

Work–Family Enrichment and Satisfaction: Mediating Processes and Relative Impact of Originating and Receiving Domains

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Previous research has been inconsistent in the prediction and empirical findings regarding work–family enrichment and satisfaction. The current research seeks to clarify this inconsistency by examining both directions of work–family enrichment (work-to-family enrichment and family-to-work enrichment) with both job satisfaction and family satisfaction to determine if their effects are similar or diverse. Building on the theoretical foundation of Fredrickson's broaden-and-build theory, the authors explore the mediating roles of psychological distress and positive mood in this process. Using a sample of 310 working respondents, the authors found that psychological distress was a mediator to both job satisfaction and family satisfaction, while positive mood was a mediator to job satisfaction but not family satisfaction. Further, the authors found that the direct effect of work-to-family enrichment was on job satisfaction, the originating domain. In addition, the total effect of enrichment to satisfaction (through the mediation mechanisms of distress and mood) was again in the pattern of the originating domain such that work-to-family enrichment more strongly influenced job satisfaction. However, family-to-work enrichment did not directly impact family satisfaction, nor was it significantly stronger than work-to-family in its total effect on family satisfaction.

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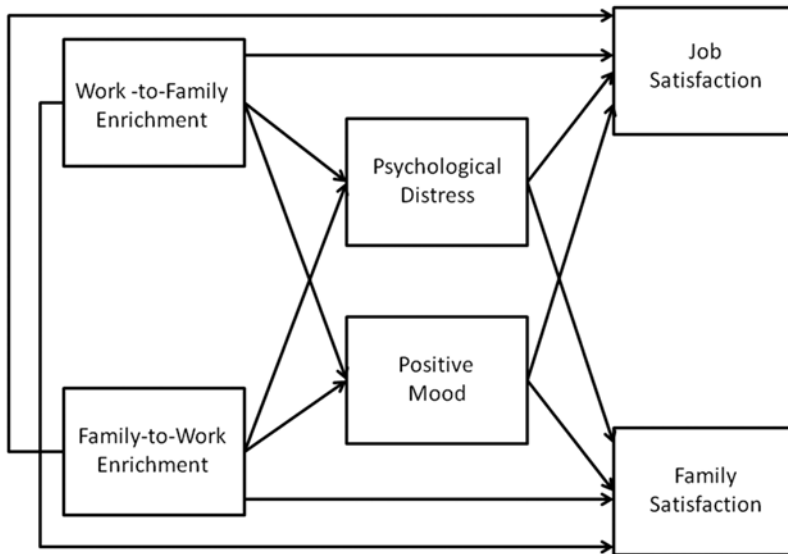
Research on the positive aspects of the work–family interface suggests that employees balancing both domains may actually receive enriching rewards. Work-to-family enrichment and family-to-work enrichment have been found to contribute to important outcomes such as satisfaction (Carlson, Grzywacz, & Kacmar, 2010; Carlson, Kacmar, Wayne, & Grzywacz, 2006; McNall, Masuda, & Nicklin, 2010), performance (Bhargava & Baral, 2009; van Steenbergen & Ellemers, 2009), and health and well-being (Carlson et al., 2006; Stoddard & Madsen, 2007; van Steenbergen & Ellemers, 2009). However, we know very little about *how* work–family enrichment affects these outcomes. We propose that broaden-and-build theory (Fredrickson, 1998, 2001) can provide a more elaborate explanation for the emotional process underlying enrichment. Further, the impact of enrichment on the role where it was received (receiving domain) in comparison with the role from which enrichment originated (originating domain) has yet to receive systematic attention. Does enrichment have more benefits for the originating or the receiving domain? Thus, the purpose of our research is twofold in providing greater understanding of the relationship between work–family enrichment and the outcomes of job and family satisfaction.

The first goal is to look at the process by which enrichment influences satisfaction by examining two potential mediators. Using the theoretical foundation of broaden-and-build theory (Fredrickson, 1998, 2001), we argue that enrichment influences satisfaction through two paths: enhancing positive emotions that tend to expand one's thought–action repertoire and reducing negative emotions that tend to limit one's thought–action repertoire (Fredrickson & Branigan, 2005). We capture this broaden-and-build perspective in our study through the influence of *positive mood* and *psychological distress* on the perception of satisfaction in the work and family domains (see Figure 1).

The second goal of our research is to examine the direct effects of work–family enrichment on satisfaction by investigating whether enrichment has greater influence on satisfaction in the originating domain (e.g., work-to-family enrichment impacts job satisfaction) or the receiving domain (e.g., work-to-family enrichment impacts family satisfaction). Past research supports both of these findings, but the results are inconsistent and the relative strength of the influence has yet to be examined in a systematic fashion. Further, we aim to examine the total effects (direct and indirect) of the two directions of work–family enrichment on the originating and receiving domains of satisfaction to see if the same pattern of relative strength holds.

This study makes a number of contributions. First, we expand our theoretical understanding of enrichment by incorporating broaden-and-build theory (Fredrickson, 1998, 2001) to examine the process by which enrichment influences satisfaction. Second, only a few studies have incorporated both directions of enrichment (work-to-family and family-to-work) and both domains of satisfaction (job and family) in the same study (Carlson, Grzywacz, & Zivnuska, 2009; Michel & Clark, 2009; Wayne, Musisca, & Fleeson, 2004). This study provides a more comprehensive examination of these relationships by incorporating all these variables in the same model. Finally, this approach allows us to answer more fully the following question: Does enrichment produce more benefits for the originating domain or for the receiving domain?

