Grzywacz, Carlson, & Kacmar, 2007). These systems include families

and organizations. Individuals therefore maximize and exploit available resources so that they can experience positive gains and obtain resources that enable growth and development. This view holds the premise that multiple roles can have beneficial effects via resource gain (Wayne et al., 2007).

Constructs of positive interface

There are various constructs that represent the positive side of the work-family interface. The terms positive spillover, facilitation, and enrichment have been used interchangeably (Greenhaus & Powell, 2006; Grzywacz & Marks, 2000; Wayne, Musisca, & Fleeson, 2004) to describe positive influence of an individual's involvement in one role on another role. This study examines the antecedents of work-family enrichment; however the literature will consider studies using other constructs as there are limited studies on work-family enrichment specifically.

Work-Family Enrichment

Greenhaus and Powell (2006) provided a conceptual foundation for the work-family enrichment construct. The fundamental thinking in respect of enrichment is that both work and family provides resources that assist with better performance across other life domains. For enrichment to occur, resources transferred must result in improved performance or affect for the individual. They posited that research has identified three ways in which participation in multiple roles can produce positive outcomes: additive, buffering and positive affect. Greenhaus and Powell defined work-family enrichment (work-family enrichment) as "the extent to which experiences in one role improve the quality of life in the other role" (Greenhaus and Powell, 2006, pg 73). This construct, encompasses the two elements necessary for enrichment mentioned above: 1) that resource gains need to be transferred

from one role to another 2) these gains need to lead to an improvement in the performance and positive effect in the receiving role. The second element contains the distinction from other concepts that have previously been used interchangeably to explain the positive interface such as positive spillover and enhancement.

The generation of resources is a crucial driver in work-family enrichment (Greenhaus & Parasuraman, 1999). A resource is an asset that may be needed to solve a problem or cope with a challenge. Personality and affect may influence the resource generation. Greenhaus and Powell (2006) identifies five types of resources that can be generated in a role, namely skills and perspectives, psychological and physical resources, flexibility, social capital and material resources. These resources, which promote high performance and or positive affect, will be discussed in more detail below.

Resources Gains

Greenhaus and Powell (2006) describe the following resource gains:

(a) Skills refer to a broad set of task related cognitive, interpersonal, multi tasking and coping skills, and in addition includes the gaining of knowledge and wisdom.

(b) Perspectives relate to work or family experiences expanding one's view of the world to see other sides of situations or others point of view. This resource would include the example of an employee who has undergone diversity training at work and is now more effective at home as a result of a wider world view.

(c) Psychological and physical resources include self-esteem, positive self evaluations, optimism, hope and good health. The level of resource gains may be affected by the individual's characteristics and participation, and in particular relates to psychological and physical resource gains and transfers.

(d) The resource of social capital is derived from interpersonal relationships in work and family roles. It is the goodwill engendered by personal relationships or networks that may facilitate other actions. An example would be the social interaction or networking with fellow school parents that may allow access to resources such as prospective clients or knowledge sharing on professional matters.

(e) Material resources gained in the model are self explanatory and includes income and gifts.

(f) The resource of flexibility refers to the level of discretion to determine when, where and the pace of meeting role requirements. This resource may be confused with perceived autonomy.

Carlson, Kacmar, Wayne and Grzywacz (2006) emphasized the need to capture the distinction of enhanced role performance in one role as a result of resources gained in a different role or domain, and to measure this improvement on an individual basis around quality of life and job role performance. The study of enrichment was hampered by the lack of a well developed and validated measure or scale for this construct. Subsequently, in the development of a scale to measure work-family enrichment, Carlson et al. utilized the transfer of resource gains and the enhanced functioning.

Instrumental and Affective paths

Hanson, Colton and Hammer (2003) found two types of work-family enrichment, instrumental (where skills abilities and values are applied effectively in the receiving role) and affective (affect or emotion is carried from one role to another). Using this research as a basis, Greenhaus and Powell (2006) developed a model to explain the enrichment process incorporating the two paths. Figure 1 graphically depicts the model. In the instrumental path to work-family enrichment, resources generated in Role A can be transferred directly to Role B and enhance performance in Role B. The

affective path indicates that a resource generated in Role A may lead to positive affect in Role A. This positive affect in Role A may lead to positive affect and enhanced performance in role B.

Positive affect includes both positive moods and emotions. High positive affect reflects the degree to which one feels enthusiastic, alert, highly energized, and in a pleasurable mood (Pettit, Kline, Gencoz, & Joiner, 2001). Marks (1977) indicated that positive affect may expand one's level of energy, increasing the likelihood of being engaged in another role.

The affective path is therefore twofold: firstly, the direct effect of resources generated in Role A in producing positive affect in Role A and secondly, resources generated in Role A can promote high performance in Role A, which in turn enhances positive affect in same Role A. This positive affect in Role A promotes high performance in Role B as well (Greenhaus & Powell, 2006).

Role Salience

Role Salience is seen as a moderator for both paths in the Greenhaus & Powell (2006) model. In the process of enrichment, the positive affect that may influence engagement and the expansion of energy is more likely to occur in a role that is central to one's self concept rather than in a role that is peripheral (Greenhaus & Powell, 2006).

Earlier research found that wellbeing and success in roles that are central to an individual's self-concept, provide great meaning and purpose (Thoits, 1991). Work identity refers to the degree to which an individual views work as important to his or her self-image and influences the degree of engagement in a role (Wayne et al., 2007). Empirically it has been found that work identity is related to greater reported enrichment from work to family

(Wayne, Randel, & Stevens, 2006). Cumulatively, this evidence indicates that individuals for whom work identity is high, are more engaged in the work role and experience more work-related gains for use in the family.

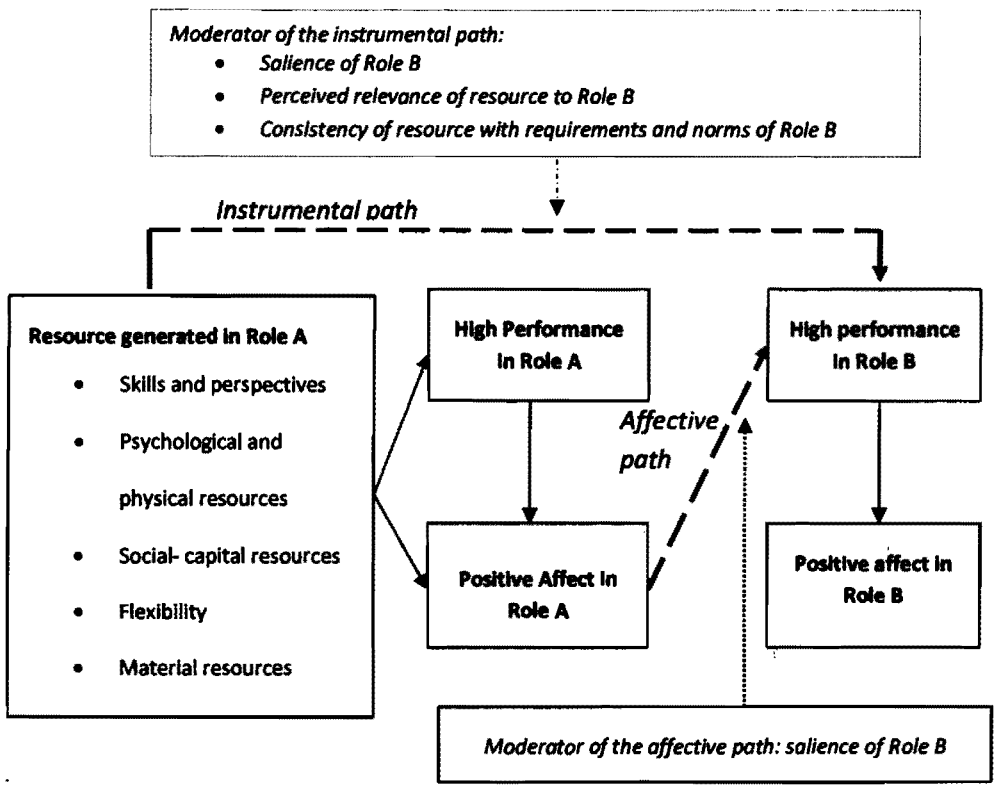

Figure 1: *Work-Family enrichment model of Greenhaus and Powell (2006)*

Bi-directionality

Building on the studies by Crouter (1984) and Frone (2003), Carlson et al. (2006) researched the bi-directionality of the enrichment construct. They validated the contention of Greenhaus and Powell (2006), which enrichment existed in two directions but operated uniquely, each with its own antecedents and outcomes. This study however only focuses on the direction from work to family. This direction of work-to-family enrichment was explored as recent evidence indicated that work-to-family enrichment

is more strongly related to work-related variables such as job satisfaction and turnover intentions than family-to-work enrichment (McNall, Nicklin, & Masuda, 2010; Wayne, Musisca,& Fleeson, 2004; Wayne et al., 2006).

