

DOCTOR OF PHILOSOPHY

Work-life balance benefits

employee attitudes and behaviors through the lens of social exchange theory

Janell Komodromou

2013

Aston University

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Work-life balance benefits: Employee attitudes and behaviors through the lens of social exchange theory

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Doctor of Philosophy

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Submitted August 2013

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WORK-LIFE BALANCE BENEFITS: EMPLOYEE ATTITUDES AND BEHAVIORS
THROUGH THE LENS OF SOCIAL EXCHANGE THEORY

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THESIS SUMMARY

The question of what to provide employees in order that they reciprocate with desirable behaviors in the work place has resulted in a great amount of work in the area of social exchange. Although offering fair compensation, including salary or wages and employee benefits, has been extensively studied, the effects of offering specific types of benefits, such as work-life balance benefits, and the intangible rewards that such an offering inadvertently offers, has only been minimally explored. Utilizing past literature, this current research examined the offering of work-life balance benefits, the value employees place on those benefits, the communication of the benefits by the organization to employees, and their effect on employee attitudes and behaviors. The goal was to identify the effect on desirable outcomes when work-life balance benefits are offered to determine the usefulness to the organization of offering such benefits.

To test these effects, a study of an organization known to offer a strong work-life balance benefits package was undertaken. This was accomplished through the distribution of questionnaires to identify the possible relationships involving 408 employee respondents and their 79 supervisors. This was followed with interviews of 12 individuals to ascertain the true reasons for links observed through analysis.

Analysis of the data was accomplished through correlation analysis, multilevel analysis and regression analysis generated by SPSS. The results of the quantitative analysis showed support for a relationship between the offering of work-life balance benefits and perceived organizational support, perceived distributive justice, job satisfaction and OCBO. The analysis also showed a lack of support for a relationship between the offering of work-life balance benefits and organizational commitment, OCBI and IRB. The interviews offered possible reasons for the lack of support regarding the relationship between the offering of work-life balance benefits and organizational commitment as well as organizational citizenship behaviors (OCBI and IRB). The implications of these findings on future research, theory and practice in the offering of work-life balance benefits are discussed.

Keywords: social exchange theory, work-life balance benefits, perceived organizational support, distributive justice, job satisfaction, organizational commitment, organizational citizenship behaviors

Dedication

This thesis is dedicated to my family. Without their support and understanding it would not have been possible to complete this work. Specifically, I offer my gratitude to my husband, Michael, my daughter, Yvoni and my son, Zacharias for their sacrifices and support. Their continuous support through my studies has supplied me with the strength to achieve my career goals.

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Chapter 1 Introduction

1.1 Introduction

It seems that life gets more complicated as the work environment increasingly requires longer working hours. The trend is exacerbated as a result of demographic changes in families, such as women entering the workforce and single-parent families, requiring that workers need to handle responsibilities to their families (Riley and McCloskey, 1997; Veiga et al, 2004; Frone et al, 1992). Many people have issues in trying to balance their work and personal lives. It is especially the case that people have problems balancing their work and family responsibilities (Champion-Hughes, 2001). Demographically, there are many more single parent families and families with both parents working compared to the conditions 30 years ago (Blau et al, 1998; Powell and Graves, 2003; Dowd, 1990; Veiga et al, 2004). Family responsibilities have been expanding to include caring for elderly parents and other relatives (Neal et al, 1993). For single or married individuals with or without children, time or resources to pursue highly-valued personal interests (Lockwood, 2003) such as furthering their education, traveling or involvement in a club or organization may be needed. Additionally, some people may require the freedom to have a second job. The issues mentioned above pose the basic problem of work-life balance (WLB) to individuals, organizations and society in general. The realization of this problem has led to the premise for this thesis.

WLB relates to three specific areas. First is the *harmonization* of family and work in a way that individuals can be economically active while their families do not suffer (Klammer et al, 2000); this is a conflict between an individual's need to work for economic reasons and their need to take care of their family in non-economic ways. Conflict between work and family can be categorized

as either work-family conflict (WFC) or family-work conflict (FWC) (Eby et al, 2005). It should be mentioned that there is a bidirectional relationship between WFC and FWC; this means that meeting familial obligations may lead to not meeting work requirements which in turn may interfere with family obligations and vice versa (Frone et al, 1992). Second is the *melding of values* regarding duty and self-realization (Klages, 1998); this is a conflict between an individual's need to fulfill duties at work and their need to realize their non-work related goals. Finally, human resource management has been developing strategies for working time to allow for greater *flexibility* (Brake, 2003); this is a tool used by organizations and individuals to reduce the conflicts, employees have, between the need to work and the need to meet family and other personal goals. The term WLB benefit is used to describe the means in which an organization can help its employees to find balance (Hoffman and Cowan, 2008). Generally literature discusses WLB benefits in terms of a method of helping employees to manage work and family conflict without specifying between WFC and FWC (Posig and Kickul, 2004; Breugh and Frye, 2007). Additionally, research is lacking in the area of WLB and FWC (Boyar et al, 2003). A study by Breugh and Frye (2007) did find that one of four WLB benefits studied, flextime, when offered as an employee benefit did reduce FWC.

It is in the interest of organizations to help employees find balance. WFC occurs when work conditions impact on family (Eby et al, 2005). Employees that undergo WFC have lower job satisfaction and greater stress (Frone et al, 1992; Thomas and Ganster, 1995; Hammer et al, 2003). Additionally these types of employees exhibit turnover and a decrease in productivity (Parasuraman et al, 1992; Hammer et al, 2003). FWC occurs when familial

duties conflict with responsibilities at work (Eby et al, 2005). While there has been little literature examining the relationship between FWC and family friendly benefits (Boyar et al, 2003) these types of conflicts could affect attendance, satisfaction, turnover and tardiness (Breaugh and Frye, 2007). The consequences of WFC and FWC make WLB critical for employers. Several organizations have started work and family programs to help reduce work-family conflict (Champion-Hughes, 2001). Organizations starting these types of programs for the purpose of attracting employees, instead of specifically for aiding employees in WLB, will experience an effect on employee attitudes (Allen, 2001) and possibly behaviors. These behaviors, if they exist, would be considered reciprocal rewards.

While employees with family obligations are important, a shift that includes unmarried employees has occurred. This is mainly due to a change in demographics. An important issue is the large number of single employees in organizations. Changes in demographics have occurred because of individuals deciding to delay marriage or for married couples to delay having children. These changes in demographics have led to an increased need for WLB emphasizing benefits which are not only family-friendly (Kim and Wiggins, 2011). The change in focus from work-family balance (WFB) to WLB specifies a need for time or resources so that individuals can pursue highly-valued personal interests besides those relating to family (Lockwood, 2003), such as furthering their education, traveling or involvement in a club or organization. An organizational culture that is friendly for unmarried employees is also important (Casper et al, 2007). Some examples of WLB benefits are: flexible work hours, telecommuting, parental leave, child care facilities, vacation time and personal extended leave (Kisilevitz and Bedington, 2009).

These observations have highlighted the need for and have guided my desire to study WLB benefits. While other theories, such as motivation could be used as a basis for this study, when WLB benefits are added to the exchange relationship, between an organization and its employees, there is clearly an added reward of exchange for employees—increased balance. However, it is unclear if any intangible rewards are inadvertently provided as a reward for employees in addition to the tangible reward of WLB benefits. It is also not clear if the organization receives any reciprocal reward. An exploration of reciprocal rewards and intangible rewards is the basis of this thesis. These ideas are discussed in greater detail in the following chapter.

1.2 Research Questions, Gaps and Contributions

Compensation, including wages and benefits, are offered to employees in return for their contributions to the organization through social exchange theory. Research has shown that benefits affect employee attitudes (Gerhart and Milkovich, 1993) and behaviors (Martocchio, 1998). This thesis examines issues related to WLB benefits, adopting a theoretical framing derived from social exchange theory. The main focus will be an examination of the rewards reciprocated by employees receiving WLB benefits. An additional focus will be determining if, by offering WLB benefits, intangible rewards of social exchange are also perceived as being offered; these intangible rewards will be examined as mediators in the study. A detailed literature review of social exchange theory follows in Chapter 2.

The study of WLB benefits raises several important research questions: Which WLB benefits are important to which groups of employees? Have companies realized the importance of WLB to their employees? Do employees appreciate

their organization when they offer benefits that lead to balance? When employees appreciate the efforts made by their employers, how do they show their appreciation? The main goal of this research is to explore the relationship between WLB benefits being offered at an organization, the employer/employee relationship and the subsequent impact on employee attitudes and behaviors. The attitudes and behaviors discussed in this thesis are perceived organizational support (POS), perceived distributive justice (DJ), job satisfaction (JS), organizational commitment (OC) and organizational citizenship behaviors (OCBs).

There is a gap in literature regarding the effects of specific types of benefits on employee attitudes and behaviors. Several sources (Gerhart and Milkovich, 1993; Harris and Fink, 1994; Williams and MacDermid, 1994) have discussed that benefits are not well discussed in the literature. There have also been found to be gaps in compensation research (Westerman et al, 2009) and more specifically with individual differences to pay mix (Pappas and Flaherty, 2006). Additionally, Berger and Berger (1999) found that many employees prefer benefits that help them balance their lives over economic compensation; this emphasizes the importance of studying benefits, specifically WLB benefits. Gerhart and Milkovich (1993) also point out that when equity and distributive justice are studied, individuals use separate ratios for different forms of compensation, but that these differences have not been adequately studied. Additionally, few studies have examined possible relationships between benefits offered and commitment (Sinclair et al, 2005). Benefits have had increasing importance but have not had much attention in research in the personnel and human resource management areas (Milkovich and Newman, 1987; Dreher et al, 1988; Gerhart and Milkovich, 1993; Miceli and Lane,

1991; Lengnick-Hall and Bereman, 1994). The gap in benefits literature must be explored to fully understand the effects of benefits, in this case WLB benefits, on various employee behaviors and attitudes.

A review of work-family research by Casper et al (2007) found a lack of samples in these studies including singles, single-parent families and extended families. They also found an overdependence on data from single-source, self-report questionnaires. Finally, they suggested that techniques of analysis should include the examination of moderators. Additional gaps were found by Eby and her colleagues (2005) when they reviewed 190 work-family interaction studies published from 1980 to 2002. They found a general lack of the use of mediators, a lack of literature in the area that include support and a lack of research examining how family variables affect employee behaviors.

Besides exploring the relationship between the offering of WLB benefits and the attitudes and behaviors they may be linked to, any potential mediating effects of POS and perceived distributive justice on job satisfaction, organizational commitment and OCBs will be explored. Finally, interviews will be conducted to ascertain whether or not any relationships discovered quantitatively are true in an actual setting.

1.3 Definitions

Following are some definitions of terms as used in this thesis. The terms requiring definition are: reward, work-life balance (WLB) benefits, convenient work hours, 13th salary, organizational citizenship behaviors (OCBs), perceived organizational support (POS), distributive justice (DJ) and job satisfaction (JS).

1.3.1 Definition of Reward

A reward could have different meanings depending on the basic theory on which the term is based. The character of this study requires that employee benefits be defined under the umbrella of social exchange theory as opposed to motivational theory.

When one discusses employee benefits it is generally in terms of the compensation or reward package a firm offers to employees. It becomes necessary to clarify that in this thesis employee benefits are rewards as defined by social exchange theory. Social exchange theory presents the idea that rewards are offered in an exchange between at least two people (Heath, 1976). These rewards can be either tangible or intangible (Eisenberger et al 1986; Rousseau, 1989; Schein, 1980). Consequently benefits are something received by employees over and above additional compensation in an exchange for their contributions to the organization in which they work.

Most types of employee benefits however should not be considered rewards as defined by motivational literature. According to Lawler (1971, 1976, 1981, and 1984) and Lawler and Jenkins (1992), motivational rewards must meet four criteria. They must be valued, the value must remain constant, the size must be flexible so that more can be awarded for better performance, and the relationship between the reward and performance must be obvious. Most employee benefits do not meet the last two criteria. For instance, if a firm offers medical insurance all employees are generally provided with the same coverage. High achievers are not provided with more coverage. Because there is no link between performance and amount of benefit received there is no obvious relationship to performance and therefore medical insurance cannot be considered a motivational reward. That is the case for most benefits.

Firms offering pensions and provident funds usually require that the employee is with the firm for some minimum time before becoming eligible. However, again there is no tie to performance. The only employee benefits that qualify as motivational rewards, because they are tied to performance, are profit sharing, stock ownership and gain sharing (Vecchio, 2006). Further substantiation of the idea that benefits are not rewards under this definition can be found in the study of Igalens and Roussel (1999). They found that when employees expected employee benefits as a reward for performance there was no positive correlation to motivation. A study of exempt (not paid for overtime) and nonexempt (paid for overtime) employees in France examines the relationships between (1) different components of compensation and satisfaction and (2) different components of compensation and motivation. The study considers the components of compensation, (1) fixed pay, (2) flexible pay and (3) benefits as well as total compensation. Benefits included (1) allowances and reimbursements (such as food, transportation and clothing), (2) goods and services given at a reduced price, made available for use or offered (such as housing, company car, telephone, public transport passes), (3) welfare programs and recreational opportunities (such as tickets for entertainment, family assistance and scholarships) and (4) pension plans and health insurance.

The French Compensation Satisfaction Questionnaire (QSR) (Roussel, 1996) was used as a measure of compensation satisfaction. The French Compensation and Work Motivation Questionnaire (QRMT) (Roussel, 1996) was used as a measure of the work motivation process; it includes scales of (1) valence, (2) effort-performance expectancy, (3) performance-outcome expectancy and (4) effort.

The portion of the study relevant to this thesis regards the expectancy of a relationship between performance and benefits which was found to be negatively related to work motivation. This negative relationship was insignificant for non-exempt employees, but significant for exempt employees. The authors' discussion of these results assume that employees attracted to compensation in the form of benefits are seeking to fulfill a need for comfort or security and will therefore not exhibit an increase in motivation.