Figure 1
Theoretical Model of Enrichment and Satisfaction



Theoretical Foundations

The literature defines work–family enrichment as “the extent to which experiences in one role improve the quality of life in the other role” (Greenhaus & Powell, 2006: 73). Enrichment transpires as resources generated in one domain transfer and subsequently contribute to the other domain in terms of development, affect, capital, or efficiency (Carlson et al., 2006). Work–family enrichment is posited to be bidirectional, as both work-to-family and family-to-work enriching experiences can occur (Frone, 2003; Grzywacz & Marks, 2000).

The experience of work–family enrichment is traditionally described using role theory, which suggests that participation in multiple roles can produce positive outcomes for individuals. As individuals engage in a role, this role creates resources that can enhance experiences in another role (Marks, 1977; Sieber, 1974). While role theory provides a foundational understanding for the process of enrichment, we believe that broaden-and-build theory (Fredrickson, 1998, 2001) provides insights into *how* this beneficial effect of enrichment influences satisfaction in both the work and family domains.

Broaden-and-Build Theory

Broaden-and-build theory was developed as an explanation for the developmental value of positive emotions (Fredrickson, 1998, 2001). This theory posits that positive emotions

such as joy, interest, and contentment have the ability to broaden the means by which individuals relate to their world through a momentary thought–action repertoire. Fredrickson and colleagues demonstrated that positive emotions effectively broaden thought–action repertoires by producing wider visual search patterns, improving creativity, and increasing flexibility (Fredrickson & Cohn, 2008). A *broadened* thought–action repertoire then allows individuals to find and *build* personal resources, such as increased mindfulness, social support, and health, which overall can lead to increased satisfaction (Fredrickson, Cohn, Coffey, Pek, & Finkel, 2008). Additionally, negative emotions can narrow the momentary thought–action repertoire to focus on a single adaptive response and in turn limit an individual's ability to build resources (Tugade & Fredrickson, 2004). The literature uses this theory to enlighten the relationship of engagement and work–family enrichment to performance (Bakker, 2008; Carlson, Ferguson, Kacmar, Grzywacz, & Whitten, 2011). Likewise, we apply broaden-and-build theory to examine two mediators, positive mood and psychological distress, that explain how enrichment influences satisfaction outcomes.

Mediating Processes Between Enrichment and Satisfaction

Mediation of Positive Mood

Recent research has established that work–family enrichment is often positively related to both job and family satisfaction (Carlson et al., 2010; Carlson et al., 2006; McNall, Nicklin, & Masuda, 2010). As enrichment in one role improves the quality of life in another role, that enhanced quality of life is likely also to heighten satisfaction in that role. However, this relationship is likely to be mediated by positive mood. *Mood* refers to the pervasive and generalized stream of affective experience that provides employees with important information regarding their environmental context and subsequently has important consequences for information processing and behavior (George & Zhou, 2007; Schwarz & Clore, 1983, 2003; Watson, 2000). With work–family enrichment, an individual may take note of the positive impact that work has on his or her family life and thus experience positive emotions about work; the individual may value the skills and resources that the work domain provides and feel good about participating in the work domain. According to broaden-and-build theory (Fredrickson, 1998, 2001), positive moods can stimulate outward-oriented thoughts and actions that contribute to the deepening of social relationships and the acquisition of additional resources and skill sets. Resources allow individuals to more effectively adapt and cope with life's stressful situations and benefit from life's opportunities (Cohn, Fredrickson, Brown, Mikels, & Conway, 2009), and consequently resources have been linked to positive satisfaction evaluations (e.g., Brough, O'Driscoll, & Kalliath, 2005; Hunter, Perry, Carlson, & Smith, 2010). For example, Cohn et al. (2009) discovered that daily positive emotions help to enhance ego resilience, a psychological resource that improves one's ability to handle stressors, which in turn increases global life satisfaction. Thus, in keeping with broaden-and-build theory, positive mood that results from enrichment would likely enhance satisfaction through the generation of new resources in both the work and family domains.

Research has recently begun to relate the positive experience between work–family enrichment with increased positive mood or diminished negative mood (Carlson, Kacmar,

et al., in press; Hammer, Cullen, Neal, Sinclair, & Shafiro, 2005). Further, positive moods at work relate to job satisfaction (Kelloway, Barling, & Shah, 1993), and positive affective responses to work and family relate to job and life satisfaction (Yanchus, Eby, Lance, & Drollinger, 2010). Although attitudes and moods share affective components, attitudes are more stable than moods and relate to a specific target (satisfaction with one's job or satisfaction with one's family; Ilies & Judge, 2004). Therefore, based on past research and following broaden-and-build theory, we predict that when work-to-family enrichment increases, positive mood is stimulated and both job and family satisfaction are improved.

Hypothesis 1a: Positive mood mediates the relationship between work-to-family enrichment and job satisfaction.

Hypothesis 1b: Positive mood mediates the relationship between work-to-family enrichment and family satisfaction.

Similarly, when family-to-work enrichment increases, positive mood is stimulated and both job and family satisfaction are improved.

