

Work-Family Enrichment and its Organizational Positive Effect: an Application on a Faculty Context

El Enriquecimiento Trabajo-Familia y su Efecto Organizacional Positivo: Una Aplicación en el Contexto de Profesores Universitarios

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Abstract. This paper aims to analyze the relationship between work-family enrichment (in both directions) and faculty job satisfaction, as well as the moderating effect of human resource flexibility on the stated relation. Work-family enrichment is one of the most important dimensions of work-family balance and represents the positive side of work-family interface it refers to how work and family benefit each other. Data were collected through surveys applied to university professors from Economics and Finance Faculty of Juan Misael Saracho Autonomous University (Tarija, Bolivia). Results show that work-family enrichment is positively related with job satisfaction, while family-work enrichment is not. Furthermore, human resource flexibility is positively moderating the relationship between work-family enrichment and job satisfaction, even making also relevant the impact of family-work enrichment for faculty satisfaction. These findings could be helpful inputs to design and implement policies concerning to work-family balance and human resource flexibility, in order to improve faculty satisfaction and their contribution to the optimal performance of the organization.

Keywords: Job satisfaction, work-family enrichment, human resource flexibility, faculty management.

Resumen. El presente trabajo de investigación tiene por objetivo analizar la relación entre el enriquecimiento trabajo-familia (en ambas direcciones) y la satisfacción laboral de los profesores universitarios, así como el efecto moderador de la flexibilidad de recursos humanos en dicha relación. El enriquecimiento trabajo-familia es una de las más importantes dimensiones de la conciliación trabajo-familia y representa el lado positivo de la interfaz trabajo-familia. El mismo hace referencia a la forma en que el trabajo y la familia se benefician mutuamente. Los datos fueron recolectados a través de cuestionarios aplicados a profesores universitarios de la Facultad de Ciencias Económicas y Financieras de la Universidad Autónoma Juan Misael Saracho (Tarija, Bolivia). Los resultados indican que el enriquecimiento trabajo-familia se encuentra positivamente relacionado con la satisfacción laboral, mientras que el enriquecimiento familia-trabajo no. Además, la flexibilidad de recursos humanos modera de manera positiva la relación entre el enriquecimiento trabajo-familia y la satisfacción laboral, incluso haciendo también significativo el impacto del enriquecimiento familia-trabajo sobre la satisfacción docente. Estos resultados podrían ser insumos útiles para diseñar e implementar políticas en materia de conciliación trabajo-familia y flexibilidad de recursos humanos, con el propósito de mejorar la satisfacción de los profesores y su contribución al óptimo desempeño organizacional.

Palabras clave: Satisfacción laboral, enriquecimiento trabajo-familia, flexibilidad de recursos humanos, gestión del profesorado universitario.

INTRODUCTION

The purpose of our research is to propose an empirical model in order to estimate the level of faculty satisfaction with the teaching role, through the link with work-family enrichment (in both directions). We also analyze the moderating effect of human resource flexibility on the relationship between work-family enrichment and satisfaction. Then, the research problem is stated in the following question: will the moderating effect of human resource flexibility affect on faculty satisfaction? Additionally, we check the influence of job satisfaction on organizational commitment in order to figure out the organizational relevance of job satisfaction. This study is based in the organizational behavior approach and focuses in job satisfaction, one of the most relevant variables of such organizational theory (Robbins, 2004).

Spitzer and Perrenoud (2006) mentioned that during the past three decades, education has developed rapidly along with the global economic expansion. According to these authors, many countries have experienced substantial reform in the education systems and institutions have focused their efforts on human resource management and job satisfaction in order to effectively and efficiently meet the changes and challenges that arise in the new scenario. The practical contribution of this work has implications for the management of higher education, specifically in the human resources area.