The literature on rewards and employee benefits strongly suggests that employee benefits are not motivational rewards (Tsai and Wang, 2005; Milkovich and Newman, 1993; Mondy et al, 2002). This makes sense since most employee benefits are not offered to employees based on their performance. The exceptions are stock options, profit sharing and similar types of benefits. Therefore, when studying employee benefits one should keep in mind that benefits are not a motivational tool. Any relationship between employee benefits and performance does not include motivation. The term "rewards" in this thesis implies rewards of social exchange not motivation.

1.3.2 Definition of WLB Benefits

Social exchange theory is used as the basis for this research. As discussed above, reward is an important part of social exchange theory. The focus of this study is on the reward of WLB benefits. These types of benefits provide employees the ability to better balance their work obligations and their life goals or responsibilities (Lambert, 2000; Milkovich and Newman, 2008). Some benefits that are considered to be WLB benefits are flexible work hours,

telecommuting, child care assistance, elderly care assistance, vacation and educational assistance (Milkovich and Newman, 2008).

1.3.3 Definition of Convenient Work Hours

The study undertaken for this thesis took place in Cyprus. Cyprus is an island in the eastern area of the Mediterranean Sea. One of the factors affecting the work environment and working hours is the weather of the island. In the summer during mid-day temperatures reach 40°C or higher during most of the summer. This fact affects the working hours of employees, especially the schedule of employees that work with the public. High temperatures limit the hours that individuals are willing to be out to take care of personal tasks such as banking, going to the post office and shopping.

Traditionally in Cyprus, several organizations have set work hours for all or most of their employees which are different compared to the traditional 8:00 to 5:00 or 9:00 to 6:00 that is common in most European countries or the USA. The majority of government employees have a five day schedule from 7:30 am to 2:30 pm in addition to one afternoon in the winter only, totaling to a thirty-eight hour workload. Other large organizations such as banks, the Cyprus Telecommunications Authority, the Cyprus Electric Authority and several others, more or less follow the same schedule. This type of work schedule could be considered conducive to contributing to WLB.

On the other hand, the construction industry follows the more traditional daily schedule of 8:00 to 5:00 with one hour noon break. Stores have different schedules in winter and summer. In winter their working hours are usually 8-6 with a break from 1-3 and in the summer 8:00 am to 7:00 pm, with an early

afternoon break from 1:00 to 4:00 due to the extremely high temperatures during those hours during the summer as discussed above. Since governmental employees, as well as those at several of the other organizations discussed above, work hours that are not spread from morning to late afternoon as those of other organizations, I have termed this phenomenon "convenient work hours". This type of situation is included as a WLB benefit because the hours are convenient for several lifestyles. People working in these organizations are offered a WLB benefit over those working in other organizations whose hours are not convenient. Typically, shop hours in Cyprus in the summer on Mondays, Tuesdays, Thursdays and Fridays are 8:00 am to 1:00 pm and 4:00 pm to 7:00 pm. Wednesdays and Saturdays are half-days with hours from 8:00 am to 1:00 pm. The reason that shop hours are split is for a "siesta" in the middle of the day when the heat is too strong. I believe this is the extreme of non-flexible hours. I also believe these hours are not conducive to WLB. Convenient work hours could also be for any work hours that are convenient to a specific individual. Some jobs may require that 24 hour services are available; this would require shift work. Someone working a night shift may view that as convenient depending on that person's life style.

1.3.4 Definition of 13th Salary

A benefit that is mandated by the Ministry of Labour in Cyprus is the 13th salary. This is similar to a mandated bonus. All full-time employees receive a 13th monthly salary. Usually this salary is given at the end of the year, but in some cases an alternative dispersion of the 13th salary might be given. For instance, some organizations give half of a 13th salary at Easter-time and the other half at the end of the year. Even full-time employees that have not

completed a full year of employment are entitled to the portion of the 13th salary equal to the portion of the year they have worked. The 13th salary is not taxed, but does have social insurance deducted. The main purpose of the 13th salary is to help employees but also serves as a measure for boosting the economy during the holidays of Christmas and New Year. It is a tradition that most people utilize their 13th salary for their Christmas shopping. My purpose in including the definition of the 13th salary is to avoid confusion in Chapter 2. During my discussion of the categorization of employee benefits, the 13th salary is categorized as a mandatory employee benefit. Its importance in this thesis is limited because it is not a WLB benefit.

1.3.5 Definition of Organizational Citizenship Behaviors

Organizational Citizenship Behaviors (OCBs) are a type of behavior that employees perform at work which they are not required to perform, but which helps the organization (George and Brief, 1992). It has also been described as “discretionary” behavior which is not formally rewarded (Konovsky and Pugh, 1994). Some examples of OCBs are helping coworkers, sharing ideas for improvement (Lambert, 2000; Bateman and Organ, 1983) keeping the work area clean, conserving resources and accepting impositions without complaint (Bateman and Organ, 1983).

OCBs are important to an organization because they improve organizational effectiveness (Organ, 1988; Podsakoff et al, 1990; Bachrach et al, 2001). This may be due to the idea that employees exhibiting OCBs are more likely to be willing to perform more activities than they are required (Chien, 2004). The term OCBs in this work has been taken from the work by Williams and Anderson (1991) which categorizes OCBs as being directed at certain

individuals (OCBI), being directed at an organization (OCBO) and being in-role behaviors (IRB).

1.3.6 Definition of Perceived Organizational Support

Perceived organizational support (POS) describes an employee's opinion about the organization. Specifically, POS is the employee's opinion about the value an organization places on the employee's contribution and the concern an organization shows about the employee's well-being (Eisenberger et al, 1986).

1.3.7 Definition of Distributive Justice

Distributive justice is the perception, by an employee, that the rewards provided by an organization are distributed in a fair manner when one compares his or her work condition with colleagues' work conditions (Mansour-Cole and Scott, 1998).

1.3.8 Definition of Job Satisfaction

Job satisfaction is the emotional response an employee has related to his or her job. This response is derived from a comparison of actual and desired job related results (Cranny et al, 1992). These feelings are based on intrinsic and extrinsic job factors (Howard and Frink, 1996) and include a variety of expected factors, such as pay, advancement and independence (Porter and Steers, 1973).

1.4 Characteristics of Cyprus Leading to Importance of Study of WLB Benefits

The research described in this thesis explores relationships involving WLB benefits. This study of WLB benefits took place in Cyprus. A study of this sort is necessary for several reasons. Most importantly, while the majority of

human resource management practices of organizations in Cyprus have remained traditional, there has been an increase in the number and rate of women working, divorce rates and the importance that Cypriots place on their personal life (Stavrou-Kostea, 2002). In the 1960's women mostly worked in the agricultural sector; after the Turkish invasion in 1974 and the occupation of 38% of the country by Turkish troops, many women were forced to work in order to contribute to the needs of their families since several families lost everything including their homes and farms. This led to a doubling of women in sectors other than agricultural in the period from 1976 to 1989. Currently the rate of participation of women in the work force in Cyprus is slightly less than that of women in the EU (Malaos, 2001 as cited by Droussiotis, 2003). In 2010, 67.4% of the female population aged 15 to 64 was labor force participants (employed or unemployed) (Republic of Cyprus, 2011).

While it has been shown that Cypriot organizations place importance on meeting their responsibilities and obligations towards their employees (Papazolomou-Doukakis et al, 2005), it could be argued that these organizations could do more. For example, an EU study of working time flexibility during the period of 2004-2005 (Chung et al, 2007) discusses the need for greater worker-oriented flexibility in order to improve WLB. This same study places Cyprus with southern European countries and Hungary (the complete list of these countries are Italy, Cyprus, Spain, Hungary, Portugal and Greece) that have the least companies with worker-oriented flexibility and the most companies with company-oriented flexibility. The use of weekend work, shift-work, overtime, seasonal and part-time employment used by most Cypriot companies (Stavrou-Kostea, 2002) emphasizes the company-oriented flexibility of Cypriot organizations.

Due to the directive of the EU to improve the quality of life of Europeans, the view was taken in the EU study (Chung et al, 2007) that improvement in worker-oriented flexibility is desirable. However, as a resident of Cyprus, I have observed that several jobs carry working hours that are convenient for employees as discussed in the above definition about convenient work hours. These hours would have been viewed as not flexible in the study because the hours are fixed; however, since most primary-school children are at school until 1:05 PM, with several public schools offering after-school care until nearly 3:00 PM, this would leave working mothers (or fathers) of children 5 years of age to 11 years of age with only one afternoon to find alternative care for their children. Additionally, middle schools and high schools finish at 1:35. There are two issues associated with the time older children finish school. First, the half hour time difference means that older children cannot take responsibility for younger children at the time the younger children finish school. Second, if parents wish to supervise their older children, those parents with convenient work hours would be able to do so with the exception of a short time right after school and the one afternoon per week that they are required to work. Jobs with these types of hours while not flexible would greatly contribute to WLB. Other types of WLB benefits in addition to working hours need to be studied. The other types of benefits include child care assistance, elderly care assistance, vacation and educational assistance.

1.5 Structure of the Thesis

Following is a summary of the organization of the remainder of the thesis. In the conceptual framework and literature review social exchange theory will be discussed. This discussion also shows that the value placed on the reward is an important concept of social exchange theory. This will be followed by the

definition and categorization of employee benefits. Next the discussion turns to the employee attitudes and behaviors that are focused on in this thesis. These attitudes and behaviors are job satisfaction (JS), organizational citizenship behaviors (OCBs), organizational commitment (OC), perceived organizational support (POS) and distributive justice (DJ). The model depicting these relationships can be found directly after this discussion.

This will be followed by a chapter discussing the research methodology which will include descriptions of the sample studied and each construct measurement to be included on the questionnaires. The analysis of the data will be discussed in Chapter 4. The description of multilevel analysis is provided. This is followed by a correlation analysis and regression analysis of each of the control variables for each outcome. Details leading to their use or exclusion in the regression model are also provided.

The chapter detailing the results of the data analysis will follow. The results are based on multilevel analysis and regression analysis. The interviews conducted will also be discussed to clarify certain aspects of the results. Finally, implications and limitations of the results will be discussed in the final chapter. Additionally, results leading to future research work are included.

Chapter 2 Conceptual Framework and Literature Review

2.1 Introduction

The literature review focuses on key aspects of the research questions beginning with a presentation of social exchange theory and exchange relationships between employers and employees, specifically related to compensation (Gerhart, 2000; Heneman and Judge, 2000; Gerhart and Milkovich 1990; Gerhart et al, 1995; Yanadori et al, 2002). There is additional literature regarding exchange relationships focusing on employee benefits; some literature focuses on attraction and retention of employees (Cable and Judge, 1994; Lawler, 2000) and others on the behaviors of employees (Martocchio, 1998). Westerman and his colleagues (2009) point out that, companies often change their compensation packages while not grasping the possible results to the organization because of individual employee preferences about compensation. This thesis focuses on the specific exchange of WLB benefits provided by the employer. In return, the employer hopes to gain something from the employees, such as the commitment of members and also to encourage people to exhibit 'extra role' behaviors, such as Organizational Citizenship Behaviors (OCBs). There have been similar studies examining relationships between the resource of employee benefits and the reciprocating resources of attitudes and behaviors (Martocchio, 1998). It is possible that by providing WLB benefits, the employer is also offering additional, intangible rewards such as job satisfaction or goodwill, exhibited by perceptions of organizational support or distributive justice. These additional, intangible rewards may increase the possibility or occurrence of organizational commitment and OCBs. The distinction between the literature and this thesis is that the research undertaken in this study attempts to determine if intangible rewards are in fact provided by offering WLB benefits and if so,

whether or not these intangible rewards mediate and strengthen the exchange relationship. It has been suggested that there is a gap in work-family interaction research created by a lack of moderator (Casper et al, 2007) and mediator (Eby et al, 2005) analysis. Section 2.3 presents the review of compensation, employee benefits and WLB benefits. Various categories of employee benefits are also examined in section 2.3 in order to display the rationalization of narrowing the study to focus on WLB benefits.

The second objective is to identify, through the literature, possible links between the variables explored in the exchange relationship. The variables identified through the discussion of social exchange below are (1) employees' perceptions about WLB benefits, (2) the value placed on WLB benefits (measured by employee use of the benefits or by importance of the benefits to the employee), (3) communication from the employer regarding benefits, (4) perceived organizational support, (5) distributive justice, (6) reciprocity, (7) job satisfaction, (8) organizational support and (9) organizational citizenship behaviors. This objective leads to the hypotheses of the study which will be presented in section 2.4.

Gaps in the literature have been shown to exist in the area of employee benefits. Several sources (Gerhart and Milkovich, 1993; Harris and Fink, 1994; Williams and MacDermid, 1994; Pappas and Flaherty, 2006) have claimed that benefits are not well discussed in the literature. The findings by Berger and Berger (1999) and Westerman and his colleagues (2009) that many employees prefer certain types of benefits over economic compensation emphasize the importance of studying benefits. One study found that individuals with an emotional stability personality trait were more likely to

prefer a WLB pay strategy comprised of 50% base pay, 30% benefits and 10% each for bonuses and options. The alternative pay strategies were (1) 80% base pay and 20% benefits, (2) 50% base pay and 50% equally distributed between benefits, options and bonuses and (3) 70% base pay, 4% options, 6% bonuses and 20% benefits (Westerman et al, 2009). Gerhart and Milkovich (1993) also point out that when equity and distributive justice are studied, individuals use separate ratios for different forms of compensation, but that these differences have not been adequately studied. Additionally, few studies have examined possible relationships between benefits offered and commitment (Sinclair et al, 2005). Benefits have had increasing importance but have not had much attention in research in the personnel and human resource management areas (Milkovich and Newman, 1987; Dreher et al, 1988; Gerhart and Milkovich, 1993; Miceli and Lane, 1991; Lengnick-Hall and Bereman, 1994).