Hypothesis 1c: Positive mood mediates the relationship between family-to-work enrichment and job satisfaction.

Hypothesis 1d: Positive mood mediates the relationship between family-to-work enrichment and family satisfaction.

Mediation of Psychological Distress

Psychological distress, or “an unpleasant subjective state” (McDonough, 2000: 459), captures the general mental well-being of an individual via his or her negative emotional state. According to broaden-and-build theory, negative emotions have the opposite effect of positive emotions in that negative emotions narrow the momentary thought–action repertoire to focus on a particular adaptive response, such as fight or flight (Tugade & Fredrickson, 2004). In contrast to positive emotions that tend to expand an individual's range of thoughts and behaviors, negative emotions are more likely to limit an individual's thoughts and behaviors to promote a single adaptive response that is accompanied by a physical cardiovascular reaction to prepare the body for action (Fredrickson & Branigan, 2005). While negative emotions have adaptive benefits to handle stressful situations in the short term, over time they can lead to deteriorating outcomes. Prolonged psychological distress often can lead to more serious mental and physical illness, including depression, arterial hypertension, and cardiovascular disease (Manninen, Heliovaara, Riihimäki, & Makela, 1997; Rutledge & Hogan, 2002; Stansfeld, Fuhrer, Shipley, & Marmot, 2002).

We believe that enrichment will reduce psychological distress as experiences in one domain improve the quality of life in another domain. This is consistent with previous research that demonstrates positive spillover buffers against negative events leading to improved mental health outcomes (Grzywacz, 2000; Hanson, Hammer, & Colton, 2006). Furthermore, positive work-to-family spillover (Kinnunen, Feldt, Geurts, & Pulkkinen, 2006) and family-to-work enrichment (Haar & Bardoel, 2008) relate negatively to

psychological distress, and distress relates negatively to satisfaction (Joslin, Waters, & Dudgeon, 2010; Macklin, Smith, & Dollard, 2006). With enrichment gains, an individual will experience less narrowing of his or her thought–action repertoire and less fixation on adaptive but limited thoughts and behaviors that may limit an individual’s ability to find and build important resources. Thus, consistent with broaden-and-build theory, reduced distress will improve satisfaction with both family and work by reducing adaptive thoughts and behaviors that limit resource building. We hypothesize that work-to-family enrichment will contribute to satisfaction with job and family through lowering the effect of distress on satisfaction.

Hypothesis 2a: Psychological distress mediates the relationship between work-to-family enrichment and job satisfaction.

Hypothesis 2b: Psychological distress mediates the relationship between work-to-family enrichment and family satisfaction.

Similarly, family-to-work enrichment will contribute to satisfaction with job and family through lowering the effect of distress on satisfaction.

Hypothesis 2c: Psychological distress mediates the relationship between family-to-work enrichment and job satisfaction.

Hypothesis 2d: Psychological distress mediates the relationship between family-to-work enrichment and family satisfaction.

Impact of the Originating and Receiving Domains

Beyond the mediated effects explained by broaden-and-build theory, there also may be direct effects of enrichment (work-to-family vs. family-to-work) on a specific domain satisfaction (job vs. family). There are two conflicting views in the literature concerning the affected domain (originating domain or receiving domain view). We review each of these as well as the inconsistent empirical findings (see summary in Table 1).

Receiving Domain View

The first view of enrichment on outcomes is the *receiving domain view* that suggests that the benefit of the role accumulation that occurs with enrichment happens primarily in the domain that receives the enrichment. Thus, the positive transfer of resources from one domain to the other is likely to result in satisfaction in the receiving domain because by definition of enrichment the receiving domain experiences an increased level of quality (Greenhaus & Powell, 2006). This view is consistent with Frone, Yardley, and Markel’s (1997) representation of conflict in that interference from the originating domain reduces the quality of life in the receiving domain.

While perhaps more intuitively appealing, this view has received inconsistent empirical support (see Table 1). For the work-to-family direction of enrichment, the receiving

Table 1
Summary of Work–Family Enrichment With Satisfaction Research

Source	Work-to-Family Enrichment		Family-to-Work Enrichment	
	Originating Domain: Job Satisfaction	Receiving Domain: Family Satisfaction	Originating Domain: Family Satisfaction	Receiving Domain: Job Satisfaction
Aryee, Srinivas, & Tan, 2005 (<i>N</i> = 267)	.19*			.03
Balmforth & Gardner, 2006 (<i>N</i> = 58)	.69**			.43**
Baral & Bhargava, 2008 (<i>N</i> = 216)	.50**			
Carlson, Grzywacz, & Zivnуска, 2009 (<i>N</i> = 685)	.47**	−.07	.37**	−.12*
Carlson, Kacmar, Wayne, & Grzywacz, 2006 (<i>N</i> = 223-246)	.43**/.60**	.17**/.22**	.31**/.43**	.25**/.28**
Haar & Bardoel, 2008 (<i>N</i> = 420)	/.55**	/.29**	/.27**	/.27**
Hunter, Perry, Carlson, & Smith, 2010 (<i>N</i> = 344)		−.02	.60**	
Michel & Clark, 2009 (<i>N</i> = 187)	.10	.17	.73**	.15
Voydanoff, 2005 (<i>N</i> = 1,725-1,741)	.20**			.09
Wayne, Musisca, & Fleeson, 2004 (<i>N</i> = 1,828-2,051)	.63**	−.10	.54**	.10**
				.04

p* < .05. *p* < .01.