The findings serve as inputs in the formulation and implementation of strategies and policies for work-life balance and organizational flexibility that achieve adequate levels of job satisfaction of university professors. Identifying the key factors of teacher satisfaction allows university managers to better understand this phenomenon, in order to take decisions and actions which optimize the application of human resources in achieving organizational purposes.

There is extensive literature on work-family conflict, which refers to the incompatibility between work and family, and its negative consequences on

individual health and organizational performance (Eby et al., 2005). Recently, researchers have made efforts to examine the positive impact of work-family interface, also referred to as work-family enrichment (Greenhaus and Powell, 2006; Rotondo and Kincaid, 2008), on the attitude and behavior of individuals. In general, there is little research on work-family enrichment, which is the novelty of this paper that focuses on the positive side of work-family interface and its relationship to job satisfaction. Work-family enrichment is a construct that represents the extent to which work and family benefit from each other, but has been largely ignored in the scientific literature (Carlson et al., 2006).

THEORETICAL BACKGROUND AND RESEARCH MODEL

Job Satisfaction

Job satisfaction, defined as the extent to which a person likes his/her work, has an impact on personal well-being and even on the satisfaction of the employee's life (Spector, 1997). As a component of quality working life, job satisfaction has been defined in many ways, but most definitions are subscribed to Herzberg's Theory. This means that it is about the extent to which intrinsic (e.g., labor challenges, professional responsibility, autonomy) and extrinsic job motivators (e.g., wages, environmental conditions, organizational flexibility) meet their goals (Desselle and Conklin, 2010). Specifically, economics considers that one of the determinants of total utility corresponds to the utility derived from work, measured from job satisfaction (Hamermesh, 2001). The specialized literature on human resource management has postulated that satisfied and motivated employees is one of the key determinants of business success, while if the staff do not feel satisfied nor identified with the organization, the organization could not achieve competitive levels of quality in the product or customer service (Stewart, 1996).

According to Lopez-Guzman et al. (2010), job satisfaction has become the basic objective for the management of human resources in organizations, given its proven influence on aspects such as productivity, absenteeism, turnover and customer satisfaction. The provision of services is usually easily imitated by competitors, so the user loyalty has to be supported by anything other than tangible attributes of the service. One of these intangible factors is job satisfaction, an issue which in turn significantly impact on productivity, affecting organizational performance. Considering that human resources are a key factor in the competitiveness of organizations is very important that the employee is satisfied with his work, as this will lead them to perform their functions with better quality (Lopez-Guzmán et al., 2010). It is therefore essential to study job satisfaction of teachers, in the case of universities, so that educational institutions can achieve optimal levels of competitiveness and service delivery. However, along the literature reviewed there is a lack of studies on job satisfaction in social economy enterprises (Gargallo and Freundlich, 2010), such as higher education institutions. Desselle and Conklin (2010) mention that management strategies to create an academic department or an institutional environment conducive to teacher's satisfaction, commitment and retention, require evidence-based approaches. Thus, the study of teacher satisfaction and its components is a pre-requisite for positive changes in an institution or university. These authors indicate that the evidence suggests that job satisfaction of faculty members is an important mediator of organizational commitment, staff turnover and productivity. Job satisfaction has been recognized as a component of organizational commitment (Kovach, 1977).

Work-Family Enrichment

Work-family enrichment is defined as the extent to which experiences in one role or function, improve quality of life in another role or function (Greenhaus and Powell, 2006). Greenhaus and Powell suggest that enrichment occurs when the benefits of

resources obtained in the role A, promote an improvement in individual's performance or affection within the role B. Specifically, enrichment occurs when resources (skills and perspectives, flexibility, physical and psychological resources, social capital resources and material resources) obtained in a role, improve performance in another role, either directly (instrumental path) or indirectly through their influence on positive affect (affective route).

