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THE EFFECTS OF FAMILY SUPPORTIVE SUPERVISOR BEHAVIORS (FSSB) ON WORK AND HEALTH RELATED OUTCOMES

By

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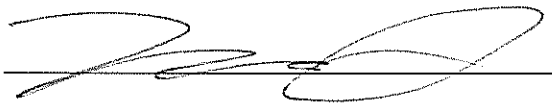
Signature 

Date 4/09/14

THE EFFECTS OF FAMILY SUPPORTIVE SUPERVISOR BEHAVIORS (FSSB) ON WORK AND HEALTH RELATED OUTCOMES

By

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Master of Science
Eastern Kentucky University
Richmond, Kentucky
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Submitted to the Faculty of the Graduate School of
Eastern Kentucky University
in partial fulfillment of the requirements
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DEDICATION

This thesis is dedicated to my parents and brother
Willard Johnson, Bernadette Blaine, and Wilson Johnson
for their unwavering support.

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I would like to thank my major professor, Dr. Jaime Henning, for her guidance and patience. I would also like to thank the other committee members, Dr. Richard Osbaldiston and Dr. Yoshie Nakai, for their comments and assistance over the past two years. I would like to express my thanks to my parents, brother and best friend, Willard, Bernadette, Wilson and Ryan, for their understanding and patience during those times when there was no light at the end of anything. They encouraged me and made me stick with it. I would like to thank the members of my family in Gulfport, Mississippi: Jill and Wes Logothetis, Grandpa and Grandma Blaine, and all my aunts and uncles. I would also like to thank the members of my family in Parsons, Kansas: Sam and Sally Mosier, Granny and Papa Combs, and Aunt Jenny. Finally, I would like to thank my father Robert Combs who taught me that I can't control the wind but I can adjust the sail.

ABSTRACT

The composition of the workforce has changed dramatically over the past several decades, the number of dual-career couples and working mothers with young children has increased dramatically. Many organizations have responded by implementing work-family benefits to help employees deal with the conflicting demands of work and family. Yet, researchers have found that these benefits may be underutilized by employees (Allen, 2001).

One reason these benefits may be underutilized is due to a lack of perceived supervisor support for the use of these benefits (Cook, 2009). This study will examine the processes underlying how family supportive supervisor behaviors influence positive job and health related outcomes, specifically affective commitment, job satisfaction, and subjective well-being. The model tested in this study suggests that family supportive supervisor behaviors will lead to greater work engagement via gain spirals. This enhanced sense of absorption in and vigor towards one's work is expected to be related to lower levels of work-to-family conflict and greater levels of work-to-family enrichment.

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CHAPTER 1

INTRODUCTION

The composition of the workforce has been changing over the past several decades. The number of dual-career couples and workers involved in caring for significant others has increased dramatically (Fredriksen-Goldsen & Scharlach, 2001), making the responsibilities of employed individuals greater than ever. Many organizations have responded by implementing work-family benefits such as flextime, onsite child-care, gyms, laundry services and leave of absence policies to help deal with the conflicting demands of work and non-work life. Yet, researchers have found that these benefits may be underutilized by employees (Allen, 2001). Money is wasted on policies and benefits that are never used and researchers suggest one reason for this is due to a lack of perceived organizational and supervisor support to use these benefits (Cook, 2009). The competing demands between work and family can produce many negative work and non-work related outcomes. Therefore it is vital to examine the association between supervisor support for family on work and health related outcomes.

Researchers have already begun examining supervisory behaviors that promote a family supportive climate and have coined the term family supportive supervisor behaviors (FSSB; Hammer, Kossek, Zimmerman, & Daniels, 2007). The purpose of this thesis is to examine the influence of FSSB on job and health related outcomes. Specifically, the job and health related outcomes examined are affective commitment, job satisfaction, and subjective well-being. Previous research and theory directs the belief that FSSB does not only directly lead to job and health related outcomes, but that there

are multiple mediators that influence the relationship. Specifically, work engagement and work-family conflict and enrichment are examined in this study.

The following sections of this introduction contain brief histories and definitions of the interrelated concepts and variables involved in research focused on workplace family-related benefits and outcomes. The following variables will be described in the introductory sections that follow: Family supportive supervisor behavior (FSSB); Work engagement; Work-family conflict; Work-family enrichment; Affective commitment; Job satisfaction; and Subjective well-being. Each of these variables play a role in the conceptual model tested in the current study (see Figure 1). [1]

[1] Note: All figures and tables are included in the appendices.

CHAPTER TWO

LITERATURE REVIEW

Work-Family Research

Work-life and work-family. Numerous researchers have examined a variety of conceptual issues within the domain of work-family research. Several of these issues must be explained to understand the underlying theoretical framework of this study. Specifically, the terminology work-life and work-family have both been used in the field; for the current study the term work-family will be used.

Work-family was the common term used when this area of research emerged. As the composition of the workforce began to change it was noted that employees with minimal family-related responsibilities were not gaining as much benefit from the family-friendly benefits available through the organization. Researchers then realized that the measures being used to assess the use of work-family benefits were also not including items that would cover non-family and work related situations. An example of this type of situation would be an employee using a flex time option to be able to get to the gym earlier. Researchers began to create new measures of work-family/life balance to include other domains such as personal relationships, health management, household management, and education.

Even with these new measures, for the current study *work-family* will be used rather than work-life for two primary reasons. First, in the existing literature examining the relationships included in the current study, the term "work-family" is more widely used, especially with in regard to research conducted in the educational setting. Second,

the majority of validated measures used within this domain of research use the term "work-family."

Work-family interface. Another important conceptual issue in this domain of research concerns the bidirectional nature of the work-family interface. Work-to-family conflict (WFC) occurs when work demands interfere with one's ability to fulfill family responsibilities, while family-to-work conflict (FWC) depicts family demands interfering with one's ability to carry out work responsibilities (Bragger, Rodrigguez-Srednicki, Kutcher, Indovino, & Rosner, 2005; Hammer, Bauer, & Grandey, 2003). Work-to family enrichment (WFE) occurs when tasks performed at work enhance the responsibilities fulfilled in the family role, while family-to-work enrichment (FEW) occurs when responsibilities in the family role enhance the elements of the work role. The literature also explains the "spillover" model, which suggests that when individuals feel stress in one role, that stress influences functioning in the other role and can affect one's behavior (Bragger et al., 2005; Kossek & Ozeki, 1998). This spill-over effect can have positive or negative consequences in both the work and the family domain. Specifically in the work arena, family-to-work negative spillover can lower the levels of efficiency, profitability, and retention in an organization (Bragger et al., 2005). For the current study only the work-to-family direction of conflict and enrichment will be examined.

Work-family conflict. Work-family conflict is described as a type of inter-role conflict in which the pressures of one role interfere with the pressures of another role, creating an imbalance (Greenhaus & Beutell, 1985). Role theory (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964) and the scarcity hypothesis (Goode, 1960) are often used to help explain the processes underlying work-family conflict. Role theory suggests that

inter-role conflict occurs when demands and expectations from one role become incompatible with those of another role, and as we occupy multiple roles, we are less likely to be able to meet the demands of each role due to a scarcity of resources (e.g., time, energy; Goode, 1960), and thus conflict occurs.

Greenhaus and Beutell (1985) introduce three types of work-family conflict, time-based, strain-based, and behavior-based. Time-based conflict occurs when the individual is limited on time (a resource) and the time spent in one role (e.g., work) makes it difficult to live up to the expectations in the other role (e.g., family). Strain-based conflict exists when elements of one role cause stress or tension in another role. Lastly, behavior-based conflict occurs when patterns of behaviors in one role are incompatible with behavior in the other role.

Work-family conflict appears to be influenced by many variables. Different antecedents have been examined in the literature including work (i.e., hours worked, work stressors, supervisor support; e.g., Byron 2005; Ford, Heinen, & Langkamer, 2007; Hargis, Kotrba, Zhdanova, & Baltes, 2011) and non-work factors (i.e., family stressors, number of children at home, family social support; e.g., Byron 2005; Ford et al., 2007; Hargis et al., 2011), as well as individual differences (i.e., affectivity and locus of control; e.g., Byron 2005; Hargis et al., 2011). These antecedents can be manipulated to produce positive work and health related outcomes. DiRenzo, Greenhaus, and Weer (2011) found that a family-supportive culture and family-supportive supervision are negatively related to work-family conflict, which suggests that these antecedents are resources that could lead to decreased work-family conflict. The ability to influence employee work-family conflict is important due to the negative outcomes that can occur. This conflict has been

associated with high rates of burnout, turnover intentions, absenteeism, health problems, and psychological strain (Amstad, Meier, Fasel, Elfering, & Semmer, 2011).