domain view would suggest that it should contribute to family satisfaction. Some studies have found work-to-family enrichment to contribute to family satisfaction (Carlson et al., 2006), while others have failed to find this relationship (Carlson et al., 2009; Haar & Bardoel, 2008; Hunter et al., 2010; Michel & Clark, 2009; Wayne et al., 2004). For the family-to-work direction of enrichment, the receiving domain view suggests that it should contribute to job satisfaction. The pattern of empirical results is the same, with some studies finding that family-to-work enrichment contributes to job satisfaction (Balmforth & Gardner, 2006; Carlson et al., 2009; Carlson et al., 2006; Voydanoff, 2005) and other studies failing to support this relationship (Aryee, Srinivas, & Tan, 2005; Michel & Clark, 2009; Wayne et al., 2004). Given these inconclusive patterns of results, here we examine these relationships in a more comprehensive model that includes both directions of enrichment and both domains of satisfaction. Therefore, following the receiving domain view:

Hypothesis 3a: Work-to-family enrichment positively relates to family satisfaction.

Hypothesis 3b: Family-to-work enrichment positively relates to job satisfaction.

Originating Domain View

The competing *originating domain view* argues that the domain in which enrichment originates is the domain that has the primary benefit. This approach suggests that a positive attribution to the originating role of enrichment occurs, and thus satisfaction increases for

the role that is able to generate the resources (Voydanoff, 2005). This is consistent with the broaden-and-build theory notion that positive events such as enrichment contribute to growth that over time builds consequential personal resources and that these resources enable people to be more satisfied (Frederickson et al., 2008). For example, if an individual experiences work-to-family enrichment then that individual will be more satisfied with work because the work is providing valuable and transferable resources consistent with the definition of experienced enrichment (Greenhaus & Powell, 2006). Thus, as individuals develop resources as a product of enrichment, the resources are in the originating domain and as such that domain increases in satisfaction.

For work-to-family enrichment, the originating domain view would suggest that job satisfaction would improve because the enrichment's origin is work. Empirical research consistently finds support for this relationship (see Table 1), and in studies that included both directions of enrichment, work-to-family enrichment always exhibits a stronger effect on job satisfaction. Likewise for family-to-work enrichment, the originating domain view supports an increase in family satisfaction. Thus, family-to-work enrichment consistently and significantly relates to family satisfaction, and when work-to-family enrichment is also included, family-to-work enrichment exhibits a stronger relationship with family satisfaction. This is consistent with a recent meta-analysis (McNall, Nicklin, & Masuda, 2010) that found that work-to-family enrichment demonstrated a stronger effect on job satisfaction and family-to-work enrichment showed a stronger effect on family satisfaction. Our research answers the call for exploring these relationships with antecedents and outcomes separated in time (McNall, Nicklin, & Masuda, 2010) so as to investigate causal relationships between enrichment and satisfaction. Thus, while initial evidence supports the proposed relationship, more research is needed to establish this pattern of effects. Therefore, consistent with the originating domain view:

Hypothesis 4a: Work-to-family enrichment positively relates to job satisfaction.

Hypothesis 4b: Family-to-work enrichment positively relates to family satisfaction.

Relative Effects

The question still remains of whether the originating or receiving domain elicits the largest impact (both directly and indirectly through mediators) on satisfaction. In other words, for job satisfaction, does the experience of work-to-family enrichment (originating domain) or family-to-work enrichment (receiving domain) play the stronger role? While both directions of enrichment likely matter, for the positive experience of enrichment we believe the originating domain will have the stronger impact. Consistent with broaden-and-build theory, when individuals have the generative experiences of enrichment, which results in an increase in positive emotion and decrease in psychological distress, they attribute it to the source of enrichment that provided the increase in resources. In the case of job satisfaction, enrichment originating from the job will be the strongest predictor; in the case of family satisfaction, enrichment originating from the family will be the strongest predictor.

Hypothesis 5a: Work-to-family enrichment will have a stronger total impact (both directly and indirectly) on job satisfaction than will family-to-work enrichment.

Hypothesis 5b: Family-to-work enrichment will have a stronger total impact (both directly and indirectly) on family satisfaction than will work-to-family enrichment.

Method

Sample

We recruited participants with the assistance of the Zoomerang data collection company that specializes in Internet-based services and surveys. Collecting data in this manner is not new, as this approach has been successfully used in the management literature (Judge, Ilies, & Scott, 2006; Neubert, Kacmar, Carlson, Roberts, & Chonko, 2008; Piccolo & Colquitt, 2006). An advantage of using a research service is that it can prescreen the applicants to ensure the sample is representative of the population of interest. We required that the respondents be employed full-time. The sample consisted of 310 respondents of whom 50% were male and who averaged 6.2 years in their current jobs; 93% had children living with them. The average respondent age was 38.81, and the average age of the youngest child living at home was 6.78. Of the job functions represented in the sample, 11% worked in clerical positions, 12% in general management, 9% in information technology, 9% in operations, 8% in sales, 5% in production, 3% in accounting, 2% in finance, 2% in human resources, less than 1% in marketing and strategy, and 39% in some other function. For completing the survey, participants were rewarded with points that can be redeemed for items such as movies, music, and gift cards.