The instrumental route is exemplified by studies suggesting that the employee believes that his family life has taught him new ways to interact with colleagues or has improved his ability to perform multiple tasks at work (Ruderman et al., 2002). Also, the employee can develop conflict resolution skills in the job, that when applied in their home environment, will allow him to solve conflicts more effectively with their children, partner or other family members. Similarly, parents show to develop more patience with their children, helping them to get along better with others at work. The affective route is exemplified in the analysis of Rothbard (2001), who indicates that the increased focus on a domain is indirectly related to greater involvement in another (domain) through the positive affect. For example, a person with good humor and attitude after work probably will also respond in a positive, pleasant and patient way to the family members, which ultimately can improve his performance or affection as a father / mother and/ or spouse.

Work-family enrichment is markedly different from other constructs in the literature which represent the positive side of work-family interface. Whereas several labels have been used to describe the positive connections between work and family, such as positive side effects, facilitation, improvement, synergy and enrichment (Beutell and Wittig-Berman, 2008; Balmforth and Gardner, 2006), these constructs are all different. Carlson et al. (2006) indicate that it is important to consider the conceptual distinction of such constructs when developing a measure for each of them. Work-family enrichment is considered one of the most significant dimensions of work-family

balance (Allis and O'Driscoll, 2008), it focuses on the positive effects from work to family (work-family enrichment) and from family to work (family-work enrichment). Both enrichments have shown to be positively related to individual's mental health (Aryee et al., 2005) and organizational results, such as job satisfaction (Beutell and Witting-Berman, 2008; Hammer et al., 2005) and organizational commitment (Wayne et al., 2006; van Steenbergen et al., 2007). However, studies on work-family enrichment are still scarce to confirm their results (Baral and Bhargava, 2010). In that sense, this research intends to be a scientific contribution from the organizational analysis perspective, to the literature on the study of this phenomenon. Therefore and considering the previous theoretical analysis, we postulate that:

H1: Faculty's perceived work-family enrichment is positively related to job satisfaction.

H2: Faculty's perceived family-work enrichment is positively related to job satisfaction.

Human Resource Flexibility and its moderating effect

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

context of high corporate performance in a dynamic environment by managing employee's behavior at the individual, group and organizational level (Raisch and Birkinshaw, 2008).

These kind of policies or practices create a sense of security on employees that their organization cares about their welfare, needs and problems not related to job (Lewis, 2003). According to the Theory of Perceived Organizational Support and Social Exchange Theory, this feeling of supporting increases positive attitudes toward the organization and promotes innovation, participation and a felt obligation to give extra effort in exchange of such benefits (Lambert, 2000). Human resource flexibility could be considered a tool to manage work-family balance because it can be useful for workers and the organization. Recently, McNall et al. (2010) suggest that perceptions of work-family enrichment combined with availability of organizational flexibility (e.g., human resource flexibility) could be positive for job satisfaction. Then keeping in mind that it is expected that work-family enrichment (in both directions) will determine job satisfaction, we also poses that:

H3: Faculty's perceived human resource flexibility positively moderates the relationship between work-family enrichment and job satisfaction.

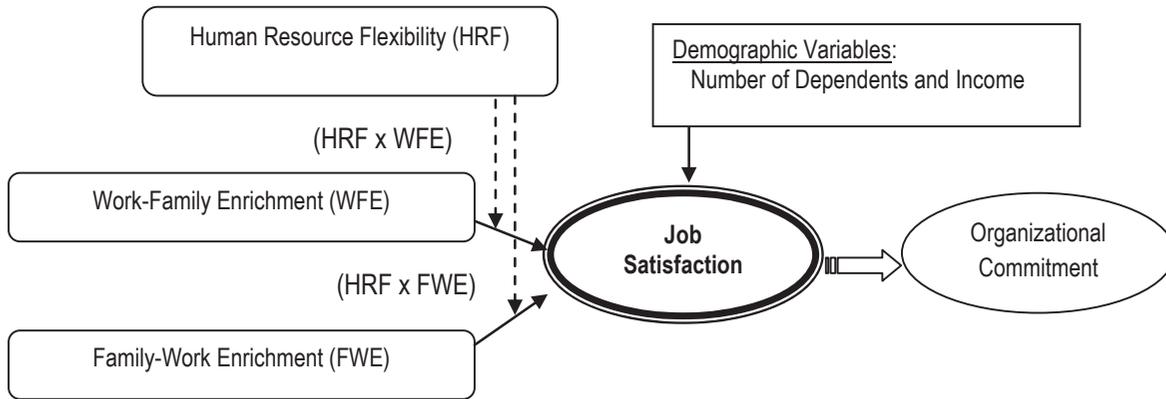
H4: Faculty's perceived human resource flexibility positively moderates the relationship between family-work enrichment and job satisfaction.