2.2 Social Exchange Theory in Organization-Employee Relations

Social exchange, in general, explains the dependence of people on each other to provide or receive benefits besides those of an economic exchange (Molm, 2006). Social exchange was developed as an extension to economic exchange. As Blau (1964) suggests, the benefits traded in a social exchange include favors, courtesies, concessions and assistance. The nature of social exchange leads to the parties of the exchange becoming dependent to some degree on each other. Therefore, the social exchange relationship is ongoing, reciprocal and dynamic (Molm, 2006; Homans, 1961; Thibaut and Kelley, 1959; Blau, 1964). This type of exchange relationship is of a longer term than the generally one-time transaction associated with economic exchanges (Molm, 2006). Social exchange is therefore important when examining relationships

within an organization. Since social exchange leads to the parties becoming more dependent on each other, as well as the exchange being on-going, it is also important that the exchange remain fair and supportive. For this reason, the research undertaken in this thesis examines the exchange of resources between an employer and its employees. Furthermore, the thesis examines whether or not the resources provided by the employer are viewed as fair and supportive by the employees. Finally, the resources reciprocated by the employee are examined. The study has been formed based on the lack of an in-depth study that attempts to address the combination of questions posed above. The quantitative and qualitative nature of this work provides a comprehensive foundation that further work can be undertaken in this area of exchange relationships.

The early origins of social exchange theory (Malinowski, 1922) sought to explain social relations outside of an economic marketplace (Molm, 2006). Since then, others have further developed the theory. A social psychology approach has been established since the late 1950's with Thibaut and Kelly (1959), Blau (1964) and Homans (1961).

There are four common concepts inherent in the thinking of social exchange theorists. These concepts are (1) the involvement of actors in the exchange, (2) the exchange of resources, (3) the development of exchange relations within the structure of the exchange and (4) the exchange is a dynamic process (Molm, 2006). The four common concepts are discussed below.

The *first* concept is the way in which the actors participating in the exchange are viewed. Some theorists discuss actors as individuals, others that they are

groups acting together. These differences on how the actor is viewed are possible because social exchange theories make only a few assumptions about the characteristics of actors (Molm, 2006). The beliefs about the characteristics of actors are that they are self-interested and that they accept outcomes that they positively value and reject outcomes that they negatively value. The value individuals place on a reward can be influenced by communication since knowledge of the availability of resources strengthens their impact (Lawler, 1981; Gerhart and Milkovich, 1993), makes employees aware of their value (Wilson et al, 1985; Gerhart and Milkovich, 1993) and makes employees aware of the resources that are offered (Milkovich and Newman, 1993). For theories involving an individual, the actor can refer to a specific individual or someone filling a certain position at the time. Likewise, for theories involving a group, the actor can refer to a specific group or the current group comprising a committee. This allows for exchanges involving either a specific entity or an interchangeable entity. The various exchange theories differ in that some adopt a rational model actor (Friedkin, 1992; Bienenstock and Bonacich, 1992; Coleman, 1990; Yamaguchi, 1996) and others adopt a learning model approach to actors (Homans, 1961; Blau, 1964; Thibaut and Kelly, 1959; Emerson, 1972a; Molm, 2006). These two models are not unrelated since, over time, an individual learns to expect specific outcomes in an ongoing relationship (Coleman, 1975). A rational actor approach assumes that the actor actively considers the costs and benefits of an exchange in order to maximize outcomes (Cook and Whitmeyer, 1992). This approach assumes that since actors have specific wants and goals, and since there is scarcity of opportunities, the actor must carefully choose among the options available. When rational choices are made, the alternative chosen will be the one that meets the wants or goals of the individual most effectively

(Heath, 1976) or with acceptable terms (Willer and Anderson, 1981). The rational actor approach has been assumed by Friedkin (1992), Bienenstock and Bonacich (1992), Coleman (1990) and Yamaguchi (1996). On the other hand a learning model approach is based on the assumption that the actor responds to results of previous rational choices. This means that the actor reacts to stimuli as he or she did in the past based on the resulting reward in the past. Therefore, in the learning model approach, the actor does not actively consider the alternatives; therefore, the result is that outcomes may not be maximized. In summary, a social exchange view of actors is that they are self-interested entities seeking desirable benefits (Molm, 2006). A learning model approach was assumed by Thibaut and Kelley (1959), Homans (1961), Blau (1964), and Emerson (1972a). However, social exchange theorists agree that an exchange will take place only if all people involved in the exchange are better off than they would be without the exchange (Heath, 1976). Also, regardless of whether the learning model or rational choice model is adopted, social exchange theorists view actors as being self-interested in that their behavior is supported by their need to receive valuable resources (Molm, 2006).

The *second* concept in social exchange theory is that of the resources or rewards being exchanged. Resources are those possessions or abilities possessed by an actor and valued by other actors (Molm, 2006). A common view (Blau, 1964; Thibaut and Kelley, 1959; Homans, 1961; in addition to several others) on social exchange theory is the idea of an exchange of an activity or behavior that is more or less rewarding between at least two people (Heath, 1976) and that this exchange may or may not be of an economical nature (Willer et al, 1997). Additionally, rewards can be tangible (pay and

employee benefits) or intangible (emotional). Examples of intangible rewards are the feeling that the organization cares about the employees' well being (Eisenberger et al, 1986), trust (Rousseau, 1989) and that the employee is regarded with esteem and approval (Schein, 1980; Molm, 2006). Other examples are excitement, pleasure and pride (Lawler, 2001). Thus, the resources offered by an employer include economic advantage, fellowship and status (Cropanzano et al, 1995). In return, employees invest their time, energy and effort as a resource to their employer (Randall et al, 1999). This investment on the part of the employee is of interest, especially because it is important to organizations in considering compensation planning to determine what makes one employee invest more than another.

Finally, many exchange theories assume that, over time, as long as a resource is valued it will result in the same behavior (Molm, 2006). Combining these ideas with a rational choice approach, it can be concluded that if an employee's rewards for working at an organization are the employee's best possible option then the employee will remain in the relationship (Heath, 1976).

The *third* concept of social exchange theory concerns the structure of the exchange. Structure refers to the relationships between actors. Early theorists viewed exchange relations as existing between two individuals or groups. More modern theorists, mainly due to the work of Emerson (1972b) with exchange networks, allowed for interactions within networks of larger groups. Specifically, Emerson (1972b) characterized an exchange network as having at least three actors. In such a relationship, each actor initiates an exchange with at least one of the other actors. This type of exchange structure is

especially significant when examining actors' power in an exchange (Molm, 2006). In either case there is a distinction between the type of exchange; moreover, it can be characterized as generalized, direct or a productive exchange. In a generalized exchange one actor providing a resource for another may result in a series of exchanges where finally a resource is provided to the original actor, but not by the initial receiver of that resource. Direct exchanges remain between two actors where the resource provided results in reciprocation. Productive exchanges occur when two or more actors work together to benefit everyone involved (Molm, 2006). The exchanges are believed to be mainly direct; however, some behaviors may indicate a generalized exchange. An example of a generalized exchange is that the offering of work-life balance (WLB) benefits by the employer may result in the employee reciprocating by exhibiting OCBs that benefit other employees instead of directly benefiting the employer (e.g., helping an employee that has been out of the office to catch up on their workload). The end result will however benefit the organization because it has been shown that when employees of a particular organization exhibit OCBs, in the long term, the organization effectiveness is greater (Organ and Konovsky, 1989; Podsakoff et al, 1990; Williams and Anderson, 1991).

The *fourth* and final concept regards the process of the exchange. This involves how the interaction occurs, how an exchange is initiated and the instances when it is reciprocated. The key to exchange theory is that when an actor receives resources, that actor will provide resources in return. In direct exchanges, this process can be either negotiated or reciprocated (Emerson, 1981; Molm, Peterson, and Takahashi, 1999). In negotiated transactions, an agreement is reached regarding the resources exchanged in a process of

decision-making by the parties involved (Molm, 2006). In reciprocal transactions, an actor initiates an exchange by providing a resource and expects some reciprocal beneficial act by the actor benefiting from the resource (Molm, 2006). The resource of providing a day's work each day someone is employed may be negotiated, but additional resources that someone may provide above and beyond getting the job done are not negotiated (Molm, 2006; Lawler, 2001). A specific example of a non-negotiated or reciprocal resource is OCBs. By definition they are extra-role behaviors, beneficial to the organization, exhibited by employees but not required to be performed (George and Brief, 1992).

A more complete picture of how the relationship works can be seen in the ideas of a key theorist, Homans (1961). Homans (1961) suggests that there are five propositions regarding social exchange. The first states that if an activity has been rewarded in the past, then in similar situations the activity is likely to be repeated. The second proposition asserts that the more frequent a reward the more frequent the activity will occur in order to obtain the reward. The third pronounces that the value of a reward is proportional to the value of the activity. The fourth states that the more frequent a recent reward the less valuable the reward becomes due to satiation. The fifth proposes that the greater a person's disadvantage the more likely the person is to display anger.

Adams (1963, 1965) postulates that Homan's fifth proposition deals with concepts of equity and inequity as related to distributive justice (Chadwick-Jones, 1976). Furthermore, his arguments and experimental tests are developed from this proposition (Chadwick-Jones, 1976). Adams' (1965) equity theory as applied to compensation would argue that employees

compare their ratio of compensation to effort and performance with the ratio of referent others (Gerhart and Milkovich, 1993). Feelings of inequity result when one's ratio is not equal to another's; these feelings lead the individual to pursue actions to reduce the difference in ratios (Adams, 1965). Research in the area of equity theory related to compensation has been limited to the amount of compensation instead of the ways compensation is provided (Gerhart and Milkovich, 1993). Gerhart and Milkovich (1993) argue that it is more likely that individuals use separate ratios for different forms of compensation and therefore research conducted in equity theory by types of compensation would provide researchers with better understanding. People will pursue exchanges which are fair and avoid those which are not fair (Chadwick-Jones, 1976). This suggests that when participants in an exchange are at a disadvantage, not only will they display anger but they will also withdraw from the exchange. Furthermore, individuals will not only compare their own rewards and costs, as social exchange theory implies, but they will also compare their ratio of rewards and costs with those of others to help them make rational choices when determining which exchange relationships to pursue and which to abandon.

Homans (1961) has described different variables relating to exchange. These variables are frequency of the exchange, degree of value of a reward or a cost and justice. Furthermore, he suggests that the value of an exchange may differ over time. Regarding justice, Homans (1961) goes on to say that members of an exchange will seek justice by exhibiting anger when an exchange is to one's disadvantage. Additionally people learn to pursue exchanges which are just and avoid those which are not just. Homans' views

strengthen the need to study justice in an exchange relationship. His views also indicate the need to examine the value of the reward of the exchange.

As discussed above, Homans and Blau had a significant contribution to social exchange theory. However, to provide a complete literature review of social exchange, the criticisms and extensions of their work must also be presented. Blau (1964) criticizes Homans on two points. Firstly, in the cases where a person's acts are a result of conscience there is no social exchange and secondly that an exchange must be voluntary and those that are pressured should be excluded. Blau also stipulated that there are limits to reciprocal relationships because of power, status differences and imbalance issues existing in social relations (Chadwick-Jones, 1976). Additionally, Blau (1964) stipulates that without trust there is no social exchange. Homan's theory has also been criticized for not considering partial or variable rewards (Deutsch and Krauss, 1965; Singer, 1971). Finally, Weinstein with his colleagues (1969) used an extension of Homans' theory in an exchange of psychological rewards in return for material rewards.

Several conclusions can be drawn from the previous points summarized from the literature when undertaking a study based on social exchange theory. The first conclusion is that it is necessary to identify possible rewards of the exchange. The second is that it is important to determine the value of each reward. The third is to establish possible additional psychological rewards resulting from the original reward. Finally, it is necessary to determine possible resulting actions to complete the reciprocal exchange.

The literature review of social exchange discussed above has formed the foundation of the study undertaken in several ways. The work of this thesis assumes a structure between two entities, the employer and the employee. Furthermore, the approach that the entity engaged in an exchange acts as an individual and not as a group is utilized. The main reason for adopting this assumption in this work is because the employees of an organization decide individually how they react in an exchange in most cases. Because the transaction of offering WLB benefits in the organization studied was not negotiated, the research undertaken in this thesis assumes the transactions are reciprocal. It is reasonable to consider that the transactions are reciprocal and not negotiated since the reciprocated resources provided by the employees in addition to a day's work, are organizational commitment and OCBs which cannot be negotiated (Molm, 2006; Lawler, 2001).

The focus of this research is the tangible resource WLB benefits. Based on a combination of the literature discussed above, the research described in this thesis developed a study examining WLB benefits measured by employee perceptions of offered WLB benefits (POWLB). The perception of WLB benefits being offered is used as the independent variable, instead of actual WLB benefits offered, because what the employee thinks they are getting is more likely to affect reaction than what they are unaware they are receiving (Miceli and Lane, 1991). This idea is discussed in greater detail in section 2.3 below. A comparison of POWLB and actual benefits offered is used as a measure of communication of the benefits.

Associated factors also need to be examined because of the above observations. Specifically, it has been observed that by offering WLB benefits,

employers initiate an exchange. Organizations starting these types of programs, regardless of the reason for starting the program (i.e. attraction, employee aid), will experience an effect on employee attitudes (Allen, 2001) and affect a reaction. The reaction affected may be the reciprocation of providing OCBs and commitment (Konovsky et al, 1987; Clay-Warner et al, 2005; Moorman, 1991; Moorman et al, 1998).

Furthermore, employees receiving WLB benefits, whether valued or not, may be more inclined to feel that their employer is providing an intangible reward by providing benefits that are designed to help employees both inside (work) and outside (life) the organization. Employees may feel that the organization provides support by offering WLB benefits (Eisenberger et al, 1986; 1990). Additionally or alternatively, employees may feel the organization provides distributive justice (Goodin, 2010; Nelson and Tarpey, 2010), leading to feelings of fairness, when they compare their exchange situation with the situation of others. Finally, employees may gain a feeling of job satisfaction (Dittrich and Carrel, 1979; Moorman, 1991). This forms the basis of the five direct outcome of the model: (1) OCBs, (2) organizational commitment, (3) POS, (4) perceived distributive justice (DJ) and (5) job satisfaction (JS).