Work-family enrichment. Work-family enrichment occurs when positive gains from participation in one role have beneficial effects in a different role (Greenhaus & Powell, 2006). Role expansion theories (Barnett & Hyde, 2001; Sieber, 1974) help explain how work-family enrichment may occur by implying that multiple roles can be beneficial for an individual's mental, physical, and relationship health. These theories suggest that involvement in multiple roles can lead to positive outcomes (e.g., experiences, resources), which in turn positively affect one's ability to function in multiple roles.

Barnett and Hyde (2001) explain that there are certain conditions that influence the positivity of having multiple roles. The number of roles and time demands of each role can influence the quality of each. The quality of the role appears to be more important for health than how many roles one has or how long one stays in a certain role. Ultimately role expansion theory and previous researchers (Barnett & Hyde, 2001; Barnett, Marshall, & Pleck, 1992; Repetti, Matthews, & Waldron, 1989) suggest that the positive outcomes (e.g., experiences, resources) from possessing multiple roles will positively affect one's ability to function in multiple roles. However, it should be noted that as multiple roles can provide benefits, there is also the chance for negative outcomes. For example, when an individual begins to hold a critical number of different roles, distress and overload may occur.

Like work-family conflict, different categories of antecedents of work-family enrichment have been identified, individual (i.e., work and family identity), family (i.e.,

emotional and instrumental support), and organizational (i.e., benefit use, work–family culture, and supervisor support) (Wayne, Randel, & Stevens, 2006). It is vital for organizations to take into account these antecedents due to the positive outcomes associated with high levels of work-family enrichment, and affective commitment is one such outcome (Wayne et al., 2006).

Workplace Support

Organizational Support Theory (Eisenberger, Cummings, Armeli, & Lynch, 1997) assumes that employees develop global beliefs concerning how much the organization values their contribution and cares about their well-being. These beliefs are referred to as perceived organizational support (POS; Eisenberger, Huntington, Hutchison, & Sowa, 1986). The norm of reciprocity (Gouldner, 1960) suggests that when one treats another well, the other returns the favorable treatment. This norm may also apply to employee and employer relationships (Eisenberger, Armeli, Rexwinkel, Lynch, & Rhoades, 2001). Employees who feel the organization supports their well-being can repay their organization through methods such as greater affective commitment and greater efforts to obtain organizational goals.

With the rise of emphasis on family-friendly benefits, researchers began to examine employees' family supportive organizational perceptions (FSOP). Allen (2001) describes FSOP as global perceptions employees form about how supportive their organization is in regard to their family commitments and demands. These perceptions have been found to positively influence multiple job and health related outcomes (Allen, 2001). Job satisfaction, organizational commitment, and turnover attentions have all been found to be influenced by FSOP (Allen, 2001). These positive outcomes of FSOP can

likely be explained by Social Exchange Theory. Social Exchange Theory (Blau, 1964) suggests that relationships in organizations are based on the exchange of resources, such as time and effort. When employees perceive the organization is family supportive, they believe they must spend some of their own resources to pay the organization back, thus leading to these positive outcomes.

Just as employees develop global beliefs about their organization, they also form beliefs about the support of their supervisor. Perceived supervisor support (PSS) is described as employees' perceptions of the extent to which supervisors care about their well-being and value their contributions (Kottke & Sharafinski, 1988). The relationship between POS and PSS has been examined, with researchers suggesting that PSS leads to POS (Shanock & Eisenberger, 2006). Because supervisors act as agents for the organization and are responsible for directing and evaluating subordinate performance, over time employees begin to view their supervisor as favorable or unfavorable which is indicative of the organization's support (Eisnberger et al., 1986; Levinson, 1965). These perceptions of supervisor support not only help to maintain POS, they also lead to positive work outcomes themselves. For example, Ng and Sorenson (2008) found that PSS positively related to job satisfaction and affective commitment and negatively related to intention to quit.

Conservation of Resources theory (COR) (Hobfoll, 1989) suggests that people strive to retain, protect, and build resources. The depletion or the chance of depletion can cause an increase of inter-role conflict. PSS should serve as a resource to help lesson demands in the work domain and replenish scare resources (Grandey & Cropanzano, 1999). Because general PSS leads to positive outcomes such as job satisfaction and

commitment, work-family researchers began to examine the effects of perceptions of "family" specific supervisor support.

Family Supportive Supervisor Behaviors

Researchers have identified behaviors that result in perceptions of a family supportive supervisor, leading to the development of the family supportive supervisor behaviors (FSSB) construct (Hammer et al., 2007). FSSB is composed of four dimensions; emotional support, role modeling behaviors, instrumental support, and creative work-family management (Hammer, Kossek, Yragui, Bodner & Hanson, 2009). The dimension *emotional support* centers around the perceptions that one's feelings are considered and valued by the supervisor. For example, a supervisor simply asking their employee how they are feeling after going through a difficult divorce would be an example of this dimension. When a supervisor demonstrates behaviors such as using the onsite child care services provided by the organization, he or she is demonstrating *role modeling* behaviors.

Instrumental support refers to a supervisor who reacts and inquires about work and family needs at the job. For example, asking employees how their children or spouses are doing would be an example of instrumental support. Finally, *creative work-family management* involves initiating actions to restructure work to help employees increase effectiveness on and off the job. Inquiring higher management about a family-friendly policy an employee is attempting to use would be an example of creative work-family management (Hammer et al., 2009). Engaging in creative work-family management practices can help benefit the *dual agenda*. Benefitting the *dual agenda* occurs when a supervisor has the ability to consider the implementation and redesign of work to support

family needs, yet is able to do so in a manner that results in a win – win situation, benefitting both the organization as well as the employee (Rapoport, Bailyn, Fletcher, & Pruitt, 2002). This mentality contrasts with the apparent view many organizations hold in which work-family benefits are perceived as a win – lose situation, where work-family conflict is lowered but productivity is lost (Hammer et al., 2007). For example, a supervisor who has the mentality of benefitting the *dual agenda* would cross-train employees to enable someone to leave work early to pick up their child at daycare yet still have coverage for the demands of that job.

FSSB has been found to lead to many positive outcomes such as higher work engagement, job satisfaction, subjective well-being, and lower turnover intensions (Hammer, Kossek, Anger, Bodner, & Zimmerman, 2011; Matthews, Mills, Trout, & English, in press). The variables included for the purpose of this study will be described and discussed next.

FSSB and Work Engagement

Work engagement. Work engagement is defined as a positively satisfying, fulfilling, work-related state characterized by three dimensions; vigor (feelings of energy in the work conducted), dedication (feeling proud of one's work) and absorption (being immersed in one's work) (Schaufeli, Salanova, Gonzalez-Roma, & Bakker, 2002; Ratnasingam et al., 2012). Work engagement has been found to result in positive outcomes for organizations. Engaged employees have been found to be happier and more productive (Crawford, LePine, & Rich, 2010), as well as experience emotions of joy and enthusiasm (Bakker & Demerouti, 2008; Schaufeli & Salanova, 2007). These enthusiastic employees demonstrate better in-role and extra-role performance, and consequently

realize better financial results for the organization, and have more satisfied clients and customers (Bakker & Demerouti, 2008; Schaufeli & Salanova, 2007).

Previous researchers have shown that job resources are positively related to work engagement (Bakker & Demerouti, 2008; Schaufeli & Salanova, 2007). Specifically related to this study, Matthews et al. (in press) found that FSSB (a job resource) positively related to work engagement. The relationship between FSSB and work engagement can be explained using the Job Demands-Resources (JD-R) model (Bakker & Demerouti, 2007) and Hobfoll's (1989) Conservation of Resources (COR) theory. These theories not only describe the specific relationship between FSSB and work engagement but also provide the theoretical backdrop for the overall conceptual model examined in this study.

First, the JD-R model relies on the assumption that every job can be distinguished by two separate categories (job demands and job resources) and two separate processes (health impairment and motivational) (Bakker & Demerouti, 2007). Job demands refer to the physical, psychological, social, or organizational aspects of a job that require large amounts of effort or skill. Examples include work pressures, an unfavorable physical environment, and emotionally demanding interactions with clients (Bakker & Demerouti, 2007). Job resources are the physical, psychological, social, or organizational aspects of the job that are functional in achieving work goals, or reduce job demands and the associated physiological and psychological costs, and stimulate personal growth, learning, and development (Bakker & Demerouti, 2007). The two processes involved with the JD-R model are *health impairment process* and a *motivational process*. The health impairment process depletes energy and mental and physical resources due to

poorly designed jobs which can lead to a state of exhaustion (Bakker & Demerouti, 2007). The motivational process leads to high work engagement, low cynicism, and excelled performance due to job resources that have motivational potential (Bakker & Demerouti, 2007).