Dimensionality

Enrichment occurs when the gains acquired in one domain are transferred to and subsequently enhance functioning of another domain. Carlson et al. (2006) identified four categories of resource gains. (1) developmental gains, or the acquisition of skills, knowledge, values, or perspectives, (2) affective gains, or alteration in moods, attitudes, confidence, or other aspects of emotion, (3) capital gains, or the acquisition of economic, social, or health assets, and (4) efficiency gains, or the enhanced focus or attention induced by multiple role responsibilities. Resource gains of development and affect were found in both directions, however capital gains were only found in the direction work-to-family and efficiency gains were only found in the direction family-to-work. Therefore the underlying dimensions found in the direction from work-to-family comprised work-family development, work-family affect, and work-family capital (Greenhaus & Powell, 2006).

Enrichment and Conflict

Research by Frone (2003) suggested that enrichment and conflict are unrelated and independent constructs, and do not lie on opposite ends of a single continuum. Research by Greenhaus and Powell (2006), who examined research findings of 21 studies, found support for this with an overall negative correlation of 0.2 for conflict and enrichment. Additional research by Wayne et al., (2006) supported the finding of two distinct constructs of enrichment and conflict. They found conflict and enrichment to be independent constructs that were not inversely related. That is, a work identity could simultaneously result in negative interference and positive

influence between work and family. This is an important dynamic when researching the work-family enrichment construct.

Antecedents of work-family enrichment

In developing the work-family enrichment scale, Carlson et al. (2006) validated the following work antecedents of work-family enrichment: job salience, developmental experiences, autonomy and relationship with supervisor.

A review of the research of the antecedents of work-family enrichment showed that further empirical research is needed to identify the core antecedents. Grzywacz and Marks (2000) suggested that job attributes are the primary antecedents of work-to-family facilitation. While there is limited research on antecedents, there is a gap particularly in the literature on job characteristic design as an antecedent. Although this study focus specifically on job characteristics, a brief overview of the other antecedents of work-family enrichment follows to provide greater insight into what predicts or enhances this relatively new construct.

Greenhaus and Parasuraman (1999) and Frone (2003) suggested that the antecedents of work-family enrichment can be grouped into affect, role environment, role experiences, and role involvement. Wayne et al. (2006) found work identities, individual identities and informal emotional support within a domain to be antecedent. This literature review on previous antecedents of work-family enrichment will examine findings on (1) affect, (2) personality, (3) role involvement or engagement, (4) organizational culture and (5) job antecedents.

Affect

Affective dispositions (traits) are stable over a period of time and over situations. Dispositions can be distinguished from moods and emotions in that affect is not transient but persists over time (Weiss & Cropanzano, 1996). Affect can be classified into negative and positive affect. Negative affect is characterized as a general tendency to be anxious, afraid, and angry, while positive affect is characterized as a general tendency to be energetic, excited, and joyful. Positive affect has been conceptualized as a component of work-family enrichment (Greenhaus & Powell, 2006).

Michel and Clark (2009) found that the overall personality of the individual was an important predictor of work–family enrichment. Specifically, individuals higher in positive affect experienced and reported higher levels of work-family enrichment (Greenhaus & Powell, 2006; Rothbard, 2001). These findings were supported by Gryzwacz and Marks (2000) who found that extraversion was positively related to work-family enrichment. In addition they found high levels of neuroticism had a negative relationship with work-family enrichment. Research by Wayne, Musisca and Fleeson (2004) on the big five personality traits and its relationship to enrichment supports these findings. They also found that extraversion had a strong positive relationship to work-family enrichment.

Dyson Washington (2009) explored optimism as an antecedent and found that optimism was positively associated with work-to-family enrichment and family-to-work enrichment. Results also indicated that work-to-family enrichment and family-to-work enrichment partially mediated the relationship between optimism and satisfaction outcome.

Work identity

Work identity refers to the degree to which an individual views work as important to his or her self-image (Wayne et al., 2006). They found that higher levels of work identity were related to greater reported work-family enrichment. Thoits (1991) argued that roles which are central to an individual's self-concept provided meaning and purpose to their work. Wayne et al. (2006) supported this view and found that when work identity was high, it influenced the degree of engagement in a role, resulting in greater work-family enrichment .

Role involvement / work engagement

Role involvement denotes an intrinsically motivated interest in role activities, leading to absorption in a role (Rothbard, 2001). Role involvement will therefore motivate individuals to acquire the necessary resources, such as skills and support that will enhance not only work role performance but also family role performance. This argument is supported by Greenhaus and Parasuraman (1999), who posited that involvement in a role provides an opportunity to learn new skills that could be used in another role. Aryee et al. (2005) found that job involvement led individuals to invest time and effort in their job. The increased investment in the job led to enhanced work role performance and positive mood or affect.

Organizational supportive culture

The construct of perceived organizational support refers to the general belief of employees that their work organization values their contributions and cares about their well-being (Thompson & Prottas, 2006). This component of the informal organizational support was positively related to job satisfaction. In addition, the construct of perceived organizational support been found to be an antecedent for work-family enrichment and corroborates the importance of supervisor and co-worker support for the creation of positive spillover. Therefore researchers Thompson and Prottas suggested that

organizations need to weigh up the outcomes of work-family benefits versus focusing efforts on creating a supportive culture.

Job Characteristics

Research by Grzywacz and Marks (2000) argued that job attributes are the primary antecedents of work-to-family enrichment. This research was supported by Demerouti (2006) who found that motivating job characteristics were strongly related to work engagement or the experience of absorption, enjoyment and intrinsic motivation at work. Research by Liden, Wayne and Sparrowe (2000) supported this hypothesis. They found job characteristics had direct effects on work satisfaction and also indirect effects that were mediated by empowerment.

A paucity of research exists on job characteristics and its relationship to the positive side of the work-family interface (Grywacz & Butler, 2005). Refer Table 1. Of the ten empirical studies that considered the positive side of the work-family interface and job characteristics, none were published South African studies. There have been various approaches to categorizing job characteristics. For this study Hackman and Lawler's model (1971) was used. They examined the six job characteristics of autonomy, skill variety, task identity, feedback, dealing with others and friendship. They suggested that the job characteristics of autonomy, skill variety, task identity, feedback were core job characteristics and the last two, dealing with others and friendship, explored the interpersonal characteristics of job design. The job characteristics may impact the employee's experience of work to family interface, and this study explores if there is a relationship between job characteristics and the experience of work-family enrichment.

Table 1: *Published research on job characteristics as antecedents of WFE*

Author	*Research Hypothesis*	*Research Findings*
Andreassi &Thompson (2008)	There will be a positive relationship between job autonomy and positive spillover.	Not supported. Job autonomy was related to higher levels of FWC.
Bhargava & Baral (2009)	Job characteristics will be positively related to WFE.	Supported.
Carlson,Kacmar, Wayne, & Grzywacz (2006)	Autonomy is an antecedent of WFE.	Supported
Butler , Gryzwacz, Bass & Linney (2005)	The level of daily control and skill used at work will be negatively related to the daily level of WFE	Partially supported. Examined Job characteristics of skill variety and control: Higher levels of daily control at work were associated with decreases in daily levels of WFC
Grzywacz & Marks (2000)	Workers in jobs with more decision latitude will report more positive spillover.	Supported. Lower levels of positive spillover are associated with lower level of decision latitude (autonomy and variety).
Grzywacz & Butler (2005)	Workers in jobs with more self reported authority and variety will report a higher	Supported. High self reported authority and variety led to work to

	level of facilitation.	family facilitation
Thompson & Prottas (2006)	Job autonomy will be positively related to positive spillover and job, family, and life satisfaction.	Supported. High levels of job autonomy experience more positive spill over between job and home.
Wayne, Randel & Stevens (2006)	Work identity is positively related to WFE. Job characteristics will be positively related to WFE.	Supported. Work and family identities were confirmed as antecedents of WFE.
Voydanoff & Donnely (1999)	Work satisfaction shows a stronger relationship to psychological ease than role configuration does.	Friendship may act as a buffer and participation in multiple roles can buffer individuals from distress in one of the roles should they have strong social support in another role.
Voydanoff (2004)	Work demands show weak negative relationships to work-to-family facilitation.	Autonomy was related positively to work to family enrichment.

Notes: FWC = Family-work conflict; WFC = Work-family conflict; WFE = work-family enrichment.

Research on Job characteristics and work-family enrichment

Autonomy

Defined as the extent to which employees can determine how to schedule their work, how to select equipment or select procedures to get it done (Sims, Szilagyi,& Keller, 1976). Hackman and Oldham (1975) argued that job autonomy enhanced workers' sense of responsibility and meaning and provided intrinsic motivation. Research by De Jonge et al. (2001) posited that according to the so-called drift hypothesis of Frese (1982) that people who are highly motivated migrate to better jobs with more job autonomy.