If an employee feels that any of the intangible rewards (POS, DJ or JS) are being offered, the employee may be more likely to reciprocate through providing OCBs and commitment (Konovsky et al, 1987; Clay-Warner et al, 2005; Moorman, 1991; Moorman et al, 1998). This leads to the mediating variables in the model (1) POS, (2) perceived distributive justice and (3) job satisfaction.

There are other factors discovered through the literature that may also impact the above mentioned relationships. For instance, the employees may or may not value these types of benefits. The value placed on WLB benefits should be proportional to the value of the resulting rewards (Homans, 1961). This means that value may moderate the relationship between the independent variable and the five direct outcomes. The relationship between the POWLB and the value placed on them may be moderated by communication since knowledge of the availability of benefits strengthens their impact (Lawler, 1981; Gerhart and Milkovich, 1993), makes employees aware of their value (Wilson et al, 1985; Gerhart and Milkovich, 1993) and makes employees aware of the benefits that are offered (Milkovich and Newman, 1993). The relationships between the independent variable and the reciprocating rewards may also be moderated by reciprocity since individuals will, through the norm of reciprocity, seek to reciprocate by producing a higher level of effort and through not leaving the organization (Kirchler et al, 1996).

All of the facets of the model, perceptions of WLB benefits being offered, their value, the communication of benefits, perceived organizational support (POS), distributive justice (DJ), reciprocity, organizational commitment (OC), job satisfaction (JS) and OCBs, are discussed in detail below. The above discussion justifies and reinforces the decision to focus on compensation as a reward of social exchange. This focus was narrowed to employee benefits and finally to WLB benefits. The value of WLB benefits was established using two measures: (1) use of the benefit and (2) importance placed on the benefit by the employee. Additional psychological rewards resulting from the employer offering WLB benefits include distributive justice, job satisfaction and perceived organizational support. The possible resulting actions completing

the exchange were identified as organizational commitment and organizational citizenship behaviors. This model was explored and the results explained in this work through a quantitative analysis of questionnaires and qualitatively through interviews.

2.3 Employee Benefits as Part of Compensation

When examining interactions in organizations there is inevitably a social exchange between the employer and the employee (Molm, 2006; Eisenberger et al, 1986; Heath, 1976). The exchange is explicit because the basic exchange is wages or salary received by the employee in exchange for the work that the employee performs. Employees have expectations exceeding the receipt of wages. The exchange may also be implicit since several employees find a need to balance their work life with their private life leading them to make concessions at work or work for companies that provide WLB benefits. Many workers seek flexible time at work so they can balance family matters with work. WLB benefits such as job sharing, maternity leave, family emergency leave, family non-emergency leave, on-site child care and on-site medical care are becoming more important when workers choose which organization to work for (Berger and Berger, 1999).

Employers also have expectations that their employees will work effectively and provide more to the organization than just getting the job done (Berger and Berger, 1999; Gerhart and Milkovich, 1993). The compensation received by the employees affects their attitudes and behaviors, which in turn affects the effectiveness of the departments and organization as a whole; this results in the success of the organization (Gerhart and Milkovich, 1993). The initial reward of the exchange has become broader and is called compensation

including wages and/or salary (base pay), bonuses, stocks and options and employee benefits (Dreher et al, 1988; Sanders & Carpenter, 1998; Milkovich & Newman, 2002). Compensation is offered to employees to obtain their contributions to the organization (Gerhart and Milkovich, 1993) through social exchange. The contributions of an employee expected by an employer include attraction, retention and performance. Several studies have verified that a relationship exists between these contributions and compensation (Dreher et al, 1988; Gerhart and Milkovich, 1993; Huseman et al, 1975). The literature discusses the importance of compensation to an organization due to its costs to the company and the ability to attract, retain and influence employees (Milkovich & Newman, 2002), specifically individual aspects of compensation in influencing attitudes and organizational performance (Heneman & Judge, 2000; Gerhart, 2000). In particular, compensation is used as an aide to workforce management since it allows an organization to be selective in those individuals that it wishes to attract and retain (Berger and Berger, 1999). The study supporting this research focuses on one part of compensation, WLB benefits, and examines its influence on employees. One of the focuses of this study is exploring the influence of WLB benefits on OCBs, organizational commitment, job satisfaction, perceived organizational support and distributive justice.

Although wages and salary are important to individuals financially and as an indication of an individual's success, benefits, such as health insurance, are also important to employees financially and for their well being (Gerhart and Milkovich, 1993). For this reason it is important to study different aspects of compensation. Although the literature regarding compensation is important, there are some key reasons that studies focusing on benefits would be

beneficial. The first of these reasons is that while there are many studies regarding wages and salary, there are only a few studies regarding benefits (Milkovich and Newman, 1987; Dreher et al, 1988). Benefits have had increasing importance but have not had much attention in research in the personnel and human resource management areas (Milkovich and Newman, 1987; Dreher et al, 1988; Gerhart and Milkovich, 1993; Miceli and Lane, 1991; Lengnick-Hall and Bereman, 1994).

An additional reason that studying benefits is useful is that since some employees are willing to exchange wages for specific, desired benefits (Berger and Berger, 1999) it may be assumed that some benefits may have a greater impact on employees' attitudes and behaviors than other benefits. Furthermore, since employees have different preferences for specific types of benefits, it would be useful to study these specific types of benefits. Research shows that benefits affect employee attitudes, turnover, job choice (Gerhart and Milkovich, 1993) and behaviors (Martocchio, 1998). Because of cost/payoff comparisons, employers are believed to make benefit decisions that will lead to attraction, retention and organizational effectiveness (Holzer, 1990; Gerhart and Milkovich, 1993; Gerhart, 1989). However, gaps exist in the literature. There are gaps in compensation research (Westerman et al, 2009). Additionally, although thought is given regarding benefit decisions, benefits are not well studied in the pay mix literature (Gerhart and Milkovich, 1993; Harris and Fink, 1994; Williams and MacDermid, 1994; Pappas and Flaherty, 2006) as previously discussed. Also reviews of work-family research have found lacks in samples including non-married individuals, lacks in studies using moderators, an overuse of single-source data (Casper et al, 2007), lacks in the use of mediators, and lacks in literature examining support and how

family variables affect employee behaviors (Eby et al, 2005). This means that the gap in benefits literature must be explored to fully understand the effects of specific types of compensation on various employee behaviors and attitudes. The importance of study in this area is further emphasized by the previously mentioned incidence of many employees preferring certain types of benefits over economic compensation (Berger and Berger, 1999; Westerman, 2009).

Research has shown that there are two distinct constructs associated with the study of employee benefits: benefit level and benefit system (Miceli and Lane, 1991; Williams and MacDermid, 1994). Benefit level includes the types of benefits offered, the level of coverage of these benefits and the communication of the benefits by the organization to the employee. Perceptions about quality and quantity of benefits are included in benefit level research. Benefit system refers to the level of efficiency and effectiveness of the management processes of benefits. Perceptions about policies and procedures used in determining which benefits to offer, in addition to the administration of the benefits, are included in benefit system research (Miceli and Lane, 1991). There are arguments for the need to study benefit systems. The first of these arguments is that organizations can better control perceptions about benefit systems due to the costs of benefits and differences in individual preferences for benefits. Also efficiently-run programs can utilize the full value of the benefits by facilitating employee use of benefits. Additionally, effective system management increases employee knowledge about benefits. Finally, for employees that do not need a benefit, the benefit system will be of greater importance (Miceli and Lane, 1991; Sinclair et al, 2005). From previous discussion it has been shown that in order for employee

benefits to be beneficial to an organization, the quality, quantity and communication of benefits are also important (Miceli and Lane, 1991; Williams and MacDermid, 1994). As stated by Juarrero and Rubino (2008) the most important aspect of a pay plan is the effective communication of the compensation program. He goes on to say that only when managers and employees have an understanding of the compensation program will the desired results be realized. The quality of the benefits relates to how greatly the benefit is needed or valued by the employee; rewards of greater value to the person being rewarded results in an activity of greater value provided in return (Homans, 1961; Chadwick-Jones, 1976). The quantity or level of benefits provided is also important for attraction and retention of the best employees (Gerhart and Milkovich, 1993; Dreher et al, 1988). Regardless of the strength or efficiency of the benefit system, if the needs of the employees are not being met then the benefits offered are not providing a valued resource to the employee and the exchange fails in producing reciprocated resources.

Employee benefits have been referred to as "fringe benefits" indicating that they were not viewed as being very important to either employees or employers (McCaffery, 1992). In more recent times, employee benefits are of much greater importance to both employers and employees. They are important to employers because of their growing costs, both in terms of total dollar cost and as a percent of total compensation (Milkovich and Newman, 1993; Lengnick-Hall and Bereman, 1994). Employers generally value the cost of benefits as the amount that it costs an organization to offer the benefits; however, it has been shown that employees and employers value benefits differently (Dunham and Formisano, 1982; Weathington and Jones, 2006).

Furthermore, employees are not usually aware of the amount paid for their benefits (Gerhart and Milkovich, 1993; Dunham and Formisano, 1982; Wilson et al, 1985). Employee benefits are also important as a part of the total reward package for attraction, retention and obtaining the desired performance of employees (Gross and Peterson, 2008). Benefits are important to employees because it provides them with financial and personal security (through pensions and health care benefits) (Gerhart and Milkovich, 1993). Specific types of benefits are also important to employees due to needs regarding management of their time in order to balance their lives and work (Nelson and Tarpey, 2010; Tausig and Fenwick, 2001).

Lengnick-Hall and Bereman (1994) discuss a lack of consensus in the literature for a definition of employee benefits, although they state that a common definition is generally assumed. Several major reports provide different definitions (McCaffery, 1992). The definitions begin with the narrowest used by the Department of Commerce which focuses on legally required payments and private pension and welfare plans (Lengnick-Hall and Bereman, 1994). Beam and McFadden (1988) mention that some authors define benefits only in terms of those that are legally required or carry a direct cost to the employer. Others define benefits as those that are not legally required and include even those that do not carry a direct cost to the employer (Beam and McFadden, 1988; Lengnick-Hall and Bereman, 1994). There are some commonalities among definitions of employee benefits. One of these is to define benefits in terms of compensation that is neither wages for time worked, nor based on performance. Additionally, most definitions agree that there is some cost incurred by the employer. Finally, the definitions of benefits generally include an itemized list rather than criteria for being

included or excluded in the definition (Lengnick-Hall and Bereman, 1994). One example of this type of definition is: employee benefits “can be just about anything that an employee receives from his or her company *except* cash wages” (Foster 1986: p 2). This includes several different types of benefits: time off in the form of sick pay, short-term disability, vacation and holidays, health insurance, additional health protection such as dental insurance, vision care, prescription-drug programs, physical exams and wellness programs, life insurance, long-term disability insurance, retirement benefits (including pensions (DB and/or DC), capital-accumulation programs, profit-sharing, and pre-retirement planning programs), child and elderly care, legal service, property and liability insurance, educational assistance, stock purchase plans, and merchandise discounts (Foster 1986).

Lengnick-Hall and Bereman (1994) suggest that the most appropriate way to study benefits is to categorize them in some meaningful way. Milkovich and Newman (2008) have provided three categories of benefits. The first category is income protection. This includes mandatory benefits such as income replacement for disability or unemployment, retirement programs and medical and life insurance. The basis for a benefit to be included in this category is that it protects the employee from financial risks of everyday life; it is often also true that these types of benefits can be provided more cheaply by an organization than if an employee were to purchase it on their own. The second category is WLB. Any benefit aiding an employee to blend their work and life responsibilities are included in this category. This includes benefits relating to time away from work (vacations), access to services for particular needs (counseling, financial planning, child and elderly care) and flexible work arrangements (telecommuting, nontraditional schedules and unpaid leave).

Milkovich and Newman's final category is allowances. This includes items which are in short supply and vary by country or region. For example, dormitories or apartments are provided in Vietnam and China because of a shortage of housing. Transportation allowances are also common in China. Because of the historical food shortage in Japan in World War II, rice allowances are usually provided. Finally, cars are expected to be provided to managers in many European countries.

There are several differences in definitions also. One author defines whether or not something should be included as a benefit only based on the perception of the employee, if it is believed to be a benefit then it is a benefit (McCaffery, 1992). The reward the employee thinks they are getting is more likely to affect reaction than what they are unaware they are receiving (Miceli and Lane, 1991). Most definitions view benefits from the perspective of the employer. There is also disagreement in definitions based on cost incurred by the employer. A variable cost per employee (as with health insurance) is one view of defining a benefit. Indirect or overhead costs (such as with flextime) are not agreed upon in different definitions (Lengneck-Hall and Bereman, 1994). Some authors question whether or not other working conditions, such as the work environment, should be included. Finally, there is a question of whether legally mandated benefits should be included since (1) the employer does not offer these benefits by choice and (2) since they are legally required they are probably viewed as an entitlement rather than a benefit by employees (Lengneck-Hall and Bereman, 1994). It is not the objective of this thesis to determine the correct definition of benefits. Rather, with the detailed discussion below, it is the objective to include as many different items as possible, group the items together in a way meaningful to the study and

determine which category or categories of benefits would be most useful to examine more closely. The process of grouping similar benefits together that are logically related was suggested by Longneck-Hall and Bereman (1994) to assist in the study of benefits. Although specifying the use of one specific definition is not my intention, Longneck-Hall and Bereman (1994) have provided a definition that provides some firming of the concept. They stipulate that any non-wage reward meeting the following criteria (from the perspective of the employer) should be considered a benefit: (1) it has either a direct or indirect cost to the organization, (2) it is discretionary (neither mandated nor can the level or form be varied), (3) it is communicated as being a benefit by the organization and (4) it is provided to all or large groups of employees based on a consistent policy.