Within the JD-R model, social support and high quality relationships with supervisors are key situational variables that act as potential buffers against job demands and job strain (Bakker & Demerouti, 2007). Specifically, Hakanen, Bakker, and Schaufeli (2006) found that, among Finnish teachers, supervisor support and organizational climate were considered as important job resources that helped coping with demands at school. Overall, the JD-R model proposes that the interactions between job demands and resources are important, and supervisors can learn to use tactics (e.g., FSSB) to diminish demands on their employees and help employees further increase resources.

Hobfoll (1989) suggests that individuals with more resources are less likely to experience resource loss and are therefore more apt to gain further resources. This process is referred to as a *gain spiral*. Matthews et al. (in press) suggest that gain spirals exist between FSSB and work engagement. Resources gained through FSSB likely encourage employees to obtain further resources that facilitate employees' ability to become absorbed and invigorated by their work. This sense of work engagement may lead employees to be less likely to perceive work demands as actual demands, thereby freeing up resources to reduce the experience of inter-role conflict (i.e., work engagement is negatively related to work-to-family conflict) and enhance the likelihood of work-to-family enrichment (work engagement is positively related to work-to-family enrichment).

It is further suggested that FSSB indirectly influences work-family conflict and work-family enrichment through its effects on work engagement.

Hypothesis 1: Family Supportive Supervisor Behavior will be positively related to Work Engagement.

Work Engagement and the Work-Family Interface

The next part of the conceptual model examines the direct relationship between work engagement and work-to-family conflict and enrichment. Researchers have begun to examine this association. For example, Chen & Powell (2012) have found direct effects between work role engagement and work-family enrichment and conflict. Siu et al. (2010) obtained similar findings, yet they used work engagement as a mediator in a model similar to the current study. Job engagement has also been found to negatively relate to work-family conflict (De Cuyper, Notelaers, & Witte, 2009).

This association can also be described using JD-R (Karasek, 1979) and COR (Hobfoll, 1989) theories. When an individual is engaged in their work they may be less likely to perceive some work demands as demands. Once the individual begins to perceive fewer demands, this begins to free up more resources. Once there is little or no threat of the depletion of resources, there will be less inter-role conflict experienced. This would in turn create less work-to-family conflict, whereas the increase in resources due to this engagement should result in more work-to-family enrichment.

Hypothesis 2a: Work Engagement will be negatively related to Work-to-Family Conflict.

Hypothesis 2b: Work Engagement will be positively related to Work-to-Family Enrichment.

FSSB and the Work-Family Interface

The direct relationship between FSSB and work-family conflict and enrichment has been previously examined. Researchers have shown that FSSB is negatively related with work-family conflict and positively related to work-family enrichment (Hammer et al., 2009; Odle-Dusseau, Britt & Greene-Shortridge, 2012). This direct relationship can be explained by COR theory (Hobfoll, 1989). As stated previously, COR (Hobfoll, 1989) suggests that people strive to retain, protect, and build resources. The depletion or the chance of depletion of these resources can cause an increase in inter-role conflict. It has been suggested that supervisor support can diminish the demands of the work domain and replenish exhausted resources from the experience of inter-role conflict, specifically work-family conflict (Grandey & Cropanzano, 1999). This would imply that supervisors who practice family supportive behaviors (FSSB) would be supplying resources to their subordinates. That supply of resources would lower the sense of scarcity of resources. When the feeling of scarcity is removed, the level of inter-role conflict experienced will decrease and work-to-family enrichment is likely to increase.

Hypothesis 3a: Family Supportive Supervisor Behavior will be negatively related to Work-to-family Conflict.

Hypothesis 3b: Family Supportive Supervisor Behavior will be positively related to Work-to-family Enrichment.

The Mediating Effects of Work Engagement

The model examined in this study further suggests that work engagement mediates the relationship between FSSB and work-to-family conflict and enrichment. Although research has not yet examined this mediation effect, Sui et al. (2010) found

work engagement to mediate the effect of general supervisor support on work-family enrichment. This relationship can again be described by JD-R (Bakker & Demerouti, 2007) and COR (Hobfoll, 1989) theories, and it is suggested that the more resources (FSSB) available at work to help manage work demands, the more engaged the employee will become (via gain spirals). Once the employee is engaged, they are less likely to perceive work demands or potential demands as actual demands which will leave more resources available to be used in other domains, such as the family domain. Engaged employees will also be more apt to create their own resources which will also help them to replenish lost resources. This will lead to increased work-to-family enrichment and diminished work-to-family conflict.

Hypothesis 4a: Work Engagement will mediate the negative relationship between Family Supportive Supervisor Behaviors and Work-to-family Conflict.

Hypothesis 4b: Work Engagement will mediate the positive relationship between Family Supportive Supervisor Behaviors and Work-to-family Enrichment.

Job and Health Related Outcomes

Many job and health related outcomes have been studied in relation to work-family conflict (e.g., burnout and turnover intentions) and work-family enrichment (e.g., organizational commitment and organizational citizenship behaviors). In the current study the following outcome variables were examined: Affective commitment, Job satisfaction, and Subjective well-being.

Affective commitment. Affective commitment refers to an emotional attachment to an employee's organization; the individual will tend to stay with the company not because they "have to" but because they "want to" (Meyer, Allen, & Gellatly, 1990).

Commonly when measuring affective commitment, researchers focus on three critical areas, acceptance of organizational values and goals, the willingness to exert effort on behalf of the organization, and the individual's desire to be involved with the organization (Allen & Meyer, 1990). Researchers have continuously found stronger relationships between affective commitment and organizational outcomes than any other form of organizational commitment (Mathieu & Zajac, 1990; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). Researchers have found that employees who have high organizational commitment are more likely to remain at the job and have lower intentions to turnover (Steers, 1977). Meyer et al. (2002) also found that affective commitment was negatively related to turnover and withdrawal cognition, work-family conflict and absenteeism, and positively related to job performance and organizational citizenship behaviors.

Job satisfaction. Job satisfaction is the "degree of pleasure an employee derives from his or her job" (Muchinsky, 2000). This concept is vitally important to employers due to costly outcomes associated with low levels of job satisfaction. Research has linked low job satisfaction to lower productivity, stagnated creativity, higher levels of turnover, and deviant workplace behaviors (Jenkins, 2009).

Subjective well-being. Another outcome of relevance to the study of the work-family interface is subjective well-being. This is a perceived level of life satisfaction, job satisfaction, low levels of negative affect and high levels of positive affect (Diener, 2000). Myers and Diener (1995) suggest that the best indicators of subjective well-being include whether the individual is engaged in work and leisure, whether the culture the individual is in offers positive interpretations for most daily events, and whether the

person enjoys a supportive network of close relationships. Individuals who have low subjective well-being tend to have high levels of anxiety, depression, and anger. These feelings can begin to negatively impact work and family life.

These outcome variables are important to organizations when examining the bottom line. Frequently, the first symptom of an organizational problem will be displayed through an outcome variable such as those included in the current study (e.g., low levels of affective commitment or subjective well-being among employees). FSSB may positively influence these outcome variables to positively affect the workforce.

FSSB and Job and Health Related Outcomes

Previous researchers have examined the direct relationships between FSSB and work and health related outcomes. For example, Odle-Dusseau et al. (2012) found that FSSB influences job performance and attitudes. Researchers have also found that general perceived supervisor support positively relates to affective commitment (Ng & Sorensen, 2008). General supervisor support has been found to be positively related with family and job satisfaction (Breaugh & Frye, 2004; Thompson & Prottas, 2005), as well as to contribute to well-being (Thompson & Prottas, 2005). Specifically related to the current study, FSSB has been found to directly correlate with job satisfaction (Hammer et al., 2009) and subjective well-being (Matthews et al., in press).

These direct relationships between FSSB and job and health related outcomes are grounded in Social Exchange Theory (Blau, 1964). When supervisors show support to an employee, that employee may feel indebted to repay this support. The employee may attempt to repay their supervisor by increasing his or her performance to reach organizational goals and objectives.

Hypothesis 5a: Family Supportive Supervisor Behavior will be positively related to Affective Commitment.

Hypothesis 5b: Family Supportive Supervisor Behavior will be positively related to Role Satisfaction.

Hypothesis 5c: Family Supportive Supervisor Behavior will be positively related to Subjective Well-Being.

The Mediating Effects of Conflict and Enrichment

The direct relationship between work engagement and job and health related outcomes have been examined. Specifically, work engagement was found to positively relate to subjective well-being (Matthews et al., in press), job satisfaction (Prottas, 2013), and affective organizational commitment (De Cuyper, Notelaers, Witte, 2009). These relationships can be explained based on the JD-R model (Bakker & Demerouti, 2007). Bakker, Schaufeli, Leiter, and Taris (2008) suggest that engaged employees create their own jobs and personal resources (e.g., support from others). Those engaged employees are better at dealing with their job demands to achieve work goals, which results in higher performance (Bakker & Demerouti, 2007).