Thompson and Prottas (2006) examined the role of autonomy and found employers with high levels of job autonomy experience more work-family enrichment. Further, job autonomy rated most highly with the employee's attitude towards the job itself. This finding is in line with three separate studies: Grzywacz and Marks (2000) found a significant relationship autonomy and work-family enrichment, as did Voydanoff's 2004 research. Voydanoff found autonomy was related positively to work to family enrichment. Research by Saavedra and Kwun (2000) found employees' freedom in scheduling their work and in determining work methods increased positive affect. However, research by Andreassi and Thompson (2008) found no relationship between autonomy and work-family enrichment.

Skill Variety

Skill variety encompasses the extent to which a job requires employees to perform a wide range of operations or use a variety of procedures in their work (Sims et al., 1976). Grzywacz and Butler (2005) found that workers in jobs with more self-reported skill variety reported higher levels of work-to-family enrichment. The results do show that, as predicted by this hypothesis,

individuals in jobs that had more variety reported higher levels of facilitation. Kahn (1990) found that challenging, varied, and autonomous work contributed to psychological meaningfulness which contributed to greater engagement at work.

Task identity

Task identity is defined as the extent to which an employee completes a piece of work and can identify the result of their efforts (Sims et al., 1976). No published studies on task identity and work family enrichment were found.

Feedback

Feedback is defined as the degree to which employees receive information as they are working which reveals how they are performing on the job (Sims et al., 1976). There has been little research on feedback as antecedent work-family enrichment. In the 2009 Towers Perrin research, Berglas (2006) found that high performance players crave feedback and specifically praise. They will outperform to experience the fulfillment that the praise brings. He refers to the 1927 work of Adler who argued that a fundamental need was for superiority borne from feelings of dependency in childhood. This research indicates that in a high performance environment, feedback may be a crucial element of the work experience.

Dealing with others and Friendship

Friendship opportunities are defined as the degree to which an employee can establish an informal relationship with others while working. Dealing with others reflects the extent to which one needs to interact with others to perform work (Sims et al., 1976).

Berscheid (2003) suggested that humans are innately inclined to form strong, harmonious relationships with others. Kahn (1990) found that people were more likely to engage themselves at work when job tasks included meaningful interpersonal dealing with others. Friendship may act as a buffer and participation in multiple roles can buffer individuals from distress in one of the roles should they have strong social support in another (Voydanoff & Donnelly, 1999).

Job characteristics theory and research

Hackman and Oldman (1976) suggested that autonomy, skill variety and task identity contribute to experienced meaningfulness of one's work in their job characteristics model. For example, working on a complex project demands the use of routine and new skills which allow people to experience both a sense of competence and a sense of growth and learning (Kahn, 1990). This provides resources and gains that can benefit a worker's family (resource gain theory).

Research by Liden, et al. (2000) supported this hypothesis. They found job characteristics had direct effects on work satisfaction and also indirect effects that are mediated by empowerment. Positive performance feedback has been found in some instances to enhance intrinsic motivation. De Jonge et al.(2001) found empirical support for the impact of job characteristics on work-related well-being. In addition, the research found evidence for the causal ordering among job characteristics and affective responses to jobs. The two characteristics of social support and job demands impacted in the prediction of employee well-being, social support being positive and job demands negative.

This research will focus on the area of job characteristics of the role environment. The relationship between each of the six job design

characteristics and work-family enrichment will be explored as well as the impact of any demographic variables on the experience of work-family enrichment.

Final notes

This chapter has provided an overview of role theory and the emergence of the work-family interface theories, as a result of multiple role demands. The chapter has predominantly focused on the enrichment perspective of the work-family interface.

The limited research reviewed supports the notion that work or family experiences may lead to an increased quality of life or functioning in either the work or family domain (Greenhaus & Powell, 2006). As the research on the positive side of the work-family interface increases, it is important to explore and understand the antecedents that can result in more enrichment. A brief review of the research on the different antecedents to work-family enrichment has been presented.

This study will focus on the direction of work to family enrichment and on those antecedents in the work environment that may be explored to increase enrichment. In particular, this research examines role or job design characteristics with a view to increasing the understanding of job redesign for work- family enrichment purposes.

Research propositions

Proposition 1:

Work-family enrichment has 3 dimensions

Proposition 2a:

Employees in jobs with more self-reported autonomy will report higher levels of work-family enrichment

Proposition 2b:

Employees in jobs with more self-reported skill variety will report higher levels of work-family enrichment

Proposition 2c:

Employees in jobs with more self-reported task identity will report higher levels of work-family enrichment

Proposition 2d:

Employees in jobs who report more feedback will report higher levels of work-family enrichment

Proposition 2e:

Employees in jobs with more self-reported dealing with others and dealing with others will report higher levels of work-family enrichment

Proposition 2f:

Employees in jobs with more self-reported friendship will report higher levels of work-family enrichment

CHAPTER 3: METHOD SECTION

The aim of this study is to examine job characteristics as antecedents of work-family enrichment . The job characteristics examined are those utilized by Hackman and Lawler (1971), namely autonomy, skill variety, task identity, feedback, friendship and or dealing with others. This chapter is divided into five sections: the research design, participants, procedure, measures and data analysis techniques utilized.

Research design

This research utilized a cross sectional exploration of the relationship between the construct of work-family enrichment (work-family enrichment) and the job characteristics or job design, a possible antecedent. The survey utilized electronic web based self report questionnaires. Data was collected at a single point in time and the quantitative nature allowed for the statistical analysis of the data (Hair, Babin, Money, & Samouel, 2003).

The design was descriptive and deductive, as it aimed to establish the strength of relationships. The variables were measured and multiple propositions tested on data to confirm relationships and infer to the sample of investment professionals. The design focused on validity and reliability of the data collected. Independent and dependent variables were identified in the design of the research.

Participants

Participants were 129 permanent fulltime employees in a South African financial services and investment company. While the number of staff members the electronic survey invitation was sent to was 405, 129 replies

were received yielding a response rate of 32%. The distribution of the sample is provided in Table 2.

Table 2: *Demographic Frequencies of the sample (n=129)*

Demographic	Category		%
Sample	Total number	129	
Gender	Male	49	38%
	Female	80	62%
Marital status	Married/Co habiting	94	73%
		35	27%
Dependents	None	38	29%
	Adult dependents only	12	9%
	Both child & adult dependents	7	5%
	Child dependents only	72	56%
Ages of Dependent children	Under age of 5	31	31%
	Between age 5 and age 14	49	49%
	Over age 14	21	21%
Age of participant	Under 25	3	2%
	Ages 25 to 34	38	29%
	Ages 35 to 44	59	46%
	Ages 45 to 54	25	19%
	Over 54	4	3%

Notes: N= number of sample after case wise deletion, % denotes the percentage of sample of responses (N=129)

The research considered marital status, number of dependents and whether the respondents had a domestic supportive structure or not as demographics of the sample that may influence the results. Ninety one participants (71%)

had a dependent. This could be either one or more children, one or more adult dependent or a combination of child and adult dependents. Sixty one percent had some type of domestic support structure, which could have been a "stay at home" spouse, a family member or a full week /reduced week maid, au pair or nanny.

This was a relatively young to middle-aged sample with 77% of the sample under the age of 45. Further examination reveals that the bulk of the sample participants (46%) were within the age range of 35 to 44. A further 29% of the participants were within the age range of 25 to 34.

The sample consisted of professional and clerical staff. The lowest level of qualification of the sample was those with a matriculation certificate while the highest level was those holding doctorate degrees. Many of those in the sample had masters' level degrees or two different qualifications such as being a chartered accountant and chartered financial analyst. The results may be influenced by the professional nature of the sample as previous studies found self reported skill level to be associated with work-family enrichment (Grzywacz & Butler, 2005; Wayne et al., 2004). The research by Grzywacz and Butler noted that the nature of the roles may impact the results found. The job levels of the participants were varied: some participants were involved in clerical type jobs in the administrative retail unit and other participants in more professional investment jobs.

Procedures

Approval for conducting research was obtained from the HR Director and the Managing Director of the investment company. The company officials were assured that the study would remain anonymous. Ethics clearance was obtained from the University of Cape Town Commerce Faculty Research Ethics Committee. Confidentiality to participants was ensured in the

covering email inviting participation in the survey to all the employees within specific divisions in the company,

Data collection procedure

Sampling procedure utilized was non probability convenience sampling. This sampling involves selecting sample participants that are readily available to participate and can provide the information required (Hair et al., 2003). For this research, participants would need to be involved in two or more roles, a work and non work role. The probability of any participant selecting themselves into the sample is unknown. However as the study is concerned about the relationship between two sets of variables, it only requires the participation in two roles. This method utilized a conveniently accessible group which allowed for quick and cost effective administration of the questionnaires.

The sample included both those employees who had dependents and those who did not have dependents. Participants were therefore asked to ignore the section relating to the work-family enrichment scale if they were not living with a spouse, partner, child or adult dependent, as the questions would not be relevant.

A pilot study was conducted in order to test the clarity of the survey questionnaires. It comprised six participants in both the professional and clerical support staff arenas, and feedback on the questions was obtained. Where needed, instructions were amended for clarity.