The proposed model based on the problem, objective, literature review and research hypotheses is depicted in **Figure 1**. We have introduced three control variables: number of dependents and income (as demographic variables) and organizational commitment (as a result of job satisfaction).

METHODOLOGY

Research was conducted at Economics and Finance Faculty of Juan Misael Saracho Autonomous University from Tarija, Bolivia. To test the hypotheses, we developed and contextualized a questionnaire based on scientifically tested and validated scales

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



in order to measure the variables of the model. Six items were used for each type of enrichment from the scale of Carlson et al. (2006), for example: “the implication in my job helps me feel self-realized, which allows me to be a better family member” (work-family enrichment) or “the implication in my family makes me feel in a good mood, which helps me to be a better teacher” (family-work enrichment). Human resource flexibility was captured by four items from the scale of Ketkar and Sett (2010), a sample item is: “good performance is always recognized and rewarded in our Faculty”. We used four items from the scale of Agho et al. (1992) to assess job satisfaction, for example: “I like my job more than the average person”. Finally, organizational commitment was measured using three items from the scale of Meyer et al. (1993), a sample item is: “I do not feel a strong sense of belonging to the Faculty”.

All items were quantified by perception measures, using a Likert scale from 1 to 7. Likewise, we also collected demographic information (personal data). The questionnaire was applied to the total population of teachers from the Faculty, during September and October, 2010. 131 forms were delivered and we recovered 125 fully completed surveys, representing a response rate of 95%. The sampling error is 2% for a confidence level of 95% and 2.2% for 97%.

Exploratory study was conducted using the SPSS 15.0 software. Factor and reliability analyses were performed to identify and validate the constructs that represent the variables of the model. Descriptive analysis of data was also done. Subsequently, the confirmatory study was developed to test the proposed model through structural equation methodology (SEM Structural Equation Model), using EQS 6.1 software. The estimation method applied was robust maximum likelihood, which assumes the normality of the variables and introduces the necessary corrections in cases where this is not met (Bentler, 1995). To analyze the moderating effect of human resource flexibility the Latent Variable Score Approach was adopted (Jöreskog et al., 1999; Jöreskog, 2000). The score latent variables or score factors satisfy the same relations than the latent variables and produce the same mean and covariance matrix than these variables (Jöreskog, 2000). This method provides enough information about the moderating effect and does not require the product of observed variables or the linearity condition (Schumacker, 2002). Therefore it is a useful method to apply in structural equation modeling that may be more complex (Vela, 2007).

The sample consists of 45 women (36 percent) and 80 males (64 percent), the average age is 47 years (standard deviation: 8.897 years) and 84 percent of teachers are married. 92 percent have

children, the average number of children is 2, the average number of children younger than 18 is 1 and 82 percent identify their role as parent as their main family role. On average 1 person (other than underage children) is economically dependent to the respondents and/or requires special care. 53 percent of teachers do not delegate the care and attention of family members to third parties (especially hired for it). 78 percent have master's degree as the highest degree of postgraduate training, 52 percent are tenured faculty and 48 percent are full-time teachers. The average length in the institution is 13 years and the average income is Bs. 7.320 (754.32 Euros).