We administered our surveys at two time periods three months apart in order to reduce common method variance (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). We required the respondents to complete both surveys in order to be included in the response pool. In the first time period, we asked the participants to respond to the model's antecedents and demographic questions. In the second time period, we asked the participants to respond to the mediator and outcome variables.

Measures: Time 1

All scales were measured using a 5-point scale with endpoints of 1 (*strongly disagree*) and 5 (*strongly agree*), unless otherwise indicated.

Work-to-family enrichment. We used a nine-item scale (Carlson et al., 2006) to measure work-to-family enrichment. A sample item from the work-to-family enrichment scale is "My involvement in my work helps me to gain knowledge and this helps me to be a better family member." The Cronbach's alpha for this scale was .96.

Family-to-work enrichment. We used a nine-item scale (Carlson et al., 2006) to measure family-to-work enrichment. A sample item from the family-to-work direction is "My

involvement in family helps me expand my knowledge of new things and this helps me to be a better worker.” The Cronbach’s alpha for this scale was .94.

Measures: Time 2

Positive mood. We measured positive mood with a 10-item scale developed by Watson, Clark, and Tellegen (1988). Our interest was in positive moods as affective states (rather than trait-based positive affect), so we asked respondents to indicate how they had felt lately. Research establishes this modification to the Positive Affect Negative Affect Schedule (PANAS) as a reliable and valid way to assess mood as a state rather than as a trait (e.g., George & Zhou, 2007; Watson, 2000; Watson et al., 1988). Sample items include “interested” and “excited.” Responses used a 5-point scale with endpoints of 1 (*not at all*) to 5 (*extremely*). The Cronbach’s alpha for this scale was .95.

Psychological distress. We used a 10-item measure designed to assess an individual’s psychological distress (Ilfield, 1976). The stem asked respondents to think about how they have been feeling over the past three months. Example items are “I feel fearful,” “I feel blue,” and “I feel lonely.” Responses used a 5-point scale with endpoints of 1 (*never*) to 5 (*almost always*). The Cronbach’s alpha for this scale was .90.

Job satisfaction. We used the three-item job satisfaction scale developed by Camman, Fichman, Jenkins, and Klesh (1979). An example item is “All in all, I am satisfied with my job.” The Cronbach’s alpha for this scale was .93.

Family satisfaction. We used the three-item job satisfaction measure designed by Cammann et al. (1979) adapted to deal with family. This adaption has been successfully used in previous research (Brough et al., 2005; Carlson et al., 2009). An example item is “Generally speaking, I am very satisfied with my family life.” The Cronbach’s alpha for this scale was .95.

Control Variables

We included two control variables, gender and marital status, allowing them to relate to the dependent variables in the model (Spector & Brannick, 2010). We coded gender as male = 0 and female = 1, and marital status as married or in a committed relationship = 0 and single or separated = 1.

Results

Table 2 provides the correlations, means, and standard deviations of the variables in the model. We used structural equation modeling in LISREL 8.8 (Jöreskog & Sörbom, 1993) to test the measurement model, hypothesized model, and alternative partially mediated and

Table 2
Correlations, Means, and Standard Deviations

Variable	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9	10	11
1. Work-to-family enrichment	4.55	1.36	(.96)										
2. Family-to-work enrichment	5.02	1.14	.43**	(.94)									
3. Positive mood	4.91	1.16	.38**	.41**	(.95)								
4. Psychological distress	3.01	1.09	-.15**	-.24*	-.47**	(.90)							
5. Job satisfaction	5.08	1.41	.45**	.34**	.46**	-.43**	(.93)						
6. Family satisfaction	5.69	1.21	.15**	.20**	.44**	-.65**	.35**	(.95)					
7. Gender	0.50	0.50	.00	-.01	.06	-.21**	.09	.15**	—				
8. Marital status	0.05	0.22	-.08	-.07	-.07	.13*	-.11	-.09	-.12**	—			
9. Number of children	1.84	1.15	.07	.12*	.03	-.06	.04	.06	-.04	-.07	—		
10. Age of youngest child	7.46	5.94	.03	.08	.07	-.01	.09	-.05	.12*	.03	-.21**	—	
11. Age	38.81	7.93	.04	.07	.07	-.07	.03	.00	.00	-.07	.03	.64**	—

Note: *N* = 310. Coefficient alphas are given on the major diagonal. Gender is coded male = 0, female = 1.
p* < .05. *p* < .01.

Table 3
Alternative Models

Model	χ^2 (df)	CFI	NFI	RMSEA	Model Comparison	χ^2 Difference
A. Hypothesized model (Figure 1)	356.63 (147)	.97	.95	.066		
B. Originating domain model: remove two receiving domain paths	358.33 (149)	.97	.96	.066	Model A and Model B	1.70 (2)
C. Receiving domain model: remove two originating domain paths	382.57 (149)	.97	.95	.069	Model A and Model C	25.94 (2)**
D. Fully mediated model	406.05 (151)	.96	.95	.072	Model A and Model D	49.42 (4)**

Note: CFI = comparative fit index; NFI = normed fit index; RMSEA = root mean square error of approximation.