The data was collected electronically, via the web based intranet system and participation elicited via an email sent to staff. While respondents were invited to utilize an alternate option to print a hardcopy of the survey and post the completed responses in a secured box on the premises, no

participants utilized this option. To encourage participation, three prizes of R500 shopping vouchers were offered. However, the participation in the competition was delinked from the submission to assure anonymity. An email address inviting participation in the competition was found at the end of the survey questionnaire. On average, the survey took approximately 6 to 10 minutes to complete.

Measures

Work-family enrichment: The three dimensions that were measured for work-family enrichment are development, affect and capital. The work-family enrichment scale as developed by Carlson et al. (2006) was utilized. Four questions for each of the three dimensions were used, totaling 12 items. Respondents indicated their degree of agreement/disagreement to the items on a five point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). One sample item from the work-to-family development measure was "My involvement in work helps me to understand different viewpoints *and* this helps me be a better family member."

The Cronbach Alpha reliabilities reported by Carlson et al. (2006) ranged from .73 for work-family development, to 0.90 and 0.91 for work-to-family capital and affect respectively. Research indicates that an acceptable level of reliabilities for Cronbach Alphas is 0.70 (Hair et al., 2003). Therefore this scale is acceptable in terms of reliability. More support is found in a recent study where the Cronbach alpha reliability coefficients were 0.94 for the work-family enrichment 12 item scale (Michel & Clark, 2009). The work-family enrichment scale questions are presented in Appendix A.

In order to capture the concept of both the resource gain and improved functioning in the receiving role, the items were double barreled (Carlson et al., 2006). Thus the participants were clearly instructed that they needed to agree or disagree with both parts of the statement when choosing the answer. This may have caused a methodological problem in terms of more complexity and possible incorrect answering due to misunderstanding. The researchers recognized this structure may cause problems if a respondent only agreed with one part of the double barrel question. However, as it was necessary to capture the influence of the role in the other domain, the Carlson et al study therefore tested two different formats of the questionnaire to determine whether the respondents' ratings were affected by the double barreled nature of the items. After analyses they removed the items that displayed a high level of discrepancy in the T test and only included those that were significant.

Job design characteristic scales: In order to measure job characteristics, the 1976 job characteristics inventory of Sims, Szilagyi and Keller was utilized. This scale has been adapted from the 1971 Hackman and Lawler job characteristic research. It comprised the six elements of job characteristics, the core characteristics of job autonomy, variety, task identity and feedback and two additional characteristics of friendship and dealing with others in this study.

Autonomy: A five item scale developed by Sims et al. (1976) measured autonomy. Respondents indicated their degree of agreement/disagreement to the items on a five point Likert scale ranging from 1 (very little) to 5 (very much). A sample item was "To what extent are you able to act independently from your direct line manager in performing your job function?" Cronbach alpha reliability associated with this scale as reported by Sims et al. was high ($\alpha = .84$).

Skill Variety: A five item scale developed by Sims et al. (1976) measured Skill Variety. Respondents indicated their degree of agreement/disagreement to the items on a five point Likert scale ranging from 1 (very little) to 5 (very much). One item was "How similar are the tasks you perform in a typical work day?" The scale had a reliability ratio of 0.82 for Variety as reported by Sims et al.

Task Identity: A three item scale developed by Sims et al. (1976) measured Task Identity. Respondents indicated their degree of agreement/disagreement to the items on a five point Likert scale ranging from 1 (Very little) to 5 (Very much). A sample item was "How often do you have a chance to complete a job from beginning to end?" The scale had a reliability ratio of .83 for Task Identity (Sims et al.).

Feedback: A four item scale developed by Sims et al. (1976) was utilized for the feedback measure. Respondents indicated their degree of agreement/disagreement to the items on a five point Likert scale ranging from 1 (very little) to 5 (very much). A sample item was "How much feedback do you receive from your supervisor/ line manager on how well you are doing?" The scale had a reliability ratio of .86 for Feedback as reported by Sims et al.

Dealing with others: A three item scale developed by Sims et al. (1976) was utilized for measuring the job characteristics of dealing with others. Respondents indicated their degree of agreement/disagreement to the items on a five point Likert scale ranging from 1 (Very little) to 5 (Very much). A sample item was "How much of your job depends on your ability to work with others?" The scale had a reliability ratio of .72 for Dealing with others as reported by Sims et al.

Friendship: A five item scale developed by Sims et al. (1976) measured Friendship. Respondents indicated their degree of agreement/disagreement to the items on a five point Likert scale ranging from 1 (Very little) to 5 (Very much). A sample item was "To what extent do you have the opportunity to talk informally with other employees while at work?" The scale had a reliability ratio of .84 for Friendship, as reported by Sims et al.

Demographic Variables: In order to measure the control demographic variables of gender, marital status, age, dependent status, number of children and children ages separate single items were used. These control variables were considered as most likely to influence the work-family enrichment variable.

Gender was coded (0) for female and (1) for male. Marital status was coded (0) for single, divorced, widowed and (1) for married or living with a partner. Age was divided into five age bands from which the respondents needed to choose the correct age band. These age bands were: Under 25, 25 to 34, 35 to 44, 45 to 54, and Over 55.

Dependent status likewise was asked in two parts, the first questioning whether you had any dependents living with you, coded (0) for no dependents and (1) for an adult or child dependent or both. Part two was divided into four categories from which the respondents needed to choose the correct category: no dependents coded (0), one or more child dependent coded (2), adult dependent coded (3) and both child and adult dependents coded (4). A final question asked for a response on the number of dependents.

Domestic support assistance was divided into five categories from which the respondents needed to choose the correct category. These categories were no domestic support, a stay at home spouse, a family member, a fulltime maid or nanny support and a part time maid or nanny.

In this study, the Job levels were determined by utilizing the broad bands based on the Paterson job evaluation grading system of administrative/clerical, functional specialists, technical specialists and analysts, managers and executive level (Paterson, 1972).

Data analysis techniques

Data was collected electronically and demographic control variables were then coded numerically. Statistica (release 8.0) was utilized to analyze the data by means of factor analysis, reliability analysis, multiple regression, canonical regression, T test and ANOVA. The following chapter presents the results of the data analyses.

CHAPTER 4: RESULTS

The research propositions as a descriptive relationship exploration, is discussed in this chapter. Inferential statistics were utilized to analyze the data in order to infer results from the sample to general groupings. This chapter is divided into five sections based on the relevant statistical analysis. Factor analysis explored the dimensionality of the scales utilized in section one. Section two considers the reliability analysis and descriptive statistics. The correlation analysis between work-to-family enrichment (WFE) and the six job characteristics are examined in section three. Multiple regression analysis examines causal relationships in section four. In addition, population group differences are assessed via Anova and T Tests in section 4. Section five contains a summary of the results and final comments.

Exploratory Factor Analysis

The interdependence of variables was analyzed with factor analysis. This analysis examined the underlying dimensionality of the scales (Hair et al., 2003) and grouped those variables that were similar together. All the items used in the two interval type scales (work family enrichment scale and the job characteristic scale) were analyzed using exploratory factor analysis and the relative importance of each of the items in representing the factor was calculated.

Work Family Enrichment scale

In order to examine the information obtained using the work family enrichment scale, and simplify the understanding of the data, factor analysis was performed. This analysis identifies the relationships between variables and groups them into factors. The principal axis analysis is recommended for

data structuring (Hair et al., 2003). To test whether the WFE scale had three dimensions, the principal axis analysis on unrotated data produced one factor for the WFE scale. Eleven of the twelve items measuring Development, Affect and Capital elements of WFE loaded strongly onto one factor with an eigen value of 7.79 accounting for 64.9% of the total variance. This indicates a simple structure with a high loading on one factor and minimizes the need for a rotational analysis. WFE is therefore a uni-dimensional construct.

In general, the minimum size of the loading on a factor for an acceptable level of significance is 0.30 and the range 0.50 to 0.70 is seen as a moderate relationship (Hair et al, 2003). The lowest size of loading found after analysis, 0.61, on the item Development, was moderately significant. Table 3 details all the factor loadings onto the WFE factor.

Job characteristics scales

The factor analyses for each of the six job characteristics were analyzed separately using principal axis factoring on unrotated data. The factor analysis confirmed that the six scales were uni-dimensional. On these six analyses, items measuring less than 0.30 were regarded as insignificant (Hair et al, 2003) and therefore removed before the summary variables were calculated. These summary variables were used for the relational analysis and the analysis of group or demographic type differences. Using an iterative process, only one item with a factor loading of less than 0.30 was disregarded ("*To what extent can you do your job independently of others*" measured 0.09), and a clear factor structure emerged. As the size of some of the correlations between the job characteristics scales are small and medium, a factor analysis on all the job scales was performed to check the emerging factors. Four separate factors emerged for Skill Variety, Task Identity, Feedback and Friendship respectively.