RESULTS

Table 1 contains information from the exploratory study. Results of factor analysis allow the identification of the study's constructs. Reliability analysis allows checking the internal consistency of the scale, i.e., whether the scale is free of random error and is able to provide stable results. So, a scale will be reliable if the individuals have responded coherently and consistently to all its component indicators, and in this way, indicators are highly correlated (Chandler and Lyon, 2001). There are two instruments widely used in organizational science to analyze the internal

consistency of the scale: Cronbach's Alpha statistic and item-total correlation. Cronbach's Alpha statistic is the most often used parameter to analyze the internal consistency of the scale and its reliability (Chandler and Lyon, 2001). In general, it is possible to ensure the reliability of the scale if the value of this indicator is greater than 0,8; although in exploratory studies, a value greater than 0,6 is already considered acceptable (Grande and Abascal, 2003). Reliability indicators of the constructs show acceptable values, the Cronbach's Alphas are greater than 0,8 in all cases.

Table 1 also shows descriptive information for each latent variable or construct, the most important measure of central tendency (M: mean) and dispersion or variability of data (SD: standard deviation). Finally, it provides information about the correlation of each construct with respect to job satisfaction (dependent variable of the model). Note that job satisfaction is positively and significantly correlated with all variables in the study.

Table 2 presents the statistics of global fit goodness of the model and the recommended acceptance levels (Schumacker and Lomax, 1996). The study of the overall fit for the proposed model is based on analysis of the different and most notable robust indicators in the literature. The statistics are: Robust

Tabla 1. Exploratory Study Data

Variable	# of Items / Scale	Explained Variance	Reliability (Cronbach's Alpha)	Mean (M)	Standard Deviation (SD)	Correlation with Job Satisfaction (Rho Spearman)
Work-Family Enrichment	6 / Carlson et al. (2006)	69.657%	0.911	5.41	1.136	0.511 ***
Family-Work Enrichment	6 / Carlson et al. (2006)	78.456%	0.919	5.60	1.126	0.427 ***
Human Resource Flexibility	4 / Ketkar and Sett (2010)	58.338%	0.757	4.83	1.114	0.323 ***
Job Satisfaction	4 / Agho et al. (1992)	73.365%	0.874	6.03	0.889	----
Organizational Commitment	3 / Meyer et al. (1993)	76.636%	0.845	5.25	1.454	0.204 **

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

** Correlation is significant at 95% of level confidence

Table 2. Goodness of Fit statistics of the Proposed Model

Estimated Model (Latent Variables)	df	χ^2 S-B	RMSEA	SRMR	GFI	AGFI	NFI	CFI
Satisfaction = f (# of dependents, income; WFE, FWE) Commitment = f (satisfaction)	186	333.9828	0.08	0.074	0.861	0.879	0.864	0.942
Recommended Acceptance Level			Lower than 0.1	Lower than 0.08	Close to 0.9	Close to 0.9	Close to 0.9	Close to 1

df: degrees of freedom

χ^2 S-B: Satorra-Bentler Scaled Chi-square

Table 3. β coefficients and robust t statistics of the proposed model

Structural Equation Model: calculated with latent variables		# Dependents	Income	WFE	FWE	Satisfaction	R ²
Satisfaction = f (# of dependents, income; WFE, FWE)	? coefficient	0.144	-0.007	0.458	0.125	---	0.246
	robust t	(2.430**)	(-0.067)	(2.855***)	(0.850)		
Commitment = f (satisfaction)	? coefficient	0.032	-0.002	0.102	0.028	0.222	0.049
	robust t	(1.617)	(-0.067)	(1.857*)	(0.803)	(2.198**)	

*** Significant at 99% of confidence level

** Significant at 95% of confidence level

* Significant at 90% of confidence level

Note: Indicators in italics refer to the indirect effects

Root Mean Square Error of Approximation (RMSEA), Standardized Root Mean Square Residual (SRMR), Goodness-of-Fit Index (GFI), Adjusted Goodness-of-Fit Index (AGFI), Robust Normed Fit Index (NFI) and Robust Comparative Fit Index (CFI) (Bentler, 1995; Jöreskog, 2000). RMSEA and SRMR are lower than 0.1 and 0.08 respectively; GFI, AGFI and NFI are closer to 0.9 and greater than 0.8. CFI has a value closer to 1 and greater than 0.9. Then, the model fit is acceptable.