The study of employee benefits is important because they are a valuable and highly visible form of reward strongly related to distributive justice and the attraction and retention of employees (Cole and Flint, 2004). It is also important to study employee benefits because currently decisions regarding benefits are made based mainly on experience since behavior research, on which these decisions can be formed, does not exist (Gerhart and Milkovich, 1993). One must consider several aspects in the choice of the types of benefits to include in the study because of the wide range of benefits and the different ways they may be perceived by employees. The reward must be valuable to the individual being rewarded (Homans, 1961). When employees value benefits then the benefit will carry importance to the employee (Sinclair et al, 2005). This led to one measure of benefit value being WLB benefits importance. Sinclair, Leo and Wright (2005) assume as Miceli and Lane (1991) that the value placed on a benefit by an employee is evidence of the ability of

the benefit to meet a need of the employee. Furthermore, benefits regarded as important should be used by the employee with greater frequency (Sinclair et al, 2005). This led to a second measure of benefit value being WLB benefits used. Additionally, it would be useful to the organization if the reward is symbolic or intangible. For a reward to be symbolic its offering must provide information about the intentions of the provider beyond the economic value of the reward (Haas and Deseran, 1981). This can be accomplished if the resource being provided indicates an appreciation of the employee and his or her well-being, that the employee is valued or that the needs of the employee outside of the organization are important enough to be addressed by the employer. Finally, the reward should provide some symbolic offering that is at least equivalent to alternative options available for the employee to choose regarding employment.

Benefits account for 29.9% of compensation costs in the U.S. (U.S. Department of Labor, 2006). In 2008, the structure of labor costs in Cyprus were: wages and salaries 84.27% of total labor costs, social contributions paid by the employer 15.22%, vocational training 0.26%, other expenditures, 0.22% and taxes paid by employer 0.02% (Eurostat: structure of labour data). Since employee benefits are not included in the structure provided, it can only be assumed that, besides social contributions, the remaining employee benefits are included in the cost of wages and salaries. This could lead one to assume that employee benefits account for more than the 15.22% shown by social contribution. There are additional significant benefit costs; many employers provide a matching provident fund of up to 7.5% of gross salary. Also, some employers subsidize medical insurance. These high rates in the costs of benefits make it important that their effects on employees be

studied; research in this area would be valuable. Additionally, it is disconcerting that there is relatively little research regarding employee benefits given the costs of benefits (Sinclair et al, 2005). Organizations want to know what their payoffs are in return for what they are providing. Employers want employees that fit with their organization and that perform beyond just doing their job (Berger and Berger, 1999). Employers want their payoffs to be in the form of employees that work effectively, have attitudes that match the goals of the organization and exhibit behaviors beyond those required by the job (Berger and Berger, 1999; Gerhart and Milkovich, 1993). These payoffs affect the effectiveness of departments and organization as a whole (Gerhart and Milkovich, 1993). Furthermore, it has been found that there are unique differences in the effects of benefits, pay and other forms of compensation on employee attitudes and behaviors (Dreher et al, 1988; Heneman and Schwab, 1985; Williams et al, 1999). A crucial point of the importance of studying employee benefits was previously stated in narrowing down the topic of this study from compensation to employee benefits. This point is that the literature suggests that while overall compensation is important in attracting and retaining desired employees, many employees are willing to forego economic compensation in exchange for benefits which they value (Berger and Berger, 1999; Westerman et al, 2009). This implies that in many cases employee benefits are more important than other types of compensation to the employee which strengthens the need to study employee benefits separately from other types of compensation.

Due to the wide range of employee benefits, it is useful to categorize the benefits as suggested by Lengneck-Hall and Bereman (1994). As benefits are categorized below, the merits of including the benefit category in the study or

excluding it will also be discussed. It is through this process that the conclusion was reached to study WLB benefits. The categories listed below were developed from various sources (Tropman, 2001; Milkovich and Newman, 1984; Milkovich and Newman, 2008; Foster, 1986; Lambert, 2000).

- a. Work-life balance: any benefit that provides employees with a way to balance work and life issues such as flexible or convenient work hours, telecommuting, child care assistance, elderly care assistance, vacation and educational assistance (Lambert, 2000; Milkovich and Newman, 2008). These benefits should be included in the study because they offer something valued by certain employees but which are not offered by all companies thus offering a symbolic gesture by the organization when offered.
- b. Additional protective benefits: dental insurance, vision insurance, sick leave. These benefits could be included in the study on the basis that they offer something valued by certain employees and because they are not offered by all organizations they represent a symbolic gesture. However, since these benefits are not widely offered, WLB benefits would be a better area to study.
- c. Services: counseling, financial planning, cafeteria support. This category should not be included because while they may be useful (and therefore valuable) to specific individuals these types of benefits are not believed to be widely valued.
- d. Motivating benefits: gain-sharing, profit-sharing and stock options. This category fits better with rewards as described by Lawler (1971, 1976, 1981, and 1984) and discussed in the definitions section above. Rewards that are motivators have different characteristics than those considered to be rewards

under social exchange theory. Therefore, this category should not be included in the study.

- e. Other: employee discounts, cars etc while these may be useful to specific individuals they may not be widely offered across all employment sectors or used by most employees.
- f. Common protective benefits: pension/provident fund, medical insurance and life insurance (Milkovich and Newman, 2008). This category should also not be included on a similar basis. These benefits are commonly offered by most organizations and therefore do not offer a symbolic gesture of exchange.
- g. Mandated benefits: social security, unemployment, 13th salary, etc. This category should not be included. Since these benefits are mandatory and offered by nearly all organizations to nearly all employees they offer no symbolic gesture. They may also be viewed as entitled compensation by employees (Lengnick-Hall and Bereman, 1994).

It was found by Sinclair et al (1995) that a majority of workers expects certain benefits, such as health care coverage, but do not expect other benefits, such as educational assistance as a requirement of employment. Furthermore, it has been suggested that when benefits provided to workers are “unexpected” their effect on attitudes is greater (Sinclair et al, 1995). While examining which of the above categories of benefits would be meaningful to study, these ideas about “unexpected” versus expected benefits were utilized. In summary, two of the above categories, additional protective benefits and WLB benefits, may be studied under social exchange theory. This is the case because they are useful (valuable) rewards which may offer an intangible reward because

they are not widely offered. The author of this thesis decided to focus on WLB benefits in this study due to the need exhibited for greater WLB common today. A comment found in the text by Berger and Berger (1999) made by Alan Ritchie, vice president for compensation benefits and health services at Lucent Technologies, can be used to illustrate this point. He stated that employees are willing to substitute many non-economic lifestyle elements, especially those elements helping to balance life and work, for money. This statement is reinforced by Westerman and his colleagues (2009) in a study which found that some individuals prefer a WLB pay strategy comprised of 50% base pay, 30% benefits and 10% each for bonuses and options instead of strategies providing a higher percentage of base pay and or options and bonuses. Therefore, the purpose of the proposed research is to examine WLB benefits perceived to be offered to employees, the value placed on these benefits and subsequent relationships to the employer/employee relationship, attitudes and behaviors.

One of the definitions of benefits value utilized in the study is based on Miceli and Lane's (1991) consideration that the psychological value of a benefit is defined by the benefit fulfilling the employee's need and therefore it is used; this was measured as WLB benefits used (WLBused). The opposite has also been observed by Cole and Flint (2005). They found that benefits that are provided but not needed by workers have little or no value to the worker. By fulfilling the employee's need, it is implied that the benefit is useful to the employee. Additionally, when employees receive benefits viewed as being important they should have a more favorable opinion of the benefit system, use the benefits more and have a stronger attachment to the employer (Sinclair et al, 1995). In establishing the usefulness of the benefits it is hoped

to ascertain the value the employees place on the benefits. A second measure is utilized to determine value, WLB benefit importance (WLBimp). Value is assumed to be a moderator of the relationship between the offering of WLB benefits and attitudes and behaviors of the employees in this research.

Besides the benefits being offered and their value, communication regarding the availability of benefits is important to strengthen the impact of benefits and the value employees place on them (Lawler, 1981; Gerhart and Milkovich, 1993). Many employees underestimate the value of benefits (Wilson et al, 1985; Gerhart and Milkovich, 1993) and others are unaware of many benefits that are offered (Milkovich and Newman, 1993). Organizations provide many forms of communication to inform employees about the benefits they are offered. These take the form of booklets, videotapes/dvds, computer spreadsheets and meetings (Gerhart and Milkovich, 1993). Most of the research about communication of employee benefits is combined with either flexible benefits or shifting the cost to the employee. Additionally, in these cases the focus has been on more expensive benefits, such as medical insurance. To increase awareness of benefits and their costs, as well as to control costs, some organizations offer cafeteria plans (Gerhart and Milkovich, 1993). The organization sets a fixed contribution for benefits and the employee chooses from the options available. If more benefits are chosen the employee pays for the excess. These types of organizations are ensuring that the benefits provided to their employees are those deemed most useful to them since they are chosen and other, less useful benefits, are not chosen. There is a great deal of past research showing that individuals have different preferences regarding compensation. Individual preferences have lead to

organizations offering employees a choice in which benefits to include in their total package (Gerhart and Milkovich, 1993).

The remainder of this chapter is a literature review discussing the relationships between WLB benefits being offered and the attitudes and behaviors of employees examined in the research for this thesis. The attitudes and behaviors are POS, distributive justice, job satisfaction, organizational commitment and OCBs. The literature is used as a basis for the hypotheses of the study.

2.4 Effects of WLB Benefits on Employee Attitudes and Behaviors—A Conceptual Framework

The following discussion will begin with a review of how WLB benefits being offered by an organization to its employees affects various attitudes and behaviors of employees. This will be followed by an examination of the value placed on employee benefits by the employee, the communication of employee benefits to the employee and the role of reciprocity in the exchange of WLB benefits for employee output. The role that offering WLB benefits plays in the employer-employee relationship regarding perceived organizational support (POS), job satisfaction (JS) and distributive justice (DJ) will be examined. It will be shown in the following discussion that, not only do WLB benefits affect organizational commitment (OC) and OCBs in the form of OCBI, OCBO and IRB; the effect may be enhanced by job satisfaction, perceived organizational support and perceived distributive justice.

2.4.1 Social Exchange Theory: Outcomes of the Offering of WLB Benefits

Below, a brief discussion of each of the main outcomes will be provided. These discussions are followed by the hypotheses.

As discussed above in the literature review, social exchange is useful when examining relationships within an organization. Because this thesis is examining the perceived offering of WLB benefits (POWLB) by the employer, it is necessary to examine if other intangible rewards are also provided and if any reciprocating rewards are evident. Since social exchange leads to the parties becoming more dependent on each other, as well as being on-going (Molm, 2006), it is also vital that the exchange remains fair and supportive. One aspect of interest, highlighted by the literature on intangible rewards of social exchange, is whether or not JS, DJ or organizational support inadvertently is perceived to occur when WLB benefits are offered. Literature on the reciprocal rewards of social exchange indicates the need to determine what resources, through employee behaviors, are reciprocated by the employees. The behaviors identified for this study are organizational commitment and OCBs. Therefore the five outcomes of offering WLB benefits are: POS, DJ, JS, OC and OCBs in the form of OCBI, OCBO and IRB.

Adams' (1965) equity theory as applied to compensation would argue that employees compare their ratio of compensation to effort and performance with the ratio of referent others. Feelings of inequity result when one's ratio is not equal to another's; these feelings lead the individual to pursue actions to reduce the difference in ratios. Research in the area of equity theory related to compensation has been limited to the amount of compensation instead of the ways compensation is provided (Gerhart and Milkovich, 1993). Gerhart and

Milkovich (1993) argue that, since it is more likely that individuals use separate ratios for different forms of compensation, a gap in research exists. Studies should be conducted in distributive justice theory by types of compensation in order to provide researchers with better understanding of individual's views of distributive justice in order to fill this gap.

The first outcome to be explored is distributive justice. The beginnings of research in the area of organizational justice started with distributive justice (Hegtvedt, 1995). Distributive justice is the perception of fairness of the outcomes of an exchange (Hegtvedt, 1995); in an organizational setting distributive justice focuses mainly on compensation (Folger and Konovsky, 1989). The literature shows that employees' perceptions of fairness of outcomes affect their attitudes and behaviors (Moorman, 1991; Dittrich and Carrel, 1979). Aspects of compensation such as pay, benefits and raises have been credited to distributive justice (Nelson and Tarpey, 2010).

Based on social exchange theory, when organizations offer WLB benefits, employees will be provided with a feeling that their employer understands the difficulties they face; this is an example of an intangible reward whether or not these feelings were intended by offering WLB benefits. They will therefore feel that they are being treated more fairly than organizations that do not offer these types of employee benefits. These feelings should lead to stronger, subsequent outcomes (Eisenberger et al, 1986; Rousseau, 1989).

H1: There is a positive relationship between work-life benefits as perceived by employees and distributive justice.

The second outcome explored is organizational support. The environment at an organization perceived as concerned with the welfare of their employees is thought to be characterized by organizational support (George et al, 1993; Shore and Shore, 1995; Fasolo, 1995). Supportive organizations take pride in their employees, compensate them fairly and look after their needs (Randall et al, 1999). Perceived organizational support (POS) measures employees' beliefs that their organizations value their contributions and consider their welfare. These perceptions can be influenced by the items offered for exchange. It has been theorized that WLB benefits improve perceptions of organizational support (Grover and Crooker, 1995). When a firm acts to provide a specific benefit (e.g. through WLB) to its members, without influence to do so, there is a signal to the employees that they are valued and that the organization shows concern for their well-being (Clark and Reis, 1988). This value and concern for the employee is consistent with a more personal form of relationship rather than just a working relationship (Clark and Reis, 1998). This feeling of support provided by offering WLB benefits should provide for stronger, subsequent outcomes (Eisenberger et al, 1986; Rousseau, 1989).

H2: There is a positive relationship between WLB benefits as perceived by employees and their perceptions of organizational support.