Work-family conflict and enrichment have also both been found to directly influence job and health related outcomes. Wayne et al. (2006) found that work-family enrichment positively related to affective commitment. Recently, Wayne, Casper, Matthews, and Allen (2013) demonstrated that work-family conflict and enrichment both positively related to affective commitment. Carlson, Kacmar and Grzywacz (2010) found that work-family conflict negatively correlated with job satisfaction, and enrichment was

positively related to job satisfaction. In a study of employees in the field of education, conflict was found to be negatively associated with job satisfaction (Bragger et al., 2005).

The second mediation effect in this study examines how WFC and WFE mediate the relationship between work engagement and outcome variables. As discussed previously, reasoning based on the JD-R (Bakker & Demerouti, 2007; Karasek, 1979) and COR (Hobfolls, 1989) theories suggests that when an individual is engaged in their work they are less likely to perceive demands as actual demands. Once the individual begins to perceive fewer demands, this can begin to free up resources. These lessened perceived demands and additional resources would in turn help to reduce work-to-family conflict and increase work-to-family enrichment. With a decrease in WFC and increase in WFE, positive job and health related outcomes can be realized.

Hypothesis 6a: Work-to-family Conflict and Work-to-family Enrichment will mediate the positive relationship between Work Engagement and Affective Commitment.

Hypothesis 6b: Work-to-family Conflict and Work-to-family Enrichment will mediate the positive relationship between Work Engagement and Job Satisfaction.

Hypothesis 6c: Work-to-family Conflict and Work-to-family Enrichment will mediate the positive relationship between Work Engagement and Subjective Well-Being.

While building upon theories and past research, the current study also answers calls for future researchers to help fully understand the processes of *how* FSSB may influence these job and health related outcomes (Hammer et al., 2007). These types of studies will help future researchers and managers understand the importance of FSSB.

Odle-Desseau et al. (2012) further express the need for examination of the conceptual model presented by Hammer et al. (2007) which describes a systems based model of the relations between FSSB, work-family conflict and enrichment, and work and family related outcomes. The current study includes aspects of that model and adds to it by including additional variables and explanatory processes.

CHAPTER THREE

METHOD

Participants

Participants were 280 faculty members recruited from a community technical college system located in the Southeastern United States (13.1% response rate, 20.4% Adjunct, 30.4% Associate Professors, 20% Instructors, 21.4 % Professors, and 7.9% Temp Adjunct). The gender of the sample was almost even with 51.8% female and 49.2% male. The mean age was 51 years (*SD* = 12). Of the sample, 73.9 % are married or living with a significant other and 9.6% are single, while 11% are divorced or widowed. 34.6% had at least one child under the age of 18 living at home, and 21.7% had dependent adult (elder care or disabled relatives) responsibilities. Approximately 87.5% of the sample was Caucasian, .7% was Hispanic, 3.9% was African American, and .7% was Asian. On average, participants worked 39.16 hours a week (*SD* = 17.70).

Procedure

An email invitation containing a link to the online survey was sent by the researcher to faculty employees of the college. Individuals were sent a reminder email two weeks later and were given a month to complete the survey. The survey took approximately 15 minutes to complete. The survey can be found in Appendix A.

Measures

Family Supportive Supervisor Behavior. FSSB was measured using Hammer et al. (2009) fourteen-item FSSB measure. Cronbach's alpha for this study was. 97. This measure assesses four dimensions of FSSB [emotional support (Cronbach's α = .95), instrumental support (Cronbach's α = .89), role modeling behaviors (Cronbach's α = .95),

and creative work-family management (Cronbach's α = .92)]. Items were rated on a 5-point scale ranging from 1 = *Strongly Disagree* to 5 = *Strongly Agree*.

Work engagement. Employee engagement was assessed with the abbreviated Utrecht Work Engagement Scale (UWES-9; Schaufeli, Bakker, & Salanova, 2006). UWES-9 contains three subscales: vigor, dedication, and absorption. Three items each assess each dimension. A sample item for vigor is, "At my job, I feel bursting with energy." A sample item for dedication is, "I am enthusiastic about my job." A sample item for absorption is, "I am immersed in my work." Respondents answered on a 7-point scale ranging from 0 = *Never* to 6 = *Always*. Cronbach's alpha for this measure was .91. Results of a confirmatory factor analysis (CFA) suggested two items ("I am immersed in my work" and "I get carried away when I am working") should be removed (further rationale for removal of these items is provided below). Cronbach's alpha following removal of these items was. 92.

Work-to-family conflict. WFC was assessed using the three items from the six item scale developed by Grzywacz, Frone, Brewer, and Kovner (2006). Participants responded to the stem, "In the last 6 months, how often did your job or career:" A sample item is, "keep you from spending the amount of time that you would like with your family?" Respondents answered on a 6-point scale ranging from 0 = *Never* to 5 = *5 or more days per week.* Cronbach's alpha for this measure was .95.

Work-to-family enrichment. WFE was measured by using four items from a short form of the 18-item measure created by Carlson, Kacmar, Wayne, and Grzywacz (2006). This 8-item measure was developed by Odle-Dusseau et al. (2012). A sample item is, "My involvement at my work provides me with a sense of accomplishment and

this helps me be a better friend and/or family member." Respondents indicate agreement on a 5-point scale ranging from 1 = *Strongly Disagree* to 5 = *Strongly* Agree. Cronbach's alpha for this measure was .89.

Affective commitment. Affective commitment was assessed using the eight item Affective Commitment Scale developed by Allen and Meyer (1990). This scale was adapted to fit the Higher Educational context of the sample. A sample item is, "I would be very happy to spend the rest of my career with this college." Respondents answered on a 5-point scale ranging from 1 = *Strongly Disagree* to 5 = *Strongly Agree.* Cronbach's alpha for this measure was .93.

Job satisfaction. Job satisfaction was measured using three items from the Michigan Organizational Assessment Questionnaire developed by Cammann, Fichman, Jenkins, and Klesh (1983). This measure assesses affective responses towards one's job and a sample item is, "All in all, I am satisfied with my job." Respondents answered on a 5-point scale ranging from 1 = *Strongly Disagree* to 5 = *Strongly Agree.* Cronbach's alpha for this measure was .74.

Subjective well-being. Subjective well-being was assessed using the 12-item general health questionnaire (Banks, Clegg, Jackson, Kemp, Stafford, & Wall, 1980). A sample item is, "Thinking about the past 30 days, how often have you been able to enjoy your normal day to day activities?" and responses were given using a 5-point response scale ranging from 1 = *Never* to 5 = *Always*. Cronbach's alpha for this measure was .88.

CHAPTER FOUR

RESULTS

Means, standard deviations, internal consistency reliability estimates, and inter-correlations for study measures are reported in Table 1. To examine the hypotheses, a structural model (see Figure 1) was tested to estimate the direct and indirect effects of the hypothesized relationships of the variables using AMOS 22. A number of model fit indices were selected to be examined. The selected fit indices were chi-square, Comparative Fit Index (CFI), and the Root Mean Square Error of Approximation (RMSEA). A non-significant chi-square value, a CFI value of .95 or greater (Hu & Bentler, 1998), and a RMSEA value of .06 or lower indicate good model fit, with a RMSEA of .08 indicating mediocre fit (MacCallum, Browne, & Sugawara, 1996).

Confirmatory Factor Analysis

A confirmatory factor analysis (CFA) was conducted determine if the correct items loaded onto the correct measures based on the data collected for this study. A ten-factor measurement model (in which the items that were intended to measure emotional support, instrumental support, role modeling behaviors, creative work-family management, work engagement, work-to-family conflict (WFC), work-to-family enrichment (WFE), affective commitment, job satisfaction, and well-being loaded on separate, correlated factors) demonstrated marginal fit [$\chi^2(774) = 1760.20$, $p = .00$, CFI = .91, RMSEA = .07 90% CI (.06, .07)], indicating the measurement model could be improved.

Modifications to the measurement model were conducted based on an examination of standardized regression weights and standardized residuals, and

modification indices. Items with standardized regression weights less than .70, and significant standardized residuals (those with an absolute value greater than .4) were examined. Based on this examination, two items from the work engagement scale were removed. The first item removed ("I get carried away when I am working") demonstrated a low standardized regression weight (.48) and high standardized residuals, and has been identified as a faulty item in previous analysis of the work engagement scale (Culbertson, Mills, & Fullagar, 2012). The second item removed ("I am immersed in my work") also demonstrated a low standardized factor loading (.55) and high standardized residuals. These items are two of the items making up the three item *absorption* dimension of the work engagement scale, and future analyses are needed to examine the viability of these items. The revised measurement model demonstrated improved fit [$\chi^2(695) = 1495.51$, $p = .00$, CFI = .92, RMSEA = .06 90% CI (.06, .07)].