Table 3 shows the β coefficients and their robust t statistics of the proposed model emerged through structural equations. Work-family enrichment has a significant positive relationship with job satisfaction (β : 0.458), at 99% of confidence level. This means that the variation of one additional unit in the perception of work-family enrichment positively influences the level of job satisfaction by varying this latter directly in 0.458 perceptual units. In contrast, family-work enrichment has no relationship to job satisfaction. These results provide empirical information to

accept H1 and to reject H2. In addition, work-family enrichment has a significant positive indirect effect (β : 0.102) on organizational commitment through job satisfaction, at 90% of confidence level. Number of dependents is related to job satisfaction, but income is not. Finally, job satisfaction has a significant positive relationship with organizational commitment (β : 0.222), at 95% of confidence level.

Table 4 presents the fit statistics of structural models based on the moderating scenarios of human resource flexibility for each kind of enrichment (work-family and family-work), taking into account information of the latent variables and without considering the interaction term (as the Latent Variable Score Approach indicates). The fit statistics are acceptable in both cases of moderation.

Subsequently and based on the score factors, structural models were raised taking into account the moderating effect (interaction term) and the respective coefficients were obtained (**Table 5**). According to the Latent Variable Score Approach,

Table 4. Goodness of Fit statistics of structural equation models: human resource flexibility and work-family enrichment (WFE) or family-work enrichment (FWE)

Estimated Model (Latent Variables)	df	χ^2 S-B	RMSEA	SRMR	GFI	AGFI	NFI	CFI
Satisfaction = f (WFE, HR flex)	75	122.2529	0.071	0.076	0.857	0.879	0.873	0.908
Satisfaction = f (FWE, HR flex)	75	152.2535	0.091	0,077	0.854	0.872	0.864	0.964
Recommended Acceptance Level			Lower than 0.1	Lower than 0.08	Close to 0.9	Close to 0.9	Close to 0.9	Close to 1

df: degrees of freedom

χ^2 S-B: Satorra-Bentler Scaled Chi-square

Table 5. β coefficients of the structural models that include the interaction term between human resource flexibility and work-family enrichment (WFE) or family-work enrichment (FWE)

Structural Equation Model: calculated with score factors: SF		WFE	FWE	HR Flexibility (HRF)	Moderator HRF_WFE	Moderator HRF_FWE	R ²
Satisfaction = f (WFE, HR flex, interaction term)	? coeficient robust t	0.063 (0.543)	---	-0.159 (-1.675*)	0.536 (5.683***)	---	0.317
Satisfaction = f (FWE, HR flex, interaction term)	? coeficient robust t	---	-0.118 (-1.119)	-0.250 (-3.173***)	---	0.626 (8.086***)	0.468

*** Significant at 99% of confidence level

** Significant at 95% of confidence level

* Significant at 90% of confidence level

a significant coefficient for the interaction term means that the variable (human resource flexibility) moderates the relationship between enrichment (work-family or family-work) and job satisfaction. In other words, at this stage of analysis what matters is the significance of the coefficient that belongs to the interaction term in order to determine the existence or not of the corresponding moderating effect.

So, the results presented below indicate that human resource flexibility moderates the relationship between enrichment (work-family and family-work) and job satisfaction (β : 0.536 and β : 0.626 respectively), at 99% of confidence level in both cases. This means that the variation of one additional unit in the perception of human resource flexibility, determines that work-family enrichment and family-work enrichment positively influence the level of job satisfaction by varying this latter directly in 0.536 and 0.626 perceptual units, respectively. Then H3 and H4 are accepted.