The third outcome explored is job satisfaction. Job satisfaction is an attitude that is comprised of emotional and cognitive components (Eagly and Chaiken, 1993) and is derived from a person's satisfaction with the various aspects of their job (Taber and Alliger, 1995; Locke, 1995). One such aspect is the benefits offered. The purpose of WLB benefits is to help employees balance

their lives inside and outside the organization (Lambert, 2000; Milkovich and Newman, 2008). Furthermore, job satisfaction is important to an organization and therefore it has an extensive history of research. Earlier research work suggests that job satisfaction is not significantly related to job performance (Vroom, 1964). More recent work suggests that it is significantly related to performance (Judge et al, 2001).

Several studies have related job satisfaction to compensation (Shapiro and Stiglitz, 1984; Dreher et al, 1988; Gerhart and Milkovich, 1993; Huseman et al, 1975). Job satisfaction has been shown to be related to employee benefits. Igalens and Roussel (1999), one of the few studies regarding employee benefits and job satisfaction, studied several aspects of compensation, including benefits and job satisfaction. Their study, based on expectancy and discrepancy theories examined how different elements of compensation influence motivation and job satisfaction. Igalens and Roussel (1999) studied two samples, 269 exempt (salaried) and 297 non-exempt (hourly-wage) French employees. The Igalens and Roussel study examined different aspects of compensation, internal equity of fixed pay, external equity of fixed pay, pay rises, flexible pay and benefits. The results of the study showed a strong and significant relation between each of the three aspects: internal and external equity of fixed pay and pay rises. They also found a strong but insignificant relation between flexible pay and job satisfaction. Most interesting with respect to the study undertaken in this thesis is that their results showed "a positive and significant, but weak relation between benefit satisfaction and job satisfaction" (Igalens and Roussel, 1999: 1018). While it is discouraging that the relationship found between benefits and job satisfaction is weak, when previous discussions about the differences between types of employee

benefits is considered, this provides encouragement that more valued benefits may affect job satisfaction to a greater degree. This is strengthened by the indication by Igalens and Roussel (1999) that, in their study, job satisfaction was not more strongly related to benefits because most of the benefits were mandatory or obligatory due to employment or collective labor contracts. Additionally it was believed that communication regarding voluntary benefits was lacking.

H3: There is a positive relationship between WLB benefits as perceived by employees and job satisfaction.

The fourth outcome examined is organizational commitment. Organizational commitment has been linked to family-responsive policies (Mowday et al, 1979; Scandura and Lankau, 1997). WLB benefits have also been found to be strongly and significantly related to organizational commitment (Grawitch et al, 2007). Kisilevitz and Bedington (2009) were involved in a roundtable analysis which found stronger employee commitment, when a successful WLB program is in place. When employees' feel that their employer is treating them well and is committed to them, they are more likely to exhibit organizational commitment (Sinclair et al, 2005; Eisenberger et al, 1990). The types of benefits offered indicate the significance of the employer/employee exchange relationship (Sinclair et al, 1995).

H4: There is a positive relationship between WLB benefits as perceived by employees and organizational commitment.

The final direct outcome examined is OCBs. OCBs are related to organizational performance (Chien, 2004) indicating that information gathered through their study will be valued by the organization. It has been found that performance,

OCBs and certain attitudes relate to absenteeism, turnover, organizational commitment (Peterson, 2004) and other behaviors. These types of behaviors are essential to companies because, for example, it has been shown that companies with employees exhibiting OCBs perform better than those that do not have these types of employees (Chien, 2004). Also, many studies have shown that OCBs impact on various individual work outcomes (Podsakoff and MacKenzie, 1994; Podsakoff et al., 1990). Because of the essential nature of OCBs to organizational outcomes, the various aspects that will affect it should be examined.

Organizational citizenship behaviors (OCBs) are supra-role behaviors performed by employees (Bateman and Organ, 1983). These types of behaviors include any behaviors that are not required for a given job (Katz and Kahn, 1966). Examples of OCBs include helping a colleague with a problem on the job, keeping the work area tidy, making positive comments about the organization to outsiders, and protecting and conserving organizational resources, such as electricity. OCBs can be of the type that are provided toward individuals (OCBI), toward the organization (OCBO) or regarding in-role behaviors (IRB). Work-life benefits have been found to be related to OCBs directly as a result of social exchange (Lambert, 2000).

H5: There is a positive relationship between WLB benefits as perceived by employees and the OCBs they exhibit.

H5a: toward individuals (OCBI)

H5b: toward the organization (OCBO)

H5c: regarding in-role behaviors (IRB)

2.4.2 Social Exchange: Moderating Effects

2.4.2.1 Value of WLB Benefits

As previously established, in social exchange theory, besides actually receiving a reward, the value placed on a reward by the receiver of the reward is also important to any study. A resource must be valued for it to be accepted in a social exchange situation (Molm, 2006; Homans, 1961). Homan's third proposition provides useful insight about the value of the reward. The more valuable the reward to the person being rewarded, the greater the value of the activity this person will provide (Homans, 1961; Chadwick-Jones, 1976). When employee benefits offered meet the needs of the employee, which implies that the benefits are valued (Miclei and Lane, 1991), the employee reciprocates the exchange. Employee benefits are viewed as being valued when they are used (Sinclair et al, 2005).

Value of the reward, either measured by WLB_{used} or WLB_{imp}, should then be considered as a moderator of the relationship between WLB benefits and a variety of outcomes linked with social exchange theory. The hypotheses associated with value as a moderator are:

H6a: The relationship between WLB benefits as perceived by employees and distributive justice is strengthened by the value placed on the WLB benefits.

H6b: The relationship between WLB benefits as perceived by employees and their perceptions of organizational support is strengthened by the value placed on the WLB benefits.

H6c: The relationship between WLB benefits as perceived by employees and job satisfaction is strengthened by the value placed on the WLB benefits.

H6d: The relationship between WLB benefits as perceived by employees and organizational commitment is strengthened by the value placed on the WLB benefits.

H6e: The relationship between WLB benefits as perceived by employees and OCBs is strengthened by the value placed on the WLB benefits.

H6e1: toward individuals (OCBI)

H6e2: toward the organization (OCBO)

H6e3: regarding in-role behaviors (IRB)

2.4.2.2 Communication of WLB Benefits

As previously discussed, communication regarding availability of benefits is vital to strengthen the impact of benefits (Lawler, 1981; Gerhart and Milkovich, 1993). Effective communication will lead to employees being aware that the benefits are offered as well as being aware of the true cost of benefits (Wilson et al, 1985; Gerhart and Milkovich, 1993). This implies that it would be beneficial that not only the availability of benefits but also the cost of the benefits to the organization be communicated to employees.

Thus, communication of benefits directly affects the perceptions of level of benefits offered as well as their value to the employee.

H7: The value that the benefit system is perceived to offer by employees is strengthened by effective communication of WLB benefits.

2.4.2.3 Reciprocity

Additionally, it has been hypothesized that, in social exchange theory, individuals are not seeking only to maximize their benefits. Individuals will also, through the norm of reciprocity, seek to reciprocate a higher level of resource by producing a higher level of effort (Kirchler et al, 1996). The exchange is dependent upon the strength of the employee's exchange ideology (Eisenberger et al, 1986). This would indicate that OCBs may be reciprocated in the exchange. Furthermore, in order to reciprocate, individuals are less likely to leave an employer (Kirchler et al, 1996) indicating a possible stronger commitment to the organization.

H8a: The relationship between WLB benefits perceived as offered and OCBs is strengthened by reciprocity.

H8a1: toward individuals (OCBI)

H8a2: toward the organization (OCBO)

H8a3: regarding in-role behaviors (IRB)

H8b: The relationship between WLB benefits perceived as offered and organizational commitment is strengthened by reciprocity.

2.4.3 Social Exchange: JS, DJ and POS as Mediators of the Final Outcomes

Work life balance benefits can affect several attitudes and behaviors. There have been studies that relate work life balance benefits strongly to organizational commitment and well being (Grawitch et al, 2007). Other studies have shown that WLB benefit programs that are successful positively affect employee effort and commitment (Kisilevitz and Bedington, 2009). Additionally, Ericson (2010) found that WLB in general is important for maintaining productivity at work. Input statements about OCBs, organizational

support, distributive justice and job satisfaction. The possible relationship between the perceived offering of WLB benefits and final outcomes will be discussed below.

Additionally, job satisfaction is related to organizational citizenship behaviors (OCBs) (Organ and Ryan, 1995), and OCBs are related to organizational performance (Chien, 2004). It has been found that performance, OCBs and certain attitudes relate to absenteeism, turnover, organizational commitment (Peterson, 2004) and other behaviors. These types of behaviors are important to companies because, for example, it has been shown that companies with employees exhibiting OCBs perform better than those that do not have these types of employees (Chien, 2004). Also, many studies have shown that OCBs impact on various individual work outcomes (Podsakoff and MacKenzie, 1994; Podsakoff et al., 1990).

Organizational citizenship behaviors (OCBs) are supra-role behaviors performed by employees (Bateman and Organ, 1983). These types of behaviors include any behaviors that are not required for a given job (Katz and Kahn, 1966). Examples of OCBs include helping a colleague with a problem on the job, keeping the work area tidy, making positive comments about the organization to outsiders, and protecting and conserving organizational resources, such as electricity. Work-life benefits have been found to be related to OCBs directly as a result of social exchange (Lambert, 2000).

It has been established in the previous discussion that WLB benefits could be related to POS, distributive justice, job satisfaction, OCBs and organizational

commitment. Furthermore, these relationships may be moderated by the value employees attach to these types of benefits. The following discussion will focus on the literature which places some of the above factors as mediators of WLB benefits and the OCBs and organizational commitment.

Peterson's (2004) study indicates that the relationship between OCBs and organizational commitment is stronger when a business is viewed as socially responsible. This relationship has been verified by Moorman et al (1998). An employee's feeling that an organization values and cares about his or her well-being will affect the employee's perception of organizational support offered; this in turn will reduce absenteeism and increase citizenship behaviors (Eisenberger et al, 1986 and 1990; Organ 1990). An employee's commitment to the firm is strongly influenced by the perception of the firm's commitment to them (Eisenberger et al, 1986).

H9a: POS mediates the relationship between WLB benefits perceived as offered and OCBs.

H9a1: toward individuals (OCBI)

H9a2: toward the organization (OCBO)

H9a3: regarding in-role behaviors (IRB)

H9b: POS mediates the relationship between WLB benefits perceived as offered and organizational commitment.

Work-life benefits, such as child care and elderly care support, have been found to be positively related to OCBs because workers wish to maintain a balance of social exchange at work (Blau, 1964; Rousseau and Parks, 1993;

Lambert, 2000). Similarly, feelings of distributive justice have been linked to commitment (Simmons, 2004).

H10a: Perceptions of distributive justice mediate the relationship between WLB benefits perceived as offered and OCBs.

H10a1: toward individuals (OCBI)

H10a2: toward the organization (OCBO)

H10a3: regarding in-role behaviors (IRB)

H10b: Perceptions of distributive justice mediate the relationship between WLB benefits perceived as offered and organizational commitment.

Job satisfaction has been shown to be related to employee benefits (Igalens and Roussel, 1999). Additionally, job satisfaction is related to organizational citizenship behaviors (OCBs) (Organ and Ryan, 1995), and OCBs are related to organizational performance (Chien, 2004).

H11a: Feelings of job satisfaction mediate the relationship between WLB benefits perceived as offered and OCBs.

H11a1: toward individuals (OCBI)

H11a2: toward the organization (OCBO)

H11a3: regarding in-role behaviors (IRB)

H11b: Feelings of job satisfaction mediate the relationship between WLB benefits perceived as offered and organizational commitment.

In summary, the discussion above shows that there are potential relationships between the perceived offering of WLB benefits and the outcomes of POS, DJ, JS, OCBs and OC. Furthermore, these last two relationships may be mediated by JS, POS and DJ and the model may be affected by moderation of effective communication of the benefits, the value the individual places on WLB benefits and reciprocity.

2.5 The Model

The model resulting from the above discussion is shown in Figures 2.1, 2.2 and 2.3. These figures depict the relationships between the WLB benefits perceived as offered and the outcomes, POS, DJ, JS, each type of OCB (OCBI, OCBO and IRB) and organizational commitment. These are direct relationships but OCBs and organizational commitment may be mediated by job satisfaction, perceived distributive justice and/or perceived organizational support. Perceptions of the offering of WLB benefits may be influenced by the value of the benefits to employees and the value placed on the benefits may be affected by communication of benefits. Furthermore, the link between WLB benefits and the possible reciprocated outcomes, OCBs and organizational commitment may be moderated by reciprocity.