The revised measurement model was compared to a model where all FSSB items were loaded onto a single factor. This model [$\chi^2(718) = 1760.82$, $p = .00$, CFI = .89, RMSEA = .07 90% CI (.07, .08)] demonstrated significantly worse fit [$\chi^2(23) = 265.31$, $p = .00$] than the measurement model. The revised measurement model was also compared to a model where all items were loaded onto a single factor. This model [$\chi^2(740) = 6603.53$, $p = .00$, CFI = .42, RMSEA = .17 90% CI (.16, .17)] also demonstrated significantly worse fit [$\chi^2(45) = 5108.02$, $p = .00$], supporting the argument that the constructs measured are distinguishable.

Conceptual Model Testing

Based on the revised measurement model, to examine the hypotheses the structural model represented in Figure 1 was tested. The model demonstrated acceptable

fit [$\chi^2(21) = 59.22$, $p = .00$, CFI = .98, RMSEA = .08 CI 90% (.06, .11)]. Although the model fit the data well, modification indices suggested that the majority of model misfit could be accounted for by correlating the error terms for emotional support and instrumental support, two subscales of the family supportive supervisor behaviors (FSSB) measure, as it is likely that engaging in behaviors accommodating to employees' work-family responsibilities leads to feelings of being cared for and valued by one's supervisor. For example, when supervisors exhibit instrumental support behaviors such as working with an employee to creatively solve conflicts between work and family, it is likely the employee will also feel as if the supervisor cares and values them. Furthermore, both of these forms of support are critical to providing resources to help individuals better cope with stressors. After correlating these error terms, the measurement model was recalculated, and demonstrated excellent fit [$\chi^2(20) = 30.79$, $p = .06$, CFI = .99, RMSEA = .04 CI 90% (.00, .07)]. Standardized path coefficients from the revised structural model are reported in Figure 1.

Hypothesis 1. As predicted, family supportive supervisor behaviors (FSSB) was found to be positively related to work engagement ($\beta = .29$, $p = .00$), supporting Hypothesis 1.

Hypotheses 2a and 2b. Also as predicted work engagement negatively associated with work-to-family conflict (WFC) ($\beta = -.19$, $p = .00$) and positively associated with work-to-family enrichment (WFE) ($\beta = .44$, $p = .00$), supporting Hypotheses 2a and 2b.

Hypotheses 3a and 3b. In the present study it was hypothesized that FSSB would be negatively related to WFC and positively related to WFE. Findings did not support these hypotheses ($\beta = -.05$, $p = .43$; $\beta = .10$, $p = .06$, respectively).

Hypotheses 4a and 4b. In order to test Hypotheses 4 and 6 (testing for indirect effects), maximum likelihood bootstrapping was used to estimate standard errors and confidence intervals (95%) for all relevant indirect, direct, and total effects (5,000 samples were drawn).

To test Hypothesis 4a and 4b, the indirect effects of FSSB on WFC and WFE via work engagement were examined. Significant direct effects between work engagement and work-to-family conflict and enrichment were found (β = -.19, p = .00; β = .44, p = .00, respectively). FSSB demonstrated a standardized indirect effect of -.06, 95% CI [-.11, -.02] on WFC, supporting Hypothesis 4a. FSSB demonstrated a standardized indirect effect of .13, 95% CI [.07 - .19] on WFE, supporting Hypothesis 4b. Results of this bootstrapping analysis are reported in Table 2.

Hypotheses 5a, 5b, and 5c. It was hypothesized that FSSB would have a direct influence on the job and health related outcomes (affective commitment, job satisfaction, and subjective well-being) measured, while controlling for all other variables in the model. As predicted, FSSB positively related to affective commitment (β = .19, p = .00), supporting Hypothesis 5a. Although Hypothesis 5a was supported evidence demonstrated that the predicted direct paths between FSSB and job satisfaction and subjective well-being were not significant (β = .03, p = .60; β = .01, p = .82, respectively), failing to support Hypotheses 5b and 5c.

Hypotheses 6a, 6b, and 6c. To test Hypotheses 6a, 6b, and 6c, the indirect effects of work engagement on the job and health related outcomes (affective commitment, job satisfaction, and subjective well-being) via WFC and WFC were examined. First the direct effects of WFC and WFE on the job and health related outcomes were examined.

WFC demonstrated a significant standardized direct effect on subjective well-being (β = -.21, p = .00), but not on affective commitment or job satisfaction. Significant direct effects were found between WFE and each of the job and health related outcomes (affective commitment β = .27, p = .00; job satisfaction β = .21, p = .00; subjective well-being β = .20, p = .00).

Next, indirect effects were examined. Work engagement demonstrated a significant indirect effect on each of the three outcome variables (affective commitment β = .10, p = .00; job satisfaction β = .10, p = .00; subjective well-being β = .13, p = .00). Because this bootstrapping technique for estimating indirect effects is an omnibus test, and in instances where multiple mediators are proposed does not provide detail on which construct(s) is serving as the mediator, multiple-mediation analyses using a macro for SPSS provided by Preacher and Hayes (2008) were conducted.

Regarding Hypothesis 6a, WFE was found to significantly mediate the relationship between work engagement and affective commitment. Specifically, the indirect effect of work engagement on affective commitment via WFE was .15, 95% CI [.07 - .23] (note that these indirect effects are unstandardized values). Although WFC did not demonstrate a significant direct effect on affective commitment, it was entered in this analysis for purposes of consistency and was not found to be a significant mediator. Thus, Hypothesis 6a was supported in regards to the mediating role of WFE but not WFC.

Regarding Hypothesis 6b, WFE was found to significantly mediate the relationship between work engagement and job satisfaction. Specifically, the indirect effect of work engagement on job satisfaction via WFE was .08, 95% CI [.03-.15]. As above, although WFC did not demonstrate a significant direct effect on job satisfaction, it

was entered into the analysis for purposes of consistency and was not found to be a significant mediator. Thus, Hypothesis 6b was supported in regards to the mediating role of WFE but not WFC.

Finally, regarding Hypothesis 6c, the indirect effect of work engagement on subjective well-being via WFC was .03, 95% CI [.01-.05], and the indirect effect via WFE was .06, 95% CI [.03 - .10]. This provides support for Hypotheses 6c. Results of these analyses can be found in Table 3.

CHAPTER FIVE

DISCUSSION

Building off conceptual models from Hammer et al. (2007), Matthews et al. (in press), and Odle-Dusseau et al. (2012), the goal of the current study was to expand on these models to further identify the effects of family-supportive supervisor behaviors (FSSB) on work and health related outcomes. Significant direct and indirect effects were found, partially supporting the proposed model.

As previous findings and theory would suggest, the results revealed significant direct effects of FSSB on work engagement and affective commitment. It is important to note that previous research did find that FSSB is directly related to job satisfaction, but the findings in the current study did not support that conclusion. Although direct effects were not found between FSSB with job satisfaction and subjective well-being, significant indirect effects were found between FSSB and all outcome variables (affective commitment, job satisfaction, and subjective well-being). This would suggest that the direct effects between FSSB and job satisfaction and subjective well-being are mediated by work engagement, work-to-family conflict (WFC), work-to-family enrichment (WFE), or a combination of the three.

Also similar to previous research, it was found that work engagement was negatively related to work-to-family conflict (WFC) (De Cuyper, Notelaurs, & Witte, 2009) and positively associated with work-to-family enrichment (WFE) (Chen & Powell, 2012). Unlike previous findings, direct relationships were not found between FSSB and WFC and WFE (c.f., Odle-Dusseau et al., 2012).

Although Sui et al. (2010) found that work engagement mediated the relationship between general supervisor support and WFE, the indirect effects of FSSB on WFC and WFE through work engagement had not been examined until the current study.. Theoretically, we believe that FSSB provides employees with resources that result in increased engagement (via gain spirals). Engaged employees are less likely to perceive work demands as actual demands compared to less engaged employees, which would leave them with greater resources to be used in other domains, such as the family domain. This would in turn increase WFE and diminish WFC. As hypothesized, work engagement mediated the relationship between FSSB and WFC and WFE.

Unlike previous findings, WFC demonstrated direct effects only on subjective well-being, whereas WFE demonstrated direct effects on each of the hypothesized outcome variables (affective commitment, job satisfaction, and subjective well-being). The results did reveal indirect effects between work engagement on job and health related outcomes through WFC and WFE. This specific association had not yet been examined by other researchers. It was determined that WFE mediated the association between work engagement and all three outcome variables, while WFC mediated the association between work engagement and subjective well-being.

Overall the majority of the conceptual model was supported, yet particular relationships were found to be non-significant which suggests that we cannot assume all paths within the model. This model still provides useful and important information to add to the existing literature in the work-family field. We now discuss the practical implications of our findings, the limitations of the current study, and ideas for future researchers.