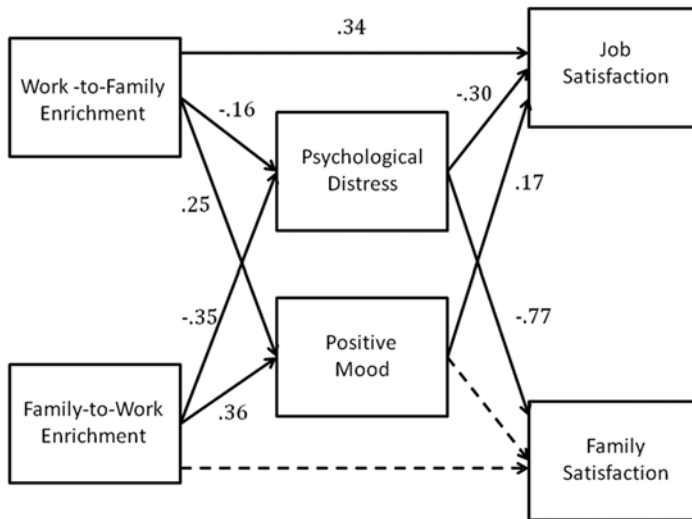
** $p < .01$.

fully mediated models to determine which model was the best representation of our data (James, Mulaik, & Brett, 2006). All analyses used a correlation matrix as input and maximum likelihood estimation. Because of the sample size and number of parameters being estimated, parcels were formed by grouping items within each scale based on the internal consistency approach to serve as indicators of the latent variable when the number of items for the variable exceeded three (Hall, Snell, & Foust, 1999; Williams & O'Boyle, 2008). Thus, we created parcels for work-to-family enrichment, family-to-work enrichment, psychological distress, and positive mood. Job satisfaction and family satisfaction were each included as latent factors using three items as indicators.

The measurement model fit the data well ($\chi^2 = 1,256.26$, $p < .001$; root mean square error of approximation [RMSEA] = .047; comparative fit index [CFI] = .99), which supports the measurement of the variables in the model and allows for subsequent examination of structural paths. Further, we compared 15 paired models combining each scale in the model and found that each model has significantly poorer fit than the baseline model, thus establishing discriminant validity of the scales in the model (Anderson & Gerbing, 1988). Next, we estimated the hypothesized model (Figure 1). Table 3 provides the results for the hypothesized and alternative models. The hypothesized model fit the data well. However, the paths from positive mood and family-to-work enrichment to family satisfaction were not significant. Further, the direct paths predicted by the receiving domain model (i.e., work-to-family enrichment to family satisfaction and family-to-work enrichment to job satisfaction) were not significant.

Next, we tested the alternative models of the originating domain and the receiving domain models. The originating domain model was similar to the hypothesized model, but the direct effects were *only* to the originating domain; thus, we removed two of the non-significant paths from the hypothesized model (i.e., work-to-family enrichment to family satisfaction and family-to-work enrichment to job satisfaction). This model also fit the data well, and as can be seen in Table 3, there is no significant difference between this model and the hypothesized model. However, this model is more parsimonious with more degrees of freedom (fewer paths predicted) and has fewer nonsignificant paths, suggesting less

Figure 2
Standardized Path Loadings for Enrichment and Satisfaction



Note: All standardized path estimates are significant at $p < .05$.

misspecification of the model. Thus, the originating domain model was a better fit of the data than the hypothesized model.

We also tested the receiving domain model. In this case, we removed the paths from work-to-family enrichment to job satisfaction and from family-to-work enrichment to family satisfaction. As demonstrated in Table 3, this model does not provide a significantly better fit of the data than the hypothesized model. Finally, we tested a fully mediated model that did not allow for any direct effects between work–family enrichment and satisfaction. However, this model did not provide a significantly better fit to the data than the hypothesized model either (see Table 3). Therefore, Model B (the originating domain model) was the best-fitting model and thus the model we used to examine our hypotheses. Figure 2 provides the standardized path estimates for this model.

Hypothesized Relationships

Hypothesis 1 predicted relationships between enrichment and satisfaction through the mediating mechanism of positive mood. Support was found for Hypothesis 1a in which work-to-family enrichment was related to positive mood ($\beta = .25, p < .05$) and positive mood was related to job satisfaction ($\beta = .17, p < .05$). Also, support was found for Hypothesis 1c in which family-to-work enrichment was related to positive mood ($\beta = .36, p < .05$) and positive mood was related to job satisfaction ($\beta = .17, p < .05$). However, support was not

found for Hypothesis 1b and Hypothesis 1d because the path from positive mood to family satisfaction was not significant ($\beta = .03, ns$).

Hypothesis 2 predicted relationships between work–family enrichment and satisfaction through the mediating mechanism of psychological distress. The path from work-to-family enrichment to psychological distress ($\beta = -.16, p < .05$) was supported, as was psychological distress to job satisfaction ($\beta = -.30, p < .05$) and family satisfaction ($\beta = -.77, p < .05$). Thus, Hypothesis 2a and Hypothesis 2b were supported. In addition, Hypothesis 2c and Hypothesis 2d were supported, as family-to-work enrichment was related to psychological distress ($\beta = -.35, p < .05$) and psychological distress was related to satisfaction in both domains.