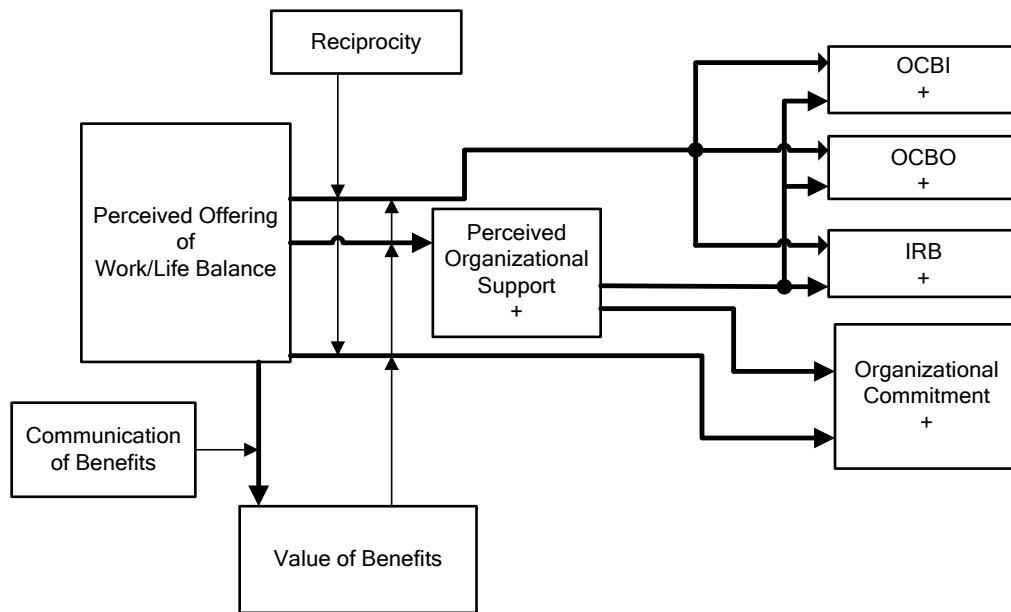


Figure 2.1: Model of POWLB and outcomes as moderated by value, communication and reciprocity and mediated by POS

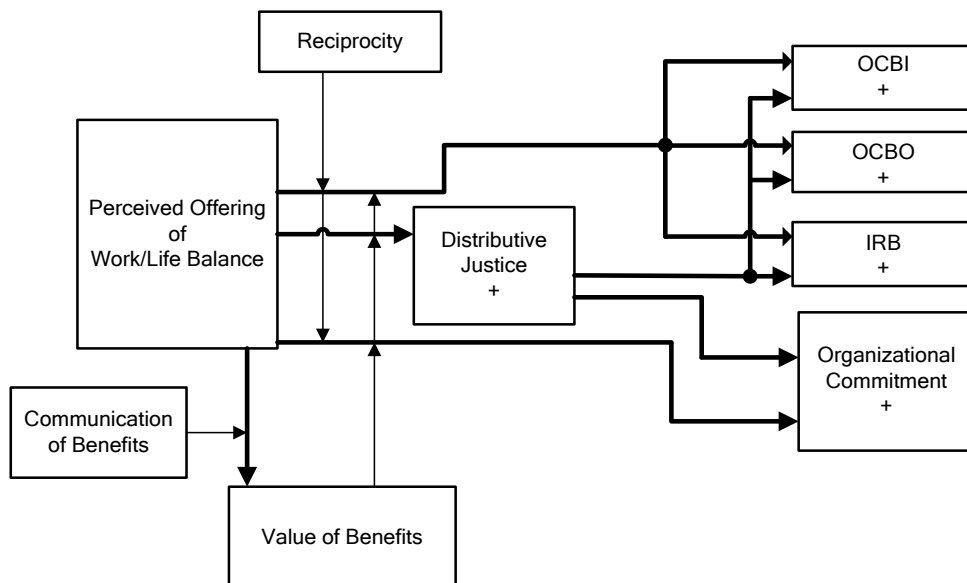


Figure 2.2: Model of POWLB and outcomes as moderated by value, communication and reciprocity and mediated by distributive justice

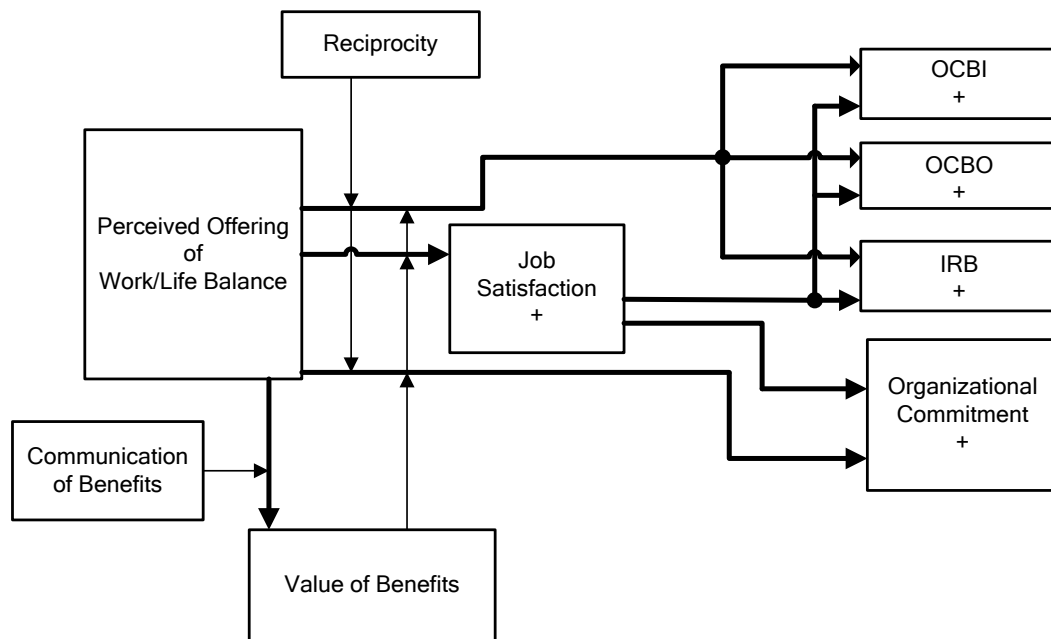


Figure 2.3: Model of POWLB and outcomes as moderated by value, communication and reciprocity and mediated by job satisfaction

Chapter 3 Research Methodology

3.1 Introduction

The combination of qualitative and quantitative analysis of the data allowed for an in-depth study of the interactions between the various factors of the model. A mixed method approach was chosen for two main reasons. The first reason is because the variables used are a mix of old (POS, DJ, JS, OC and OCB) and new (perceived WLB benefits offered and WLB benefits used). The second reason is that as well as including previously studied relationships, this study includes relationships that are moderated and mediated. Under these circumstances a hybrid approach will provide greater understanding (Edmondson and McManus, 2007).

The factors included in the model are the perceived offering of WLB benefits (POWLB), the value of WLB benefits measured by WLB benefits used (WLBused) or WLB benefits importance (WLBimp), communication of the benefits, reciprocity, perceived organizational support (POS), distributive justice (DJ), job satisfaction(JS), organizational commitment (OC) and organizational citizenship behaviors (OCB). Due to the questions guiding the research, quantitative methods were used for analysis of the majority of the study. The questions guiding this research include: Which WLB benefits are important to which groups of employees? Do employees appreciate their organization when they offer benefits that lead to balance in their lives? If so, does this appreciation lead the employees reciprocate in any way? The main goal of the proposed research is to examine the relationship between WLB benefits being offered at an organization, the employer/employee relationship and the subsequent impact on employee attitudes and behaviors. Some open-ended questions were also used to allow employees to list any WLB benefits

offered by their organization that were not listed on the questionnaire. This was done because employees may feel that other benefits than those listed help them to balance their lives. After analyzing data, a qualitative understanding of the relationships between various constructs was performed through interviews.

For clarity the variables used in the analysis and their acronyms are provided in the table below.

Table 3.1: List of Variables and their acronyms

Variable	Acronym
Perceived offering of WLB benefits	POWLB
WLB benefits used	WLBused
Importance of WLB benefits	WLBimp
Communication of WLB benefits	Comm
Reciprocity	Rec
Perceived organizational support	POS
Distributive Justice	DJ
Job Satisfaction	JS
Organizational commitment	OC
OCBs toward individuals	OCBI
OCBs toward the organization	OCBO
In-role behaviors	IRB

This chapter begins with a discussion of various paradigms, especially those guiding this research. Additionally, the various techniques useful from either a quantitative or qualitative perspective in research will be discussed with those techniques applied in this study highlighted. Also the descriptions of the population and sample of the study are introduced. The data collection process, and the questionnaire translation process and testing are also discussed. The chapter finishes with a description of the scales used.

3.2 Research Paradigm

As a first step in the methodology of any research, it is important to understand the philosophy influencing the research design and process. A paradigm is a general way in which the world is viewed (Burrell and Morgan, 1979). The paradigm adopted by an individual will guide that individual through its basic theoretical assumptions. In order to be able to evaluate research quality, our own and others', we must know what role the researcher has in the process, how the data was collected and analyzed and the perspective informing their interpretation of the data (Bryman and Bell 2003).

There are several paradigms available to describe the world in which we live. Guba and Lincoln (1998) discuss the major paradigms positivism, postpositivism, critical theory and constructivism. Denzin and Lincoln (1998) discuss the major interpretive paradigms positivist and postpositivist, constructivist-interpretive, critical, and feminist-poststructural. Some of the paradigms discussed are very similar. For example positivism and postpositivism are similar in that they rely on internal and external validity as criteria for evaluating research, use a logical and deductive form of theory, and present results in the form of a scientific report (Denzin and Lincoln, 1998).

After studying and evaluating the various paradigms it was deduced that the research undertaken in this study matches the positivist point of view. The positivist position allows for a mathematical approach. It allows for a probabilistic examination. The researcher's background is in mathematics; therefore, this type of approach seems natural. However, sometimes it is not enough to say that one thing related to another. We want to know the

mechanism behind this relationship in order to develop a systematic view of occurrences. Because of this additional need to know why there are relationships, the hermeneutics paradigm has also guided the researcher. These two paradigms are discussed below.

3.2.1 Positivism

Positivists believe that an objective reality exists and that this reality can be wholly attained (Guba and Lincoln, 1998). Positivists claim that the researcher and object are independent and therefore objects can be studied without influence by the researcher (Guba and Lincoln, 1998). Additionally, positivists believe that the researcher can remain objective (Guba and Lincoln, 1998).

People using the positivist paradigm assume that predictions can be made by using information about links between factors. Positivists therefore use experimental methods which maintain objectivity by distancing the researcher and the reality under study. Usually this is accomplished by forming hypotheses and verifying them through empirical testing using quantitative methods (Guba and Lincoln, 1998). This methodology makes replication uncomplicated as well as quantifying responses for ease of statistical analysis (Saunders et al, 2003).

The advantage to using this method is that when the data are valid then the results can be obtained within some probabilistic constraints. The main limitation of this approach to research is that it only uses those factors included in the questions. One cannot possibly include on a questionnaire all of the possible factors affecting various objects of study. Additionally this type of study would not answer questions about why. Why is one benefit important

and another is not? Or why one is more important than another? The control factors might be able to help explain some of these differences. For instance, within a category of mothers with young children flexible scheduling may be very important. However, no data has been collected about the reasons it is important. Therefore, by using a purely positivist paradigm as a basis for the study, no comments can be made in the study beyond the relationship found.

3.2.2 Hermeneutics

The Hermeneutics paradigm involves expression, interpretation and translation. Combining these components provides the understanding of the objects being studied (Klemm, 1983). When these definitions are applied to social research, one concludes that "social phenomena always have meaning and the task of social sciences is not to explain but to understand" (Sarup, 1988:6-7).

Hermeneutics rose from some basic changes in beliefs. The first of these changes was a shift from taking the meaning from a certain piece of text to focusing on the process of arriving at the meaning (Klemm, 1983). Another change was a shift from the belief that objects are realities to the belief that objects are representations for an audience (Klemm, 1983). The use of hermeneutics in social sciences is called objective hermeneutics. Guba and Lincoln (1998) discuss hermeneutics not as a paradigm, but as a methodology to be used in constructivism. The use of hermeneutic techniques that were developed to understand text, allow social scientists to interpret interactions between and among investigators and respondents (Guba and Lincoln, 1998). In this study information was initially obtained through questionnaires, utilizing a positivist approach. Afterwards, interviews were conducted.

Applying a hermeneutics approach enabled an understanding of the relationships obtained through analyzing the initial data.

Following a hermeneutical perspective allows the researcher to find rich meaning in the relationships between employee benefits, job satisfaction, OCBs and work outcomes. The underlying factors that affect job satisfaction, commitment, feelings of organizational support and a willingness to exhibit various OCBs have been explored to gain a better understanding of their interrelationships.

3.2.3 Selection of Most Suitable Paradigm for This Research

The careful study and evaluation of the various paradigms resulted in the conclusion that the most suitable approach to the research work undertaken is the positivist perspective. The basic argument supporting the reasoning of this selection is the character of the work involved. Specifically, a quantitative perspective gives a much clearer insight for a general effect of the offering of WLB benefits on employee attitudes and behaviors. However, in determining exactly what motivates specific behaviors and attitudes, it was useful to also conduct some interviews by utilizing a hermeneutics perspective.

3.3 Quantitative and Qualitative Approaches

Users of quantitative and qualitative methods have often been at odds with each other (Bryman, 1988). It is understandable, and in most cases desirable, that a researcher would favor one method over the other. Quantitative methods would seem more natural to those with a strong mathematical background. On the other hand, qualitative methods serve as a useful tool when quantitative methods may not be appropriate. The decision on which

technique to use depends on the goal or goals of the research (Bryman, 1988; Edwards and Talbot, 1994; Baum, 1995). It also depends on what questions are asked (Daly, McDonald and Willis, 1992).

The use of quantitative and/or qualitative methods should be guided by the types of questions and goals of the research (Bryman, 1988; Edwards and Talbot, 1994; Baum, 1995; Daly, McDonald and Willis, 1992). The issues surrounding the uses of various techniques for this research will be discussed in the following analysis of the various methodologies.

The techniques have been listed under either qualitative or quantitative methods as found in literature. However, as also found in literature, depending on the exact way a technique is used, several of the techniques could fall into either category. This ability to use a technique in both the qualitative and quantitative categories is a key point that refutes the dichotomy (Bryman, 1988) of the two methods. The two methods are more closely related. Also utilizing both methods may strengthen research undertaken.

3.3.1 Qualitative Methods

Qualitative methods is also referred to as constructivist (Magoon, 1977), naturalistic (Guba and Lincoln, 1982), inquiry from the inside (Evered and Louis, 1981) and interpretive (Smith, 1983). Whatever the terminology, it is basically a way to study social aspects of the world by describing and analyzing the culture and behavior of people and groups from the perspective of those being studied (Bryman, 1988).