Table 3: *Work to family Enrichment scale*

Codes	*Items*	*Loadings*
	My involvement in my job or work role.....	
WFE DV1	Helps me understand different view points and this helps me be a better family member.	-0.62
WFE DV2	Helps me develop my abilities and this helps me be a better family member.	-0.84
WFE DV3	Helps me gain knowledge and this helps me be a better family member.	-0.74
WFE DV4	Helps me acquire skills and this helps me be a better family member.	-0.83
WF]E AF1	Puts me in a good mood and this helps me be a better family member.	-0.78
WFE AF2	Helps me feel happy and this helps me be a better family member.	-0.85
WFE AF3	Helps me have a positive outlook and this helps me be a better family member.	-0.87
WFE AF4	Makes me cheerful and this helps me be a better family member.	-0.82
WFECAP1	Provides me with a sense of security and this helps me be a better family member.	-0.76
WFECAP2	Helps me feel personally fulfilled and this helps me be a better family member.	-0.82
WFECAP3	Provides me with a sense of accomplishment and this helps me be a better family member.	-0.83
WFECAP4	Provides me with a sense of success and this helps me be a better family member.	-0.86
	Eigen value	***7.79***
	% Total variance	***64.9%***

N=129 after deletion of data, principal factor analysis with axis *unrotated data, WFE DV= Work Family Enrichment (development); WFE DV= Work Family Enrichment (Development); WFE AF= Work Family Enrichment (Affect); WFECAP= Work Family Enrichment (Capital).*

Autonomy

The principal axis analysis resulted in items loading strongly onto one factor, with Eigen values greater than 1.0 accounting for 41.1% of variance.

Table 4: *Autonomy scale*

Items	***Loadings***
How much are you left on your own to do your work?	-0.67
To what extent are you able to act independently from your direct line manager in performing your job function?	-0.89
To what extent can you do your job independently of others?	***-0.10***
How much opportunity do you have for independent thought and action?	-0.63
Eigen value	**1.64**
% Total variance	**41.1%**

Notes: *N*=129 after deletion of data, principal factor analysis with axis unrotated

Skill variety

Two items in this scale required reverse coding. The Skill Variety items 3 "How repetitious are your duties" and item 4 "How similar are the tasks you perform in a typical work day?" were reversed coded. The principal axis extraction resulted in items loading strongly onto a single factor, with Eigen values greater than 1.0 accounting for 48.8% of variance.

Table 5: *Skill Variety scale*

Items	***Loadings***
How much variety is there in your job?	-0.79
How much opportunity do you have to do a number of different things in your job?	-0.58
How repetitious are your duties?	-0.72

How similar are the tasks you perform in a typical work day?	-0.69
Eigen value	***1.95***
% Total variance	***48.8%***

Notes: *N*=129 after deletion of data, principal factor analysis with axis unrotated

Task Identity

The principal axis analysis of the three items for task identity resulted in Eigen values greater than 1.0 accounting for 50.8% of variance. In addition, a single factor emerged.

Table 6: *Task identity scale*

Items	***Loadings***
How often do you see projects through to completion?	**-0.47**
How often do you have the opportunity to complete work you started?	-0.81
How often do you have a chance to complete a job from beginning to end?	-0.81
Eigen value	***1.53***
% Total variance	***50.8%***

Notes: *N*=129 after deletion of data, principal factor analysis with axis unrotated

Feedback

The principal axis analysis resulted in Eigen values greater than 1.0 accounting for 45.5% of variance and a single factor emerging.

Table 7: *Feedback Scale*

Items	***Loadings***
To what extent do you find out how well you are doing on the job as you are working?	-0.71
How much feedback do you receive from your supervisor/ line manager on how well you are doing?	-0.71

How often do you experience the feeling that you (yourself) know whether you are performing your job well or poorly?	-0.44
How often do you have the opportunity to find out how well you are doing on your job?	-0.79
Eigen value	***1.82***
% Total variance	***45.5%***

Notes: *N*=129 after deletion of data, principal factor analysis with axis unrotated

Dealing with others

The items all loaded onto one factor, hence uni-dimensional with Eigen value greater than 1.0 and accounting for 48.6% of the total variance.

Table 8: *Dealing with others scale*

Items	***Loadings***
To what extent is dealing with other people part of your job?	-0.61
How much of your job depends on your ability to work with others?	-0.73
To what extent do you meet (and work) with others in your work?	-0.75
Eigen value	**1.46**
% Total variance	***48.6%***

Notes: *N*=129 after deletion of data, principal factor analysis with axis unrotated

Friendship

The items all loaded onto one factor, hence uni-dimensional with Eigen value greater than 1.0 and accounting for 49.8% of the total variance.

Table 9: *Friendship Scale*

Items	***Loadings***
There is sufficient opportunity at work to get to know other people.	-0.56
I have more than one friend at work.	-0.67
There is sufficient opportunity at work to speak informally (on non-	-0.72

work related issues) with other employees.	
There is sufficient opportunity at work to develop friendships.	-0.87
I have one or more close friend at work.	-0.53
There is sufficient opportunity at work to talk to others about work and other issues.	-0.82
Eigen value	***2.99***
% Total variance	***49.8%***

Notes: *N*=129 after deletion of data, principal factor analysis with axis unrotated

Reliability Analysis

The study conducted a reliability analysis with the summary scales and Cronbach Alpha's were used to measure an acceptable level of reliability, set at 0.70 as per Hair et al (2003). The value of alpha increases with the number of items per scale, and for the analysis the minimum number of items used per scale was three.

The reliability analysis of the work to family enrichment scale shows a high reliability (Cronbach Alpha of 0. *996 and Average Inter item correlation (AIIR) of 0.66).* The Cronbach Alphas of the job design characteristics were analyzed separately and all Cronbach Alphas were significant as all were above the 0.70 level of generally acceptable reliability. High values of the Cronbach alphas indicated high internal consistencies (Hair et al., 2003). Average Inter item correlation (scores were moderate, ranging between 0.48 and 0.53). The Cronbach Alphas of each scale have been reflected in Table 11.

Descriptive statistics

In order to investigate the distribution of scores on each variable, the means *(M)* and standard deviations *(SD)* were computed in table nine. The table below shows a high mean value for the all the items surveyed (using a five

point Likert scale). The mean value for the items measuring work-to-family enrichment (WFE) was moderately high at 3.4, with a slight positive skewing to the right (*SD*= 0.84). The results indicate that more of the sample surveyed experienced work family enrichment than those who did not.

Mean scores above 4 indicates particularly high positive or tail end skewing. The scores for the characteristics of Task Identity (*M*=4.26, *SD*=0.76), Dealing with others (*M*=4.31, *SD*=0.71) and Autonomy (*M*=4.33, *SD*=0.78) indicates that the data is positively skewed to the right. There is slightly less skewing for Friendship, Variety and Feedback.

Table 10: *Descriptive statistics for summary scales*

Variables	*N*	*M*	*SD*	*SE*	*Skew Ness*	*Kurt osis*
WFE	125	3.40	0.84	0.08	-0.50	0.60
Autonomy	129	4.33	0.78	0.07	-1.48	2.14
Skill Variety	128	3.37	0.87	0.08	-0.47	-0.03
Task Identity	126	4.26	0.76	0.07	-1.52	3.06
Feedback	127	3.50	0.78	0.07	-0.18	-0.15
Dealing with others	127	4.31	0.71	0.06	-1.30	2.39
Friendship	129	3.63	0.79	0.07	-0.35	0.45

Notes: *N = number of respondents after case wise deletion of missing data; M= Mean; SD= standard Deviation; SE= Standard Error of Mean*

Correlation Analysis

Antecedents of work-family enrichment

The relational analysis of correlation assists in determining whether a relationship exists between the variables and if it does, (whether it is linear or not). As the factor analysis for WFE indicated only one factor emerging,

the correlations below are for the summary variable of WFE and its relationship to six separate job characteristics.

The results indicate that in this sample there is a moderate positive relationship between WFE and Feedback (r=0.37, p <.05). There is a small positive relationship with WFE and Friendship(r=0.27, p<.05). There is a small positive relationship between WFE and Variety (r=0.20, p <.05). This may indicate that work family enrichment is increasing when Feedback is increasing and when the element of Friendship is present and increasing.

Table 11: *Mean standard deviation and correlation analysis for indicators*

Variables	*Mean*	*SD*	WFE	Autonomy	Variety	Feedback	Task Identity	Dealing With Others	Friendship
WFE	*3.40*	*0.84*	*(0.96)*						
Autonomy	*4.31*	*0.80*	0.18	*(0.77)*					
Variety	*3.37*	*0.89*	**0.20**	0.52	*(0.79)*				
Feedback	*3.49*	*0.77*	**0.37**	0.21	0.16	*(0.76)*			
Task Identity	*4.23*	*0.77*	0.07	0.32	0.15	0.25	*(0.73)*		
Dealing with others	*4.31*	*0.71*	0.17	0.28	0.42	0.30	0.02	*(0. 74)*	
Friendship	*3.65*	*0.78*	**0.27**	0.22	0.17	0.10	-0.07	0.29	*(0.84)*

Note: *N= 119 after case wise deletion of missing data, p≤0. 05; Cronbach's Alpha reflected on the diagonal; SD = Standard Deviation; WFE =work-family enrichment*

Multiple Regression Analysis

Multiple regression analysis is a statistical technique that examines the relationship between a dependent variable and two or more independent variables to determine the extent to which the independent variables predict a relationship to a second variable (Hair et al., 2003). Multiple regressions were performed on the six job characteristics with WFE as the dependent variable to test propositions 2 (a) to 2(f). Table twelve below indicates the results of the regression analysis, namely that Feedback and Friendship can significantly predict the experience of WFE, with Beta in excess of 0.20.