Implications

There are multiple practical implications based on the results of this study. Overall, FSSB should be seen as a critical resource for managing work and family stress. Supervisors who engage in family supportive behaviors will have an engaged workforce, resulting in positive job and health related outcomes. Specifically, these findings add to existing evidence suggesting that managers should be trained on how to exhibit each of the four dimensions of FSSB (emotional support, role modeling, instrumental support, and creative work-family management; Hammer et al., 2007; Matthews et al., in press; Odle-Dusseau et al., 2012). FSSB is viewed as a trainable skill and organizations should implement training interventions that teach supervisors how to demonstrate those specific behaviors and prohibit counterproductive work behaviors that may be seen as unsupportive by employees (Hammer et al., 2007). Training managers on the actual behaviors that can be performed to demonstrate FSSB and on prohibiting behaviors seen as unsupportive, this may lead to a more engaged workforce which is vital to obtaining organizational level goals (Xanthopoulou, Bakker, Demerouti & Schaufeli, 2009). As demonstrated by the current study, engaged employees benefit themselves and the organization, in the form of greater subjective well-being, affective commitment, and job satisfaction.

While linking FSSB to training interventions, organizations' should also consider linking FSSB to performance evaluations and feedback (Hammer et al., 2007). It has been found that supervisors who feel supported by their organizations are more likely to provide support to their employees, resulting in more positive employee outcomes (Shanock & Eisenberger, 2006). By rating supervisors on FSSB it will demonstrate that

the organization endorses family-friendly policies and the supportive behaviors of supervisors regarding those policies. This will increase the likelihood of supervisors exhibiting family-friendly behaviors, which will ultimately lead to more positive work and health related outcomes for employees.

As Matthews et al. (in press) suggest, FSSB could also be used in the selection process. By selecting supervisors that already exhibit FSSB, an organization can save time and money in training these behaviors. This will in turn decrease the time it takes to see the positive benefits of FSSB for employees and the organization.

A final implication of the findings from this study is that FSSB could be used as an informal source of support. Matthew et al. (in press) also suggests that if organizations cannot provide family friendly benefits due to high costs, having managers who engage in FSSB will increase employee well-being. Odle-Dusseau et al. (2012) also made a similar argument that FSSB is more essential to helping employees manage work and family domains than formal sources of support such as availability of family-friendly benefits. If benefits are unavailable to employees' managers who exhibit FSSB can still increase positive outcomes for employees. Our results provide additional evidence for this suggestion.

Taken as a whole, it is suggested that corporate executives should develop a team of managers that engage in family-friendly behaviors by selecting and training supervisors on FSSB, while also linking performance evaluations of supervisors to the amount of FSSB exhibited. Hammer et al. (2007) suggest a combination of training interventions such as a focus on how to demonstrate sensitivity to employees' work-family issues, as well as more specific technical trainings according to the characteristics

of the job, such as structurally changing the place, organization, and scheduling of work to be adaptable to the work-family needs of employees. Supervisors that have a well-rounded knowledge of these areas and have practice in using family-friendly behaviors could increase the amount FSSB they exhibit. Matthews et al. (in press) suggest selecting managers who seem to be intrinsically motivated to enroll in a specific training program to develop this skill of exhibiting FSSB. We believe by combining all of these ideas the organization will develop a more engaged workforce with less WFC and increased WFE, resulting in greater positive job and health related outcomes.

Limitations

The current study is not without limitations. The primary limitation of this study is that a cross-sectional design was employed. It would have been ideal if data could have been obtained longitudinally to determine causal ordering of our variables, however due to limited resources longitudinal data could not be obtained for the current study. However, if our model was tested with longitudinal data the nature of our research question would have changed. Instead, we would be asking, does FSSB affect job and health related outcomes through work engagement and WFC and WFE at some later point. Our results suggest that supervisors who engage in FSSB have an immediate impact on the employee work engagement, WFC and WFE, and job and health related outcomes. Future researchers should examine longitudinal data to determine causal relationships between our variables.

Another limitation of the current study is that all data were self-report. There are certain disadvantages when using self-report data, including socially desirable responding meaning that the individual may answer the questions in a manner they perceive is the

desirable way. Participants may lie and exaggerate on certain items, they may not feel comfortable revealing private information about themselves, and participants may misremember certain details. To help avoid some of these biases and misreporting of information, we assured participants that their answers would not be linked to their identity and that only the researchers would have access to individual-level data. The majority of the questions in the survey did not ask about private or sensitive information. Future research should examine additional methods of measuring the variables in the presented model to determine if the self-report data gathered for the current study influenced the results in any way.

A final limitation to the current study is that the bi-directional nature of WFC and WFE were not examined. Due to limited resources and the amount of complexity the bi-directional WFC and WFE would have added to the conceptual model, it was decided to only examine work-to-family conflict and work-to-family enrichment rather than also including family-to-work conflict and enrichment. Future researchers should examine whether the findings of this study differ if both directions of conflict and enrichment are considered. It may be the case that FSSB and work engagement do little to influence family-to-work conflict and enrichment. On the other hand, work-family resources and a sense of engagement in the work domain may act to reduce the negative effects of family-to-work conflict (by providing resources to better deal with this conflict in the workplace) and enhance the positive effects of family-to-work enrichment (by providing resources to facilitate the improvement of quality of life in the work role via experiences in the family domain).

A potential limitation of this study is that the sample is composed of employees from one organization, all holding teaching positions. While this may be criticized as a sample of convenience, the sample is rather unique and complex in that participants are employed at a Community College and many may hold other positions at different organizations. Future researchers should further examine this by sampling participants that may be in different job situations to compare these results to determine if there would be similar findings.

Future Research

In addition to correcting for limitations of the current study, two additional directions are suggested for future researchers examining the influence of FSSB on work and health related outcomes. These examinations would enhance the understanding of and provide additional evidence for the conceptual model presented in the current study.

Although the direct effects of FSSB on WFC and WFE were not significant, a significant indirect effect via work engagement was found. This suggests that the effects of FSSB on WFC and WFE may be fully mediated by other variables. This finding suggests work engagement is highly influential on the relationship between FSSB and WFC. Other variables, such as perceived control over work hours which has been found to be related to FSSB (Hammer, Kossek, Bodner, & Crain, 2013), should be examined as potential mediators of the same association. These other mechanisms may be as influential as work engagement.

Second, the results of the current study revealed that WFE had a direct effect on the job and health related outcomes (affective commitment, job satisfaction, and subjective well-being), whereas WFC only demonstrated a direct effect on subjective

well-being. These findings differ from what previous researchers have found. For example, Odle-Dusseau et al. (2012) found that WFC was directly related to job satisfaction and organizational commitment (job related outcomes). This variation of findings may be due to the nature of the occupations under consideration (faculty positions in the current study versus hospital workers in Odle-Dusseau et al's. study). For example, faculty positions tend to have a great deal of autonomy, affording employees more control over what work they take on and how and when (and to some extent where) the work is completed.

The participants in this study may experience WFC but because they perceive more choice in their work, this conflict may not lead to lowered job satisfaction or affective attachment to the organization. That is, if employees perceive they chose to take on tasks that may increase inter-role conflict or chose to work during non-traditional work hours, even though the conflict exists, this conflict may be less likely to result in negative work-related attitudes, yet may still affect health related outcomes such as subjective well-being. For employees who perceive less autonomy and choice in their work, experienced WFC may be more likely to lead to negative work-related attitudes. Future researchers should examine this possibility and examine the model proposed here with samples consisting of employees from different occupations. They should also inspect whether the model may function differently for different populations (e.g., males and females, full-time and part-time workers, or individuals with children or eldercare responsibilities compared to individuals with no dependent care responsibilities).

Conclusion

In conclusion, the results of this research further support the importance of family supportive supervisor behaviors as a resource to assist employees in managing the demands of the work and family domains. Support was found for the proposed model, demonstrating that supervisors who engage in family-friendly behaviors have a more engaged workforce, resulting in lower levels of work-to-family conflict and greater work-to-family enrichment, which in turn were associated with job and/or health related outcomes. These findings demonstrate that not only do employees benefit from FSSB as a resource, but the organization is likely to benefit as well via positive outcomes such as affective commitment and job satisfaction. We encourage the practical implications of these findings as well as further testing of the conceptual model.

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APPENDIX A:

Work-Family Study Employee Survey

WORK-FAMILY STUDY
EMPLOYEE SURVEY

Email Invitation

Dear Faculty Member,

My name is Dorothy Johnson and I am a graduate student in the Industrial-Organizational Psychology program at Eastern Kentucky University.

As part of my Master's Thesis, I am conducting a study examining the experiences of the work-life interface among community and technical college faculty. I believe that the intersection of work and life is particularly salient within this population and I hope to learn more about the processes through which organizational factors related to supporting a work-life balance can influence important work and health related outcomes, including job satisfaction and well-being.

