

Dimension of Work-Family Enrichment and its Outcomes among Teachers

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The positive side of work-family interface, Work-Family Enrichment (WFE) has been receiving increased attention in work-family interface literature recently. Although many research have investigated the consequences of WFE, only a few have examined the dimensions of WFE. By understanding the dimensions of WFE, specific intervention can be designed at organization level to increase the experience of enrichment among their employees. The purpose of the present study was to examine the dimension of Work-Family Enrichment (development, affect and capital) and Family-Work Enrichment (development, affect and efficiency) and their relationship with Organization Citizenship Behavior (OCB) and Family Satisfaction (FS) among teachers. The study utilized self-administered questionnaire that was distributed among teachers in a school in Kuching and Samarahan district in Sarawak. Total of 99 responses were analyzed using SPSS version 19. The results indicate that FWE is significantly higher than WFE, consistent with previous research. Result showed that FWE Efficiency was related positively to both Organization Citizenship Behavior and Family Satisfaction. WFE-Development was related positively to Organization Citizenship Behavior, while FWE-Development was related positively to Family Satisfaction. Thus, continuous training is needed to increase efficiency, knowledge, skills and behavior as teachers and family member, in order to optimize the positive outcomes both in work and family domain.

Key word: Work-Family Enrichment, Family-Work Enrichment, Organization Citizenship Behavior, Family Satisfaction

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