Table 12: *Multiple Regression for Dependent variable (Work-Family Enrichment)*

R=.45 R^2 =.20 Adjusted R^2 =.16 F (6,112) =4.77 Std Error of Estimate= .77 p<.0002 Cohen's f^2 =.19

	Beta	Std error of Beta	B	Std error B	t(112)	p level
Intercept			1.11	0.65	1.71	0.09
Autonomy	0.03	0.11	0.03	0.11	0.24	0.81
Variety (task)	0.12	0.10	0.11	0.10	1.13	0.26
Feedback	**0.34**	0.09	0.38	0.10	3.76	0.00
Task Identity	-0.03	0.09	-0.03	0.10	-0.30	0.76
Dealing with others	-0.05	0.10	-0.06	0.12	-0.52	0.60
Friendship	**0.22**	0.09	0.24	0.10	2.46	0.02

Notes: B = the unstandardized regression coefficients; t = T test statistic.

The standardized beta indicates which independent variable contributes the most to explaining the relationship. Feedback was a significant predictor of work-to-family enrichment (*Beta* = 0.34, *p*=.00). Friendship was a second, albeit less significant, predictor of work-to-family enrichment, (*Beta* =0.22, *p*=.02). Skill Variety was not found to be a significant predictor of work-to-

family enrichment in multiple regression despite the positive result of the correlation analysis.

Multiple regression was performed on the six job characteristics with work-to-family enrichment as the dependent variable (N= 112; R^2 =.16). The models were re-run using only two variables. The feedback variable was entered into the regression model first and that accounted for 14% of the variance, and friendship the explained an additional 5% of the variance ($p<0.000$). Standard error of estimate was 0.76.

To summarize the findings, employees who experienced job characteristics of feedback and friendship experienced a greater level of work-family enrichment. The job characteristics of autonomy, skill variety, task identity and/or dealing with others did not yield any significant results in relation to work-to-family enrichment.

Assumptions of multiple regression

Hair et al. (2003) cautions that the correct assumptions are important for the validity of results. The assumptions of the model include a normal distribution for both error and multicollinearity. Hair et al. (2003) warns that significant correlations (r >0.70) between independent variables have adverse impacts on explanatory and predictive ability of regression models.

Multicollinearity was tested to ensure that there would be no such problems with the regression model: it is defined as when correlations are so high amongst the variables that it measures the same factor. According to Hair et al. (2003), they can affect the statistical significance of the individual regression components. As none of the tolerance values found were less than 0.10, no significant problem was found in respect of multicollinearity.

The residual plots of the multiple regression models for the dependent variables were examined. While there was significant skewness, the pattern of observed values was assumed to be normal distributions.

The final statistical analyses were performed on the demographic variables to indicate if any trends and relationships emerge. These group differences were tested using ANOVA and T tests. The results are discussed below.

ANOVAs and T Tests

The results of T- tests analyses indicate that none of the demographic groupings had significant differences for work-to-family enrichment. The demographic of gender, however, impacted the experience of both friendship and skill variety.

ANOVA was utilized to examine the differences across the job levels categories for WFE. Results indicate that while there are differences in the means across the job levels, there is no pattern of results indicating higher levels have more or less work-to-family enrichment than lower levels. The ANOVA analysis indicates that the administrative group is significantly different from both investment specialist and the management executive levels.

Table 13: *Means of job levels and WFE*

Job level	*Mean*	*Count*	*Std dev*
Administrative/Clerical	3.42	41	1.01
Administrative specialist	3.35	18	0.86
Analysts	3.23	9	0.90
Investment & Functional specialist/Managerial	3.51	39	0.65
Snr Management/Executive	3.26	18	0.78
All Grps	3.40	125	0.84

Table 14: *T Test results for Gender*

Variable	Mean male	Mean female	t-value	df	p	t separ. var.est.	df	P 2-sided
autonomy.mean	4.48	4.24	1.69	127	0.09	1.84	125	0.07
variety.mean	3.61	3.23	2.44	126	0.02	2.58	119	0.01
feedback.mean	3.62	3.42	1.41	125	0.16	1.36	89	0.18
taskid.mean	4.24	4.27	-0.20	124	0.84	-0.21	122	0.83
interaction.mean	4.30	4.31	-0.10	125	0.92	-0.11	102	0.92
friendship.mean	3.92	3.45	3.42	127	0.00	3.60	118	0.00
WFE.mean	3.41	3.40	0.10	123	0.92	0.10	105	0.92

Notes: t = T test statistic.

Canonical Correlation

A final analysis performed was canonical correlation, to test the relationship between the three dimensions of WFE, namely affect, capital and development and the relationship between the six differential characteristics. The canonical correlation analyzed the strength of the two sets of latent variables and determined how many dimensions were needed to account for that relationship. The canonical R of 0.503 indicates the high percentage of variance shared by variables along the work-family enrichment dimension, and indicates the three dimensions of work-family enrichment, namely affect, capital and development are measuring similar constructs. R of Chi^2 = 51. 3 (p= .00005). This supports the results of the factor analysis. The high redundancy of 0.14 on the WFE variables indicates a high ability to predict the value of WFE. This confirms the validity of the use of the summary variable WFE.

The results of all the analysis performed in relation to the research questions are summarized in Table 15 and 16.

Table 15: *Summary of result*

Proposition	Result	Data analysis
Work-family enrichment has 3 dimensions	Not supported	Factor Analysis
Employees in jobs with more self-reported autonomy will report higher levels of wfe	Not supported.	Correlation and Multiple Regression
Employees in jobs with more self-reported skill variety will report higher levels of wfe	Partial support. *(Small correlation. No significance in regression).*	Correlation and Multiple Regression
Employees in jobs who report more feedback will report higher levels of wfe	Supported.	Correlation and Multiple Regression
Employees in jobs with more self-reported task identity will report higher levels of wfe	Not supported	Correlation and Multiple Regression
Employees in jobs with more self-reported dealing with others will report higher levels of wfe	Not supported	Correlation and Multiple Regression
Employees in jobs with more self-reported friendship will report higher levels of wfe	Supported.	Correlation and Multiple Regression

Table 16: *Additional results*

Additional analysis	Result
Employees in higher job levels will report higher levels of wfe and employees lower jobs levels lower wfe	Not supported.
Gender, age, marital status, and whether you have dependents or not does not impact wfe	Supported.

Final notes

The results of the study confirmed that the enrichment process is uni dimensional for Work family enrichment. Multiple regression analysis indicated that Feedback and Friendship impacted Work family enrichment and accounted for 14 % and 5% of variance in WFE respectively. No significant differences were found for WFE across job levels.

CHAPTER 5: DISCUSSION

The aim of the study was to expand the limited research on the positive side of the work-family interface. In particular, the study focused on a comprehensive examination of the extent to which job characteristics are antecedents of work- family enrichment. In order to uncover this, it was also important to understand the construct work-family enrichment. Specifically, for this research, only the direction of work-to-family enrichment was considered. This chapter discusses the results with specific reference to the propositions of this study. The limitations of the study, management implications and suggestions for future research will be presented. Results regarding the dimensionality of work-family enrichment will be explored.

Exploratory factor analysis indicated that work-to-family enrichment had one underlying dimension, not three, as had been reported by Carlson et al. (2006). Respondents did not experience the three dimensions of affect, development and capital gains separately but rather as one dimension of gain. Therefore the proposition 1 was not supported. This finding is inconsistent with the research of Carlson et al.

Job Autonomy

Previous research found that employees with high levels of self reported and perceived job autonomy experienced more work-family enrichment (Grzywacz & Marks, 2000; Thomas & Prottas, 2006; Voydanoff, 2004). The result of multiple regression analysis in this study however found no significant relationship and thus proposition 2(a) was not supported. The study of Andreassi and Thompson (2006) examined objectively rated job autonomy and found no correlation to work-family enrichment. Andreassi and Thompson concluded that perhaps it was perceived autonomy that was important rather than actual autonomy or control available in a job. If this

was true then companies would need to determine how to influence the perceptions of control when trying to encourage work-family enrichment.
In this study, the sample of professional staff and skilled, qualified support staff, self reported autonomy of tasks was reported to be exceptionally high, as evidenced by the sample mean of 4.3 (on a Likert scale of 1 to 5). The results of the 2005 study of Grzywacz and Butler found that the underlying processes at work in the resources gained from autonomy in work to family enrichment were not completely apparent. They found that it may capture self esteem or work flexibility. In this study the recipients experienced high autonomy but empirically the relationship to enrichment was not found to be significant.