Hypothesis 3a and Hypothesis 3b were not supported because the direct paths to the receiving domain (i.e., work-to-family enrichment to family satisfaction and family-to-work enrichment to job satisfaction) were nonsignificant in the hypothesized model and thus omitted from the best-fitting model. Hypothesis 4a was supported, as work-to-family enrichment was directly related to the originating domain of job satisfaction ($\beta = .34, p < .05$). However, Hypothesis 4b was not supported, as the main effect of family-to-work enrichment to family satisfaction was not significant.

In order to compare the relative effects of enrichment on satisfaction, we tested this considering only the direct effect, and we tested this considering the total effect (direct and indirect through mediators). First, we compared the direct effects of enrichment on satisfaction in the originating and receiving domains by examining the bivariate correlations, thus not accounting for mediating variables. Using the Hotelling-Williams *t* test for dependent correlations (Williams, 1959), work-to-family enrichment ($r = .45, p < .01$) was more strongly related to job satisfaction than was family-to-work enrichment ($r = .34, p < .01; t = 2.03, df = 307, p < .05$). However, family-to-work enrichment ($r = .20, p < .01$) was not significantly more strongly related to family satisfaction than was work-to-family enrichment ($r = .15, p < .01; t = .84, df = 307, ns$), although the relationship was in the direction predicted by the originating domain. Second, we compared these paths using the total effect (both direct and indirect) of enrichment on satisfaction in our mediation model. Thus, we compared the total effect of work-to-family enrichment on job satisfaction ($\beta = .44, p < .01$) with the total effect of family-to-work enrichment on job satisfaction ($\beta = .16, p < .01$) and found that the path from work-to-family enrichment to job satisfaction was stronger than the path from family-to-work enrichment to job satisfaction. Thus, in both tests we found support for Hypothesis 5a. Similarly, we examined the total effect of work-to-family enrichment on family satisfaction ($\beta = .13, p < .01$) in comparison with the total effect of family-to-work enrichment on family satisfaction ($\beta = .16, p < .01$). Thus, while the relative strength of family-to-work enrichment was stronger on family satisfaction than work-to-family enrichment, as predicted, these differences were not significant, thus failing to support Hypothesis 5b.

Discussion

While previous research has mostly neglected investigating *how* enrichment increases satisfaction, consistent with broaden-and-build theory (Fredrickson, 1998, 2001) we found that enrichment indirectly relates to satisfaction through the mediators of positive mood and

psychological distress. More specifically, we demonstrated that psychological distress mediated both directions of enrichment and both forms of satisfaction. However, positive mood did not relate to family satisfaction; thus, it only mediated both directions of enrichment with job satisfaction. Second, we examined the direct effects of enrichment on satisfaction beyond this mediation and found that only work-to-family enrichment had a direct effect to the originating domain of job satisfaction. Finally, we compared relative total effects of the originating domain versus the receiving domain. The strongest effect for *job* satisfaction was the work-to-family enrichment direction, and similarly the strongest effect for *family* satisfaction was the family-to-work enrichment direction, although it was not significantly stronger than work-to-family enrichment. Thus, our pattern of results, coupled with our review of previous literature, provides support for the originating domain of enrichment in contributing most to satisfaction in that domain.

This study was the first to systematically examine potential mediators of enrichment and satisfaction consistent with the theoretical foundations of broaden-and-build theory. While recent research by McNall, Nicklin, and Masuda (2010) found positive relationships between both forms of enrichment and satisfaction in the work and family domains, this research is the first to theorize and test potential mechanisms through which enrichment affects important outcomes. Furthermore, little research has incorporated both directions of enrichment (work-to-family and family-to-work) and both domains of satisfaction (job and family) in the same study. We found that both positive mood and psychological distress mediated the relationship between enrichment and job satisfaction. As predicted by broaden-and-build theory, positive moods generated by enrichment stimulate outward-oriented thoughts and actions, which then expand resources and increase satisfaction attitudes at work, while enrichment also alleviates feelings of distress that might limit resource building and, thus it improves job satisfaction.

For family satisfaction, only psychological distress mediated the enrichment–satisfaction relationship. It would appear that positive mood, while significantly and positively correlated with both directions of enrichment, was not the predominant driver when we considered both mediators simultaneously. The relationship of psychological distress with family satisfaction was so strong it overshadowed both the positive mood mediator and the direct effect from family-to-work enrichment to family satisfaction. Prior research indicates the negative relationship between psychological distress and family satisfaction (Hughes & Parkes, 2007). Our results confirm this relationship and suggest that the unpleasant state of distress plays a key role in an individual's non-work-related satisfaction.

Our findings also reveal asymmetrical effects of enrichment on the work and family domains through positive mood. These findings are consistent with prior research that found an asymmetry of boundary permeability where family boundaries are more permeable than are work boundaries (Frone, Russell, & Cooper, 1992). One explanation for this asymmetry in enrichment's effects may stem from individuals' expectations regarding the work and family domains. It may be that individuals expect family to enrich their lives but do not have the same expectation of the work domain. When individuals experience work-to-family enrichment, it may come as an unexpected bonus and thus garners more awareness or appreciation. Further, prior research suggests that when a role is important to one's self-concept (Aryee & Luk, 1996), the individual is more fully engaged in that role (i.e., family), which

provides more affective benefits to transfer to another role (i.e., work; Wayne, Randel, & Stevens, 2006). Future research should assess and explore how expectations of the work and family domains influence perceptions of the enrichment experience.