I am asking you to share your thoughts and experiences in a brief survey on your experiences **integrating work and non-work**.

Completing the survey should take no more than 15 - 20 minutes and your responses are confidential. The records of this study will be kept private and stored securely; neither the participants nor your organization will have access to an individual's data.

The summary results of the survey will be made available after the close of this survey.

Upon completion of the survey, you will also be asked to volunteer to participate in a brief (10-minute) follow up survey in approximately three months. If you volunteer, you will be asked to provide your email address. This information will only be used to contact you regarding the follow-up survey. This information will not be used in any manner to identify individuals' responses. If you decide to participate in the follow-up survey, you will also be entered in a random drawing to receive one of five $25 Amazon Gift Cards.

Further instructions can be found by following the survey link above. If you have any questions regarding the survey's purpose, use and/or confidentiality, please contact me at 218.324.1774 or dorothy_johnson215@mymail.eku.edu. You may contact my faculty supervisor, Dr. Jaime Henning, Department of Psychology, Eastern Kentucky University, at (859) 622-8178 or Jaime.Henning@eku.edu.

Thank you for taking the time to complete the survey – I greatly appreciate your help! You can access the survey by simply clicking here:

By clicking on the survey link you are consenting to participate in this study

Family Supportive Supervisor Behaviors

	Strongly Disagree	**Disagree**	**Neither Agree or Disagree**	**Agree**	**Strongly Agree**
My supervisor is willing to listen to my problems in juggling work and nonwork life.	1	2	3	4	5
My supervisor takes the time to learn about my personal needs.	1	2	3	4	5
My supervisor makes me feel comfortable talking to him or her about my conflicts between work and nonwork.	1	2	3	4	5
My supervisor and I can talk effectively to solve conflicts between work and nonwork issues.	1	2	3	4	5
I can depend on my supervisor to help me with scheduling conflicts if I need it.	1	2	3	4	5
I can rely on my supervisor to make sure my work responsibilities are handled when I have unanticipated nonwork demands.	1	2	3	4	5
My supervisor works effectively with workers to creatively solve conflicts between work and nonwork.	1	2	3	4	5
My supervisor is a good role model for work and nonwork balance.	1	2	3	4	5
My supervisor demonstrates effective behaviors in how to juggle work and nonwork balance.	1	2	3	4	5
My supervisor demonstrates how a person can jointly be successful on and off the job.	1	2	3	4	5
My supervisor thinks about how the work in my department can be organized to jointly benefit employees and the company.	1	2	3	4	5
My supervisor asks for suggestions to make it easier for employees to balance work and nonwork demands.	1	2	3	4	5

My supervisor is creative in reallocating job duties to help my department work better as a team.	1	2	3	4	5
My supervisor is able to manage the department as a whole team to enable everyone's needs to be met.	1	2	3	4	5

Work Engagement

	Never	***Almost Never* (a few times a year or less)**	***Rarely* (once a month or less)**	***Sometimes* (a few times a month)**	***Often* (once a week)**	***Very Often* (a few times a week)**	***Always* (every day)**
At my work, I feel bursting with energy.	1	2	3	4	5	6	7
At my job, I feel strong and vigorous.	1	2	3	4	5	6	7
I am enthusiastic about my job.	1	2	3	4	5	6	7
My job inspires me.	1	2	3	4	5	6	7
When I get up in the morning, I feel like going to work.	1	2	3	4	5	6	7
I feel happy when I am working intensely.	1	2	3	4	5	6	7
I am proud of the work I do.	1	2	3	4	5	6	7
I am immersed in my work.	1	2	3	4	5	6	7
I get carried away when I am working.	1	2	3	4	5	6	7

Work-to-Family Conflict

In the last 6 months how often did your job or career…	**Never**	**Less than once a**	**(1-3) days per month**	**(1-2) days per week**	**(3-4) days per week**	**5 or more days per week**
Interfere with your responsibilities	1	2	3	4	5	6

at home, such as yard work, cooking, cleaning, repairs, shopping, paying the bills, or childcare?						
Keep you from spending the amount of time that you would like to spend with your family?	1	2	3	4	5	6
Interfere with your home life?	1	2	3	4	5	6

Work-to-Family Enrichment

My involvement in my work…	**Strongly Disagree**	**Disagree**	**Neither Agree or Disagree**	**Agree**	**Strongly Agree**
Helps me acquire skills and this helps me be a better friend and/or family member.	1	2	3	4	5
Makes me feel happy and this helps me be a better friend and/or family member.	1	2	3	4	5
Provides me with a sense of accomplishment and this helps me be a better friend and/or family member.	1	2	3	4	5
Provides me with a sense of success and this helps me be a better friend and/or family member.	1	2	3	4	5

Affective Commitment

	Strongly Disagree	**Disagree**	**Neither Agree or Disagree**	**Agree**	**Strongly Agree**
My company has a great deal of personal meaning to me.	1	2	3	4	5
I feel emotionally attached to my company.	1	2	3	4	5
I feel a strong sense of belonging to my company.	1	2	3	4	5

Job Satisfaction

	Strongly Disagree	**Disagree**	**Neither Agree or Disagree**	**Agree**	**Strongly Agree**
All in all I am satisfied with my job.	1	2	3	4	5

In general, I do not like my job.	1	2	3	4	5
In general, I like working here.	1	2	3	4	5

Subjective Well-Being

Have you recently…	**Never**	**Rarely**	**Sometimes**	**Often**	**Always**
been able to concentrate on whatever you're doing?	1	2	3	4	5
felt that you are playing a useful part in things?	1	2	3	4	5
felt capable of making decisions about things?	1	2	3	4	5
been able to enjoy your normal day-to-day activities?	1	2	3	4	5
been able to face up to your problems?	1	2	3	4	5
been feeling reasonably happy all things considered?	1	2	3	4	5

Demographics

1. How long have you worked at this organization?
   ____ Years _____ Months

2. What department are you in?

3. What is your job title?

4. What location do you work at?

   Ashland Community and Technical College
   Big Sandy Community and Technical College
   Bluegrass Community and Technical College
   Bowling Green Technical College
   Elizabethtown Community and Technical College
   Gateway Community and Technical College
   Hazard Community and Technical College
   Henderson Community College
   Hopkinsville Community College

Jefferson Community and Technical College
Madisonville Community College
Maysville Community and Technical College
Owensboro Community and Technical College
Somerset Community College
Southeast Kentucky Community and Technical College
West Kentucky Community and Technical College

5. How many hours per week do you spend on any work related activities?

6. How many hours per week do you physically spend at school?

7. Approximately how many students do you teach this semester?

8. How many courses are you currently teaching?

9. What is your Gender? Male Female

10. What is your Age?

11. What is your racial heritage (select all that apply)?
    American Indian or Alaskan Native
    Asian / Pacific Islander
    Black / African American
    Caucasian / White
    Hispanic / Latino
    Other
    Do Not Wish to Answer

12. What is your marital status?
    Cohabitating (Not Married)
    Long Term Relationship (Not Married or Cohabitating)
    Married
    Single
    Divorced
    Widowed
    Other (please specify):

13. What is your spouse or partner's employment status:

    Full-Time
    Part-Time

Not Employed
Does not apply

14. Do you care for a child under 18 living at home?
    a. If so, how many?
    b. What is the age of your youngest child living at home?

15. Do you assist in the care of dependent adults (e.g., older or disabled relatives)?
    Yes No

16. Approximately how many hours per day do you spend providing care for others in your household?

17. Are you aware of the family-friendly benefits available through your organization?

18. Do you use any of the family-friendly benefits available through your organization?

APPENDIX B:

Table 1. Means, Standard Deviations, Reliabilities, and Correlations for Study Variables

Table 1

Means, Standard Deviations, Reliabilities and Correlations for Study Variables

	M	*SD*	1	2	3	4	5
1. Gender	--	--	--				
2. Tenure	145.56	112.89	-.01	--			
3. Hours of Work	39.16	17.70	-.02	.15*	--		
4. Children	1.74	.98	.16	-.03	-.22*	--	
5. Adult Care	--	--	.08	-.00	-.16*	-.01	--
6. Hours of Care	4.15	5.02	-.22**	-.13	.05	.17	.02
7. Emotional Support	3.92	.94	-.02	-.16**	.05	.01	-.03
8. Instrumental Support	3.94	.91	.05	-.13*	.03	.00	-.01
9. Role Modeling	3.76	1.00	.02	-.12*	-.01	.08	-.05
10. Creative WFM	3.74	.97	.07	-.17**	.03	-.01	.01
11. FSSB	3.84	.89	.03	-.16**	.03	.02	-.02
12. Work Engagement	5.49	.86	-.08	-.05	-.09	-.13	.01
13. W to F Conflict	3.06	1.50	-.18**	-.07	.31**	.06	-.15*
14. W to F Enrichment	3.84	.72	-.13*	.01	-.11	.05	-.02
15. Affective Commitment	3.75	.92	-.07	.03	.15*	-.13	-.01
16. Job Satisfaction	4.17	.68	-.00	-.04	.02	-.02	.35
17. Subjective Well-being	4.04	.55	-.02	.11	-.05	-.12	.07

Notes. N = 280. Coefficient alphas reported on the diagonal for all composite variables.