Skill Variety

The results of this study partially support the previous findings (Grzywacz & Butler, 2005) and found a small but positive correlation of 0.20 for skill variety and work-family enrichment. However the regression did not show significance. Therefore we only have partial support that people in jobs with more skill variety will experience higher levels of work – family enrichment. This shows slight support for proposition 2 (b) that employees in jobs with more self-reported skill variety will report higher levels of work-family enrichment.

Results show the mean level of self reported perceived skill variety for the sample was high (M =3.37). In instances where variety is linked to challenging work tasks, it impacts psychological meaningfulness (Kahn, 1990). While this research did not explore psychological meaningfulness, it may be useful to consider this link between the combination of variety and challenging tasks with meaningfulness and secondly with enrichment.

Task Identity

Research results indicated a high average mean for task identity. However, no significant correlation was found for Work Family Enrichment and Task Identity, which measured responsibility over the task (whether you started and finished a project on your own). Thus hypothesis 2 (c), that employees in jobs with more self-reported task identity will report higher levels of work-family enrichment, is not fully supported.

Feedback

Feedback, indicating how often one receives feedback on performance or if one could judge own performance, correlated positively with work-family enrichment. This element explained most (14%) of the variance in work-family enrichment in the empirical research. Thus the proposition 3(d) that employees in jobs who report more feedback will report higher levels of work-family enrichment is supported.

The finding of feedback being significant in predicting work family enrichment is supported by three possible mechanisms of how this could occur. Feedback could predict work family enrichment possibly through the experience of meaningfulness and engagement (Kahn, 1990). Secondly, the mechanism may be affect where feedback creates positive affect which leads to work-family enrichment. The overall disposition of the individual is important for the experience of enrichment (Michel & Clark, 2009). The emotional effect of feedback on an individual, who may be predisposed toward negative or positive affect, may then impact the work experience in a positive or counter productive way. Research by Belschak and Den Hartog (2009) supports this, indicating that feedback has an impact on emotions and subsequently on work attitudes. Further research to determine the strength of this relationship may be useful in ascertaining the significance of feedback and its relationship to affect.

A third explanation is that these empirical results may indicate that feedback addresses the basic psychological need for competency. The impact of feedback meets the competency needs for growth and development, as argued by the self determination theory of Deci and Ryan (2000). The theory proposed that all humans need to feel competent, autonomous, and related to others (Blustein, Kenna, Gill, & Devoy, 2008; Deci & Ryan, 2000). When social contexts, including the work domain, facilitate the satisfaction of these three basic psychological needs, positive psychological and behavioral outcomes may occur. Such outcomes include work family enrichment. Research shows that those individuals who felt more autonomous, connected and competent in their daily activities experienced the highest levels of wellbeing (Warner & Hausdorf, 2009).

Dealing with others

The results of this study indicate that the role design characteristic of dealing with others did not have a significant relationship with work-family enrichment. Therefore proposition 2(e) is not supported, that employees in jobs with more self-reported dealing with others will report higher levels of work-family enrichment.

Friendship

The empirical research showed that friendship at work was significant in the regression model in explaining the differences found in this study in the experience of work-family enrichment. Therefore support is found for proposition 2 (f) which states that employees in jobs with more self-reported friendship will report higher levels of work-family enrichment.

The self determination theory or needs theory holds that one of the three basic needs is the need for relatedness, and having a friend at work assists with both relatedness and a sense of belonging (Deci & Ryan, 2000). This

then impacts wellbeing and the experience of work-family enrichment (Warner & Hausdorf, 2009). Warner and Hausdorf (2009) point to an increasing amount of research which indicates that social support and job characteristics may influence whether multiple roles can be beneficial and lead to work family enrichment.

The needs theory of Deci and Ryan (2000) support the results found in this study which shows that characteristics of feedback and friendship in the work domain led to higher levels of work-to-family enrichment. The need for competence deals with a person's inherent desire to be effective in dealing with their environment, while the need for connectedness includes interaction with people and a need for social connection (Deci & Ryan, 2000). The job characteristic of friendship at work may be facilitated by employees most likely via the creation of a social and friendly culture than via the design of the job itself.

Levels of work-family enrichment among investment staff

This research indicates that a high level of work-to-family experience was experienced by respondents. Self reported levels of enrichment *(M*=3.40 on a five point scale, *SD*=.84) are in line with past research (Bhargava & Baral, 2009). This indicates that work experiences can enrich the respondent's family role or life domain. It supports the contention of Beutell and Berman Wittig (2006) that suggests there are more benefits to working and raising a family than there are to not raising a family because of work pressures.

Demographics variables

Past research has shown age and gender to be significant variables in the experience of work to family enrichment (Grzywacz et al., 2002; Rothbard, 2001). In South Africa age may be linked to more mature workers taking responsibility for adult dependents. In addition, mature employees may take

on the responsibility of child dependents for reasons including economic and social (migrant workers, young parents dying of HIV, single parents who are not adult, divorce). In this study, age was found to have no significant influence on work-family enrichment. The results of this research also indicate that gender and other demographic variables such as marital status and domestic support was found to have no significant impact on work-to-family enrichment.

This study found no significant differences in the experience of enrichment across different job levels. Therefore no support was found that employees in higher job levels will report higher levels of work-family enrichment or vice versa.

Management implications

The quality of an employees family and work life is a major concern for employees and sustainable work has become an issue for both employees and business that needs to attract skills (Grzywacz et al., 2002). Changes in the structure of families have increased the occurrence of dual earners within a family. The response of the employer to the increased responsibilities of employees from these multiple roles has an influence on employee's commitment and turnover intentions (Wayne et al., 2006). They found work-to-family enrichment has been found to positively predict affective organizational commitment and negatively predict turnover intentions. Further, they suggest that more research on how enrichment is related to work-related outcomes may be beneficial in convincing employers that enrichment deserves attention.

The design of work has a profound effect on an employee's ability to work and meet family responsibilities. By reducing absenteeism and increasing motivation it may lead to an increase in productivity (Bailing & Harrington,

2004). Hackman and Oldman (1980) suggested that jobs can be designed so that work and fun are more closely aligned. For workers to be satisfied and find meaning in work, they need responsibility and feedback.

Creation of Feedback Mechanisms

The results of this research showed the two job characteristics of feedback and friendship are antecedents for work family enrichment. The study provides evidence that companies can impact the employee's experience of work-family enrichment by addressing feedback and friendship variables.

Global research by Towers Perrin (nd) has found that high performing organizations excel at performance management, amongst other processes (Durgin, 2007). Ensuring line managers are trained in performing regular appraisals and trained in providing constructive feedback to employees around their deliverables, would impact the experience of work-family enrichment. In addition, encouraging a coaching culture in the delivery of feedback may be helpful in impacting the experience of work-family enrichment.

Culture of social interaction (relatedness and belonging)

To create a climate for friendship, companies may re-design work life to encourage social interaction. Activities that promote a culture that encourage friendship include social clubs, regular company functions and promoting team activities, in addition, cross functional teams may be instituted that encourage friendship while working together (Henderson & Argyle, 1985).

Addressing Work-family enrichment initiatives

The recent Towers Perrin Global Workforce Study involving 90,000 employees in 18 countries identified work/life balance as a top driver for job attraction and retention. In addition, they found that the ability to balance work and personal life was seen as a driver of retention (McNall et al., 2010). In the professional , knowledge worker environment, it is imperative to attract these scarce skills. The current generation demands work family balance and employers who can offer a work enriched experience will attract the best talent. (Tucker et al., 2005). A work environment with trained mangers in appraisals and policies around regular and positive feedback will facilitate the experience of enrichment.

Generation Y employees expect an increasing level of flexibility. Organizations looking to attract and retain knowledge workers and scarce skills should consider how to facilitate work–family enrichment by offering specific policies that permit greater schedule flexibility, which may indicate an overall supportive work environment. Thus, the availability of flexible work arrangements such as flextime and compressed work week employees experience greater enrichment from work to home, which, in turn, is associated with higher job satisfaction and lower turnover intentions (McNall et al., 2010).

Limitations of design

One of the limitations of the research study is the method of data gathering: the limitations of self report questionnaires include faulty memories, bias and perception (Golden, 1992; Schwenk, 1985). However, this method of self report is common in work- family life research . It has been utilized in the original studies on work family enrichment by Carlson et al.(2006) and

Gryzwacz and Butler(2005), as well as recent studies, including 2009 studies by Bhargava and Baral , Grotto and Lyness, and Michel and Clark.

The second limitation is timing: the study is cross-sectional, not longitudinal, and therefore this constrains the conclusions that can be inferred regarding casual relationships. In addition, complex psychological processes are at play and it may be difficult to establish causal relationships in the experience of work to family enrichment (Warner & Hausdorf, 2009). Further, the generalisation of the results may be limited as this is a single sample.