CONCLUSIONS

The goal of estimating an empirical model was achieved in order to measure the level of faculty satisfaction with their teaching role, through the link with work-family enrichment (in both directions). It was also possible to analyze the moderating effect of human resource flexibility in this previous relation. According to Wayne et al. (2006), the work-family interface is positively related to the results of the source domain, this means that if employees perceive that their work is the source of enrichment to their family role, then they tend to be satisfied with the generator of such benefit. Just because the work is not the generator source of family-work enrichment, it is likely that obtained results confirm that this phenomenon is not related to job satisfaction. In accordance with above reasoning, It makes sense that if the employee perceives that the family is the source of enrichment to his job role, then he will feel

satisfied with the family (generator of such benefit).

Therefore and considering the results of this study, it is found that work-family enrichment is a useful and important tool for promoting improvements in job satisfaction of teachers. It is recommended to allocate effort, resources, policies and organizational practices that encourage work-family enrichment, since its effect is significant and positive to job satisfaction. It is an intrinsic factor, i.e., is directly linked to the performance of the task, since it is originated in the exercise of the job role and is generator of job satisfaction (motivator or satisfactor). So much so that employee's self realization goes beyond the boundaries of work and he feels that the resources acquired in the work role will benefit him in his familiar issues, therefore, the performance of his task promotes fulfillment in life itself.

Family is in principle the most important and fundamental aspect in the life of human beings and their self-realization. If the organization is able to link work and family in a positive way, so that the individual perceives that his participation at work generates him positive benefits directly to his personal and family life, then the organization will identify a key tool for human resource management that benefits both, employees and employers. Work-family enrichment allows to align and to meet individual and organizational goals, one of the most important dilemmas in organizational management (Robbins, 2004). Research results suggest that university directors should be encouraged to adopt and manage work-family enrichment policies because of the positive contribution to teachers' job satisfaction.

As for the flexibility of human resources, it is an extrinsic factor that revolves around the work activity, such as wages, working conditions, job security, among others. These are hygienic factors that prevent dissatisfaction, but do not generate satisfaction by themselves. However, this organizational flexibility can have a moderating effect and an indirect influence on job satisfaction. In

this particular case of academics, human resource flexibility has a positive and significant effect on the relationship between work-family enrichment (in both directions) and job satisfaction. It is observed that human resource flexibility is compatible with work-family and family-work enrichment. Therefore, such combinations are recommended considering the benefits for organizational management, in terms of the positive impact on job satisfaction.

It is noteworthy that such policy or practice of organizational flexibility is a useful management tool to balance work and family life. Notice that family-work enrichment as such, is not related to job satisfaction. However, this situation is reversed due to the intervention of human resource flexibility, which favors the employee in the conciliation of work and family life. If this work-life benefit has increased the worker's overall well-being, then the acquired resources in his family role will promote his job performance; so, he will experience positive affects and attitudes toward the organization. Therefore, family-work enrichment turns out to be positive for job satisfaction (as well as work-family enrichment) due to the moderating effect of human resource flexibility. This organizational flexibility would be facilitating a better use of family acquired resources in the work environment, increasing employee satisfaction and benefiting to the organization.

LIMITATIONS AND FUTURE RESEARCH

Our research uses cross-sectional data, helpful to test our model. However, dynamic relationships could also be studied using longitudinal information. One single organization was analyzed, so larger samples could be considered with overcoming budgetary constraints. Samples with diverse organizations and sectors will allow establishing data comparisons and generalizations. It could be interesting to study organizational culture and values in the perception of work-family enrichment and human resource flexibility. Future research could

analyze more comprehensive models that also include job performance, productivity or profitability, as dependent variables, in order to study the contribution of work-family enrichment and human resource flexibility on other organizational outcomes.

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