* $p < .05$, ** $p < .01$. Gender (1 = Female, 2 = Male), Tenure (months), Hours of Work (hours per week spent on any work-related activity), Children (number of children at home under 18), Adult Care (1 = Yes, 2 = No), Hours of Care (hours per week spent providing support for others).

Table 1
Continued

	6	7	8	9	10	11	12
6. Hours of Care	--						
7. Emotional Support	-.09	(.95)					
8. Instrumental Support	-.12	.85**	(.89)				
9. Role Modeling	-.16*	.78**	.80**	(.95)			
10. Creative WFM	-.14	.81**	.83**	.86**	(.92)		
11. FSSB	-.13	.93**	.93**	.92**	.95**	(.97)	
12. Work Engagement	-.06	.21**	.23**	.30**	.26**	.62**	(.91)
13. W to F Conflict	.19**	-.04	-.07	-.12*	-.10	-.09	-.18**
14. W to F Enrichment	-.04	.17**	.19**	.24**	.21**	.22**	.47**
15. Affective Commitment	-.01	.29**	.31**	.28**	.30**	.31**	.42**
16. Job Satisfaction	-.07	.12	.15*	.23**	.20**	.19**	.58**
17. Subjective Well-being	-.10	.10	.16**	.20**	.18**	.17**	.53**

Notes. N = 280. Coefficient alphas reported on the diagonal for all composite variables.
* $p < .05$, ** $p < .01$.
Gender (1 = Female, 2 = Male), Tenure (months), Hours of Work (hours per week spent on any work-related activity), Children (number of children at home under 18), Adult Care (1 = Yes, 2 = No), Hours of Care (hours per week spent providing support for others).

Table 1
Continued

	13	14	15	16	17
13. W to F Conflict	(.95)				
14. W to F Enrichment	-.25**	(.89)			
15. Affective Commitment	-.03**	.40**	(.93)		
16. Job Satisfaction	-.19**	.45**	.53**	(.74)	
17. Subjective Well-being	-.34**	.43**	.33**	.45**	(.88)

Notes. N = 280. Coefficient alphas reported on the diagonal for all composite variables.
* $p < .05$, ** $p < .01$.
Gender (1 = Female, 2 = Male), Tenure (months), Hours of Work (hours per week spent on any work-related activity), Children (number of children at home under 18), Adult Care (1 = Yes, 2 = No), Hours of Care (hours per week spent providing support for others).

APPENDIX C:

Table 2. Standardized Indirect, Direct, and Total Effects for Family-Supportive Supervisor Behaviors

Table 2
Standardized Indirect, Direct, and Total Effects for Family-Supportive Supervisor Behaviors; Bootstrapping used to estimate S.E. and C.I.

		Predictors		
		Family-Supportive Supervisor Behaviors		
Outcomes	Effect	Indirect	Direct	Total
Work Engagement	Estimate	--	.29	.29
	S.E.	--	.07	.07
	95% C.I.	--	(.16/.42)	(.16/.42)
Work-to-Family Conflict	Estimate	-.06	-.05	-.11
	S.E.	.02	.07	.07
	95% C.I.	(-.11/-.02)	(-.19/.09)	(-.24/.03)
Work-to-Family Enrichment	Estimate	.13	.11	.23
	S.E.	.03	.06	.07
	95% C.I.	(.07/.19)	(-.01/.22)	(.10/.36)
Affective Commitment	Estimate	.13	.19	.32
	S.E.	.03	.06	.06
	95% C.I.	(.07/.20)	(.09/.31)	(.20/.43)
Job Satisfaction	Estimate	.19	.03	.22
	S.E.	.04	.06	.07
	95% C.I.	(.11/.28)	(-.08/.14)	(.09/.35)
Subjective Well-Being	Estimate	.18	.01	.19
	S.E.	.05	.05	.06
	95% C.I.	(.10/.20)	(-.09/.11)	(.07/.31)

Note: Maximum likelihood bootstrapping was used with bias-corrected confidence intervals; 5,000 samples drawn. S.E. - standard errors; C.I. - confidence intervals. All S.E. and C.I. reported are based on the bootstrapping results.

APPENDIX D:

Table 3. Multiple Mediation Test of Indirect Effects of Work Engagement (Hypothesis 6)

Table 3

Multiple Mediation Test of Indirect Effects of Work Engagement (Hypothesis 6)

Affective Commitment Direct Effects	Work Engagement
Predictor → WFC	-.36**
Predictor → WFE	.40**
WFC → Affective Commitment	.06
WFE → Affective Commitment	.37
Indirect Effects of Predictor on Affective Commitment via:	
WFC	-.02
WFE	.15**
Total Indirect Effect	.12**
Total Effect of Predictor on Affective Commitment (c)	.45**
Direct Effect of Predictor on Affective Commitment (c')	.33**
Model Summary	
F(3, 276)	29.59**
R^2	.24

Job Satisfaction Direct Effects	Work Engagement
Predictor → WFC	-.36**
Predictor → WFE	.40**
WFC → Job Satisfaction	-.02
WFE → Job Satisfaction	.20**
Indirect Effects of Predictor on Job Satisfaction via:	
WFC	.01
WFE	.08**
Total Indirect Effect	.09**
Total Effect of Predictor on Job Satisfaction (c)	.46**
Direct Effect of Predictor on Job Satisfaction (c')	.38**
Model Summary	
F(3, 276)	57.94**
R^2	.39

Table 3 Continued.

Subjective Well-Being Direct Effects	Work Engagement
Predictor → WFC	-.36**
Predictor → WFE	.40**
WFC → Subjective Well-Being	-.08**
WFE → Subjective Well-Being	.15**
Indirect Effects of Predictor on Subjective Well-Being via:	
WFC	.03*
WFE	.06**
Total Indirect Effect	.09**
Total Effect of Predictor on Subjective Well-Being (c)	.34**
Direct Effect of Predictor on Subjective Well-Being (c')	.25**
Model Summary	
F(3, 276)	53.30**
R^2	.37

Note: Unstandardized OLS coefficients are reported based on procedures recommended by Preacher and Hayes (2008); 5,000 samples were drawn. WFC = Work-to-Family Conflict; WFE = Work-to-Family Enrichment.
* $p < .05$; ** $p < .01$

APPENDIX E:

Figure 1. Family-Supportive Supervisor Behaviors and Job and Health Outcomes (Direct Effects)

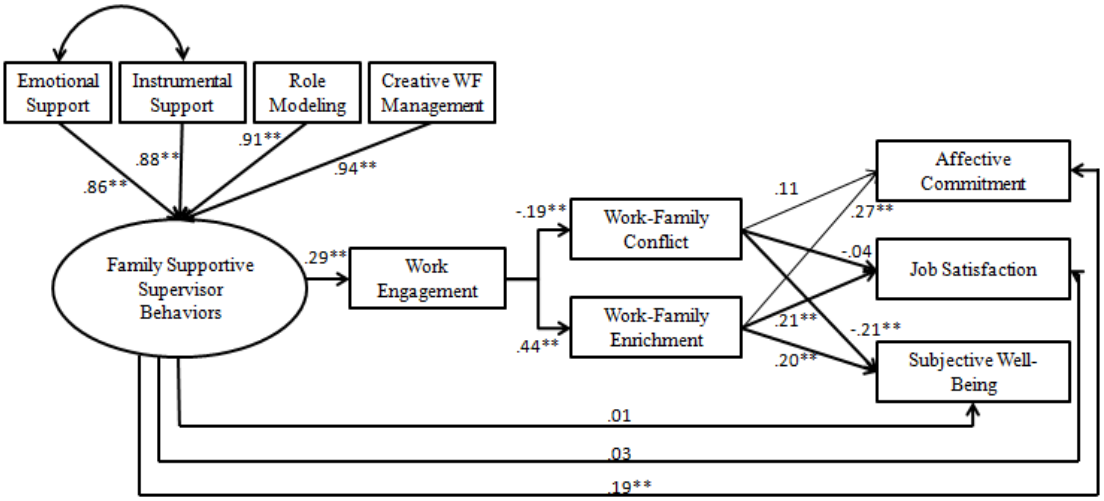

Figure 1. Family-Supportive Supervisor Behaviors and Job and Health Outcomes (Direct Effects)