Future research

It is recommended that future research investigates work redesign for work family enrichment and other antecedents. The variables of feedback and friendship in the study accounted for 19% of variance in work family enrichment. Therefore there are other variables that are unexamined that explains part or all of the remaining variance. Future studies should explore other possible antecedents, such as personality and affect, role involvement and other role environment variables such as organizational culture (Aryee et al., 2005). While this study focused solely on one aspect of role environment, that is job characteristics, it would add to the understanding of the research on the antecedents of work–family enrichment to investigate job design characteristics in conjunction with both affect and organizational support. In this way, the relative importance of each to the experience of work–family enrichment can be established.

While it might be tempting to argue that perhaps work–family benefits such as feedback, friendship and flexibility are unnecessary and that organizations instead should focus on creating a more supportive culture, our knowledge of what creates and maintains a supportive work–family culture is quite

limited (Thompson, et al., 2005). Future research should focus on what contributes to a supportive culture and what constrains an organization's ability to create an environment that promotes work-family enrichment for its employees.

Role salience

The concept of role salience as a moderator, as suggested by the Greenhaus Powell (2006) construct of WFE, was outside the scope of this study. Salient roles provide more identity and meaning and therefore achieving high performance in a salient role is more likely to enhance wellbeing than high performance in a less salient role (Thoits, 1991). Any future studies should consider the role of salience as a moderator.

Replications of this research may be useful across other professional industries in South Africa to see if the job characteristics of feedback and friendship emerged as significant job design characteristics as antecedents to WFE. Should future research be conducted utilizing longitudinal design, inferences about the causal nature of various antecedents could be established.

Conclusion

The ongoing focus for employers to attract and retain scarce skills and knowledge workers has led to a focus on work-family enrichment. Work enrichment has been shown to increase performance and commitment (Wayne et al., 2006) and found to be positively related to job satisfaction and affective commitment (Bhargava & Baral, 2009). When anticipating future trends, the challenge is how organizations may re-invigorate their work life strategies to reflect the changing nature of work and life demands

(Harrington & Ladge, 2009). In line with this positive focus, the enrichment aspect looks at the concept of multiple roles adding or enriching the experience in both domains. This research has therefore examined the antecedents of work family enrichment. More executives are seeing talented staff as a competitive advantage, and by creating an environment that fosters work family enrichment they may create a compelling psychological contract to both attract and retain staff (Guthridge, 2008).

One of the predictors of work engagement and retention has been found to be the balance of work life interface (Glen , 2006), and work life enrichment experience has important benefits such as stronger emotional attachment and increased engagement (Bhargava & Baral, 2009). This underscores the need for organization to further understand the construct of enrichment and to design workplaces and jobs that stimulated the experience of work family enrichment.

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Appendix A : Work- family enrichment and Job characteristics questionnaire

1. Job Characteristics: *Please type x to reflect your viewpoint for each question*

	SCALE	**Very Little (1)**	**Little/ Some (2)**	**Some what (3)**	**Much/ Often (4)**	**Very Much (5)**
Autonomy						
1.	*How much are you left on your own to do your work?*					
2.	*To what extent are you able to act Independently from your direct line manager in performing your job function?*					
3.	*To what extent can you do you job independently of others?*					
4.	*How much freedom do you have to do pretty much what you want on your job?*					
5.	*How much opportunity for independent thought and action?*					
Variety						
6.	*How much variety is there in your job?*					
7.	*How much opportunity to do a number of different things?*					
8.	*The amount of variety in your job?*					
9.	*How repetitious are your duties?*					
10.	*How similar are the tasks you perform in a typical work day?*					
Task Identity						
11.	*How often do you see projects through to completion?*					
12.	*How often do you have the opportunity*					

	to complete work you started?					
13.	*How often do you have the chance to do a job from beginning to end?*					
Feedback						
14.	*To what extent do you find out how well you are doing on the job as you are working?*					
15.	*How much feedback do you receive from your supervisor / line-manager on how well you are doing?.*					
16.	*How often do you experience the feeling that you know whether you are performing your job well or poorly?*					
17.	*How often do you have the opportunity to find out how well you are doing on your job?*					
Friendship						
18.	*How much opportunity is there in your job to get to know other people?*					
19.	*How much friendship from your co-workers?*					
20.	*To what extent do you have the opportunity to speak informally with other employees while at work?*					
21.	*How much opportunity is there to develop close friendships in your job?*					
22.	*How much opportunity to talk to other people on the job?*					
Dealing with others						
23.	*To what extent is dealing with other people a part of your job?*					
24.	*How much of your job depends on your ability to work with others?*					
25.	*To what extent do you meet with others in your work?*					

2. Work Involvement: *Please click your viewpoint for each question.*

	My involvement in my company:	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1.	I feel a strong connection to my company					
2.	I feel emotionally attached to my company					
3.	I feel like part of the family at my company					
4.	My company has a great deal of personal meaning for me					

3. Demographic details: *Click the box that applies.*

1)	**Gender**	Male	Female

2)	**Your Age**	Under age 25	25 to 34	35 to 44	45 to 54	Over 55

2)	Married or Living with Partner	Yes	No
3)	Single, Divorced or Widowed	Yes	No

4)	Parent or primary caregiver of child or children	Yes	No	Part time		
5)	Primary caregiver to elderly dependent	Yes	No	Part time		
6)	Number of children cared for	none	One	Two	Three	Four or more
7)	Tick if one or more of children cared for fall into following Age brackets	Under age 5	Age 5 to 9	Age 10 to 14	Over age 15	Adult dependent/s

9)	Domestic help .	Type x

		If yes
	Stay at home spouse	
	Fulltime maid/nanny	
	Part time maid/nanny	
	Part time aupair or tutor	
	Full week Aupair	
	Family member assistance (for example Aunt/Granny)	
	Family member who lives with me	
	No domestic support	

11)	*Please state your Occupation*	
12)	*Please categorize your position in one of the categories attached:*	
	Clerical	*Administrative specialist*
	Supervisory	*Team leader*
	Manager (more than 4 reportees)	*Functional specialist eg IT or HR or Legal*
	Departmental manager (more than 10 reportees)	
13)	*Please type the category your direct line manager would fall into.* *Supervisory position* *Manager (more than 4 staff members reporting to him or her)* *Departmental or Senior Manager (more than 10 reportees)* *Executive level Manager* *Managing Director/CEO*	

Thank you for completing Sections 1, 2 and 3.

If you are not living with a spouse, partner, child or adult dependent, then you may *skip section 4* and submit now!

THANK YOU FOR YOUR ASSISTANCE AND TIME.

4. Work and Family Life: *Please click your viewpoint for each question.*

To agree you have to agree with both parts of the statement.
For example, Qu1: My involvement in work (1) helps me understand different viewpoints AND (2) this then helps me be a better family member

	My involvement in work:	***Strongly Disagree***	***Disagree***	***Neither Agree or disagree***	***Agree***	***Strongly agree***
1.	*Helps me understand different viewpoints and this helps me be a better family member*					
2.	*Helps me feel personally fulfilled and this helps me be a better family member*					
3.	*Makes me feel happy and this helps me be a better family member*					
4.	*Provides me with a sense of accomplishment and this helps me be a better family member*					
5.	*Helps me gain knowledge and this helps me be a better family member*					
6.	*Makes me cheerful and this helps me be a better family member*					
7.	*Helps me develop my abilities and this helps me be a better family member*					
8.	*Helps me have a positive outlook and this helps me be a better family*					

	member					
9.	*Provides me with a sense of security and this helps me be a better family member*					
10.	*Provides me with a sense of success and this helps me be a better family member*					
11.	*Helps me acquire skills and this helps me be a better family member*					
12.	*Puts me in a good mood and this helps me be a better family member*					
	My Involvement in my family life:	*Strongly Disagree*	*Disagree*	*Neither Agree or disagree*	*Agree*	*Strongly agree*
13.	*Helps me acquire skills and this helps me be a better employee.*					
14.	*Requires me to avoid wasting time at work and this helps me be a better employee.*					
15.	*Puts me in a good mood and this helps me be a better employee.*					
16.	*Helps me gain knowledge and this helps me be a better employee.*					
17.	*Helps me learn new behaviors and this helps me be a better employee.*					
18.	*Allows me to get the most out of my workday as possible and this helps me be a better employee*					
19.	*Helps me have a positive outlook and this helps me be a better employee.*					
20.	*Causes me to be more focused at work and this helps me be a better worker.*					
21.	*Makes me happy and this helps me be a*					

	better employee.					
22.	*Helps me expand my knowledge of new things and this helps me be a better employee.*					
23.	*Encourages me to use my work time in a focused manner and this helps me be a better employee.*					
24.	*Makes me feel cheerful and this helps me be a better employee.*					

THANK YOU FOR YOUR ASSISTANCE AND TIME.