The second goal of the study was to look at the direct effects and total effects of enrichment on satisfaction. Our results replicated the most empirically supported originating domain view of work–family enrichment (see Table 1). While recent research found a relationship between both directions of enrichment and work and family satisfaction (McNall, Nicklin, & Masuda, 2010), our findings suggest that enrichment’s direct and total effects on satisfaction primarily channel toward satisfaction with the originating domain of the enrichment. This is particularly true for the work domain. If employees experience spillover of resources from their work lives into their family lives, they are likely to give the credit to work, which will enhance their positive attitudes toward work and vice versa. Previous research has suggested that employees may make attributions about the benefit of one role when experiencing enrichment that primarily results in positive outcomes for the role seen as providing the benefit (Wayne et al., 2004).

Limitations

Our study had a few limitations that influence the interpretation and generalizability of our results. All of our variables were self-report, which Greenhaus and Powell (2006) explain is the most valid means of assessing personal experiences of enrichment and satisfaction, but these variables could suffer from common method variance. Thus, we took steps, based on recommendations from Podsakoff et al. (2003), to reduce single-source bias. To decrease evaluation apprehension, we assured our respondents that there was no right or wrong answer to the measures in the survey. In addition, we collected data at two distinct time periods, thus minimizing the potential impact of common method variance. Future research could benefit from adding spouse and supervisor or coworker reports of work–family experiences to obtain a broader perspective on these issues.

Another limitation is that we consider only two potential mediators in our model. There are other variables that could play a role in explaining the relationship between enrichment and satisfaction such as individual factors and environmental factors. Further, we consider only two potential outcomes related to the influence of enrichment on psychological distress and positive mood. We suggest that the originating domain hypothesis most likely affects other outcomes such as job and family performance or work group and family cohesion. For instance, family-to-work enrichment relates to family performance and family functioning (Carlson et al., 2009) and work-to-family enrichment relates positively to job performance (Carlson, Ferguson, et al., in press). It is possible that psychological distress and positive mood also mediate enrichment’s relationship with performance and cohesion in both the work and family domains. Additionally, longitudinal data are needed to assess the causal order of the proposed processes and possible feedback loops in the satisfaction–enrichment relationship.

Finally, the current findings of the originating domain gaining the greatest benefit from enrichment is opposite of what is typically expected and found for work–family conflict

(Frone et al., 1997). Systematic examination of conflict and enrichment simultaneously and their relationship to outcomes such as satisfaction could help in the understanding that these do not operate as different sides of the same coin but indeed require new theories and perspectives (Frone, 2003). While we have provided a step in this direction, future research might gain from looking at these two types of work–family balance in a more integrated fashion. Furthermore, recent research found that work–family balance explains variance beyond that explained by traditional measures of work–family conflict and work–family enrichment with respect to outcomes such as job satisfaction and family satisfaction (Carlson et al., 2009). Thus, exploring balance along with conflict and enrichment may yield greater understanding of how each of these factors influences outcomes important to organizations, employees, and families.

Practical Implications

Satisfaction is important because it is associated with outcomes including burnout, turnover, and performance (Halbesleben & Buckley, 2004; Judge, Thoresen, Bono, & Patton, 2001; Lee & Ashforth, 1996), and our results suggest that managers can enhance employee satisfaction at work and at home by enabling enrichment. Managers are becoming more aware of work–family issues, and research supports their efforts to invest in improving positive spillover between the work and family domains through helping employees develop job-related skills and coping strategies, building employee networks of relationships, and providing opportunities for success and empowerment (Greenhaus & Powell, 2006; Hill et al., 2007). As we show, investment in work-to-family enrichment will have a greater impact on job satisfaction than will family-to-work enrichment, so managers will likely see a return on their investment.

Prior research suggests several ways in which organizations and their leaders can facilitate enrichment. First, organizations and their managers should identify and implement programs or practices that encourage perceptions of work-to-family enrichment. For instance, Wayne and colleagues (2006) found identity to be an important predictor of the enrichment experience. Managers should look for opportunities in which employees can affirm their identities (through highlighting accomplishments at work or commemorating important family milestones) and thus enhance enrichment. Second, organizations and managers in particular should implement informal workplace practices and human resource approaches that create a family-supportive culture. Informal workplace practices, compared with formal ones, offer a more flexible, personalized response to the individual trying to balance work and family demands (Wayne et al., 2006). Other research underlines the important role of the manager in the development of work-to-family enrichment. Specifically, supervisor enrichment crosses over to foster subordinate enrichment through subordinate perceptions of schedule control (Carlson, Ferguson, et al., in press). Thus, organizations more broadly and supervisors more specifically are in unique positions to encourage the enrichment experience among their organizational members.

In conclusion, this study examined the relationship between work–family enrichment and both job and family satisfaction through the mediators of psychological distress and positive

mood. This research fills a gap by building on the role theory of enrichment and incorporating broaden-and-build theory to examine two mediating mechanisms of the enrichment-to-satisfaction process. Second, this research incorporated both directions of enrichment (work-to-family and family-to-work) and both domains of satisfaction (job and family) in the same study. This approach allows us to more fully answer the question, "Does enrichment have more benefits for the originating or the receiving domain?" It appears that enrichment does provide more benefits to the originating, rather than the receiving, domain, especially for job satisfaction.

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