Qualitative research methods can be applied in two research areas. The first area is to provide insights about a relatively unknown phenomenon (Blalock, 1970). The reason qualitative methods should be employed for these cases is because there are no prior assumptions or theories on which to base quantitative methods. The second area is to examine in greater detail a specific group or case. The reasons for wanting to examine a specific group or case may just be from curiosity. Another reason could be due to findings that one group does not meet the expectations that have been arrived at in theory. Additionally, the purpose of studying a specific group or case could be because of some change in situation that may affect a specific group or case. An example of this last reason can be found in the Appelbaum and his colleagues (2003) case study of an aviation component provider after the tragic events of 11 September 2001 in the USA.

There are three basic categories of data collection, with various sub-techniques within. These categories are: interviews (with groups or individuals), observation, and written data (Patton, 1990). Following is a summary of several sub-techniques.

3.3.1.1 Interviews

The sub-techniques of interviews described below include: case studies, stories, narratives and interviews.

Case Studies

Case study is defined as the analysis of a unit whether that unit is an individual, a family, a work team, an institution or some other unit (Edwards and Talbot, 1994). Each case is a system of connected relationships (Stake,

1994). Because of the connected relationships involved, case studies can be very complex. Additionally, because of the many facets involved, data can be gathered using several different techniques. These techniques include looking through documents, archived records and past surveys (Edwards and Talbot, 1994). Other techniques that can be employed include interviews and observations (Edwards and Talbot, 1994). Additionally questionnaires can be used (Eisenhardt, 1989).

Case studies can be very useful because of the variety of ways in which they can be used. A case can be used as an explanatory guide to a set of general principles; it can be used as a detailed description of a specific occurrence; or it can be used to explore a phenomenon (Edwards and Talbot, 1994). The main strength of the case study is that by focusing on certain elements or respondents, complex issues can be studied (Edwards and Talbot, 1994; Bryman, 1988; Jankowicz 2000). Another advantage is the ability to triangulate findings, which involves the use of various methods of data gathering in order to add validity to the study (Edwards and Talbot, 1994; Saunders et al, 2004).

The use of case studies also has some limitations. The most serious weaknesses of case studies are that the collection of data takes considerable time, one is not able to generalize the data outside of the situation and time frame of the study and that the researcher can become overwhelmed by the volume of data obtained (Edwards and Talbot, 1994). Additionally, because of the in-depth questioning, case studies may present an imposition to respondents (Edwards and Talbot, 1994; Jankowicz 2000). Therefore, a

researcher utilizing studies should try to minimize the effects of these weaknesses.

Stories

Stories are actually a way of writing up the research. This subcategory could be listed under observation as well. The technique used in this method is mostly to use the dialogue of interviews or summarize actions that took place (Clifford, 1986). The researcher tries to describe what actually took place, whether in interviews or in the field (Rosen, 1991). There are three approaches that can be used: a realist version that realistically captures observation without the presence of the researcher in the write-up, a confessional version that focuses on the realizations of the researcher who becomes center to the write-up, and an impressionist version that tells the story with the researcher as a participant (Rosen, 1991; Van Maanen, 1987). Dyer and Wilkins (1991) argue that the classic case studies that tell stories of single cases are powerful because the stories told describe the cases in a way that others can understand the phenomena and compare them easily to their own research or occurrences (Dyer and Wilkins, 1991). Eisenhardt (1989) responded that different situations warrant different numbers of cases. Additionally, she suggested that story-telling may not be possible due to constraints of space and editor preferences.

Narratives

A narrative is a type of story, but it is different from other types of stories because it is more analytical. The gathered data is combined in a way to bring out commonalities and differences with comments made by the researcher as to their importance (Jankowicz, 2000). When multiple methods are used the

narrative write-up is considered to be more appropriate than other types of stories (Jankowicz, 2000).

Interviews

Interviews are often used as part of case studies, stories and narratives (Edwards and Talbot, 1994). Interviews are also employed in fieldwork once a focus has been determined by observation (Edwards and Talbot, 1994). There are several different characteristics of interviews that need to be discussed. The first is the structure of the interview. The second is the type of respondent. The third is the number of respondents interviewed at the same time. All of these characteristics are intertwined; discussion of one characteristic may be dependent on the type of the others.

The structure or lack of structure, of the interview will depend on the nature of the research. Is it exploratory in nature or is it required to be used as support or rejection of established hypothesis? The less structured interviews tend to leave respondents revealing information that is richer in meaning (Jankowicz, 2000). This would allow for serendipity in responses (Skinner, 1956; Merton, 1968; Merton and Barber, 2004). Structured interviews would provide information only about the topics that the researcher has already established as being of importance (Jankowicz, 2000).

The type of respondent is also important. The respondent may be an accessible member of the group under study or may be a specialist with valuable information (Jankowicz, 2000). The approaches used to elicit responses from these different types of individuals must be different in order to obtain the most useful information (Jankowicz, 2000).

Finally, whether individual interview or group interview is being used also affects the way in which the interview takes place. With group interviews there is an intercommunication that may allow important information to surface that would not surface under individual interview (Merton, 1987). However, the down side to this is that individuals with strong opinions and characters may override the opinions of others or dominate the interview (Stewart and Shamdasani, 1990).

3.3.1.2 Observation

Fieldwork-Participant Observation-Ethnography

Researchers use fieldwork in order to become part of the group being studied. In this way the researcher can observe, without influence, the actions of those being studied. At the same time, the researcher has access to information in the form of conversations between the individuals being studied. Finally, the researcher has the opportunity to carry out unstructured interviews (Bryman, 1988) by becoming involved in conversations and steering the topics toward those being studied. By being a member of the group under study, the researcher can better understand the nature, process and context of actions observed (Bryman, 1988). This in turn will aid in the interpretation of observations made by the researcher. From the constructionist's point of view, meaning is understood through interpretation and knowledge is only significant if it is meaningful (Spooner, 1983).

Observation

Just as with interviews, there are different categories of observation. Participant observation has already been discussed under fieldwork. However, there are several different styles involved in playing the role of a participant

observer (Bryman, 1988). A researcher could also observe as a non-participant; the observations could be structured, semi-structured or unstructured; additional options include either informing or not informing the group being studied. Jankowicz (2000) argues that the observed group should know they are being observed in order for the researcher to discuss promising ideas with others.

There are also several tools that can make observations more meaningful. The first of the facilitating tools that can be used while observing include checklists or event sampling (Edwards and Talbot, 1994). This is a list of expected observations. Event sampling is a specialized checklist that counts the frequency of occurrence of one event. This is usually done in order to check the frequency again after treatment has occurred (Edwards and Talbot, 1994). Another tool used in observation is time sampling. This is the recording of events at set time intervals using paper and pencil, photographs and recordings (either video or audio) (Edwards and Talbot, 1994).

3.3.1.3 Written Data

The types of written data that can be used in research include diaries, archives, documents, past surveys and past studies. These types of data can be useful in several ways. Specifically in the case of this study, a crosscheck between what the employee says he/she receives in terms of benefits can be checked with a document listing the benefits offered by the company.

3.3.2 Quantitative Methods

There are several types of quantitative methods available for use during a study. These methods include survey, experiment, analysis of previously

collected data, structured observation, and content analysis (Bryman, 1988). A brief discussion of these types of quantitative methods is given below.

3.3.2.1 Survey

In looking through the literature, an overwhelming number of studies regarding attitudes have used survey methods. Some examples are Hampton and Hampton (2004), Robinson (1996), Driscoll (1978) and Herzberg et al (1957). In a study of published articles relating to industrial psychology, it was found that studies relying heavily or solely on questionnaire methods were used in 36% of all the studies (Sackett and Larson, 1990).

Surveys are generally used in three ways: as a substitute for observation, as a way to assess attitudes, values, beliefs and intentions, and as a measure of perceptions (Sackett and Larson, 1990). The major portion of this study deals with employee attitudes and behaviors. Additionally the study deals with perceptions regarding employee benefits offered. Because the study focuses on attitudes, behaviors and perceptions, the main technique used will be survey in the form of a questionnaire. This will also allow for the gathering of information from a relatively large sample in order to facilitate the determination of significant relationships.

The questionnaires were developed while keeping in mind the differences in various aspects of observation, attitudes and perceptions. Specifically, the need to obtain answers to questions regarding activities that the respondents take part in that display OCBs requires the use of a separate questionnaire answered by the employees' supervisors. The necessity of this arises from the fact that a general lack of reliability in the self reporting of OCBs has been

observed (Bateman and Organ, 1983). On the employee questionnaire, in addition to questions with scaled answers regarding attitudes and perceptions about job satisfaction, organizational commitment, organizational support and distributive justice, it was necessary to include questions about perceived levels of employee benefits and attitudes regarding the importance of these benefits. It is important to gather information about the benefits perceived as offered because employees may not be knowledgeable about what benefits they are actually entitled to (Gerhart and Milkovich, 1993).

For the purposes of this research a survey was useful in providing an impression of current views about WLB benefits, employee attitudes and employee behaviors. A survey also helped in identifying relationships between these factors.

The employment of a survey method is not without drawbacks. The number of questions that can be asked is limited because if the questionnaire seems to take a considerable amount of their time to complete a large number of recipients of the survey will not be willing to participate (Saunders et al, 2004). Also care must be taken to ensure that the data received are valid. Finally, it requires verification that the sample is representative of the population.

3.3.2.2 Experiment

In their study, Sackett and Larson (1990) found that 50% of the studies used an experimental design. Eighty-six percent of these studies were carried out in a laboratory setting and 13% in a field setting (Sackett and Larson, 1990). Eighty-four percent used other methods in addition to the experiment (Sackett

and Larson, 1990). Experiments can be valuable tools because by controlling variables the cause and effect relationship is clear (Sackett and Larson, 1990; Bryman, 1988).

It was not useful, for the purpose of this study, to employ the use of an experiment. Developing an experiment to imitate the offering of WLB benefits by an organization would have been too complicated.

3.3.2.3 Analysis of Previously Collected Data

The analysis of previously collected data, such as statistics on unemployment, migration, type of employment, etc., can be useful (Bryman, 1988). Robinson, Kraatz and Rousseau (1994) and Robinson (1996) present an example of analyzing previously collected data. The first article studies how changes in obligations and the psychological contract are related. The second studies trust and breach of the psychological contract. Both studies are longitudinal, the first involved questionnaires distributed at 2 points in time; the second used the data from the first study and included a third questionnaire distributed at a later point in time. It is unclear when the decision was made to proceed with the second study; if it was an objective when the original study was conducted then the required questions could be built into the study for later use. However, if the decision was made later, then the original data may not be adequate for the second study.

It was decided not to include questions on the questionnaire that were not relevant to the current study. The length of the questionnaire was of concern because of the numerous factors included in the study. Likewise, the use of other data was not necessary for this study. Therefore, previously collected

data and facilitating this questionnaire for future studies involving additional variables are not utilized for this study.

3.3.2.4 Structured Observation

Sackett's and Larson's (1990) study found that 48% of the literature used observational methods. Less than 2% was direct, systematic observation. Since variables cannot be controlled when using observational methodology, it is very difficult to determine causes from the data without using additional methods (Sackett and Larson, 1990); however the study does not mention the percentage of literature using additional methods.

Since observation was discussed in the qualitative methods section, a repetition of the discussion will be repeated here except to recap that the data required for this research that could be observed can be obtained by self reporting on a questionnaire.

3.3.2.5 Content Analysis

Content analysis is defined by Bryman (1988: p 12) as "the quantitative analysis of the communication content of media such as newspapers". Beardsworth (1980) suggests that content analysis has many characteristics common to quantitative research. This is a method used for examining any text or communication (Bryman, 1988). The main uses of content analysis are to reveal international differences in communication content, to identify the use of propaganda and to identify communication trends (Beardsworth, 1980). It is a procedural review of literature practical for categorization of literature to aid in identifying gaps (Casper et al, 2007). Content analysis was useful in this study to help identify gaps in literature.

3.3.3 Summary of Methodology Applied to This Research

It is possible to consider that this research undertaken could be called a case study of WLB benefits in Cyprus. Interviews of a selected sample were conducted in addition to a survey being collected. Additional data was collected from the human resources department of the organization under study to verify that samples were representative and to determine whether or not employees were knowledgeable regarding the WLB benefits they are entitled to. This research is therefore reliable due to the variety of methods used to study WLB benefits and their effects on employee attitudes and behaviors. The utilization of several methods of data gathering is called triangulation. Triangulation is useful in order to add validity to the study (Edwards and Talbot, 1994; Saunders et al, 2004).

It was mentioned previously that interviews were used to examine in greater detail some aspects of this research. Due to the questions guiding the research, the utilization of more quantitative methods was considered to be more appropriate. This allowed a large sample size to be obtained. The various research methods were used in the following ways:

The main portion of the data was gathered through questionnaires. There were two types of questionnaires, one for supervisors and another for employees. The supervisor questionnaire was used for reporting OCBs in the form of OCBI, OCBO and IRB. In order to keep the questionnaire short so that as many managers as possible would respond it was decided that no other measures should be included on this questionnaire. The employee questionnaire gathered information regarding the participants' backgrounds, attitudes regarding job satisfaction, organizational commitment and employee

benefits and perceptions about employee benefits, organizational support and distributive justice. The analysis of most answers was quantitative in nature. The questionnaires were developed in English and were translated in Greek. More details about the translation process of the questionnaires are given in the discussion of the data selection process below. The two types of questionnaires in addition to the cover letters distributed with the questionnaires are provided in both languages. Appendix A contains the versions in English and Appendix B contains the versions in Greek.

Qualitative methods were also utilized to strengthen or refute the analysis of the questionnaires or to find possible reasons for relationships found through the analysis of the questionnaires. Interviews were conducted to specifically ask why employees had certain perceptions, attitudes and behaviors. The direction of these interviews was guided by the results of the quantitative analysis in addition to general thoughts initiated by the employees interviewed. A more detailed description of the interview process is included in Chapter 5 with the results of the study.

Finally, organizational communications and archives were used to determine changes in employee benefits and actual benefits offered to employees. Furthermore, discussions with HR personnel verified that the sample was representative of the population of the organization.

By mixing quantitative methods with qualitative methods the results of this study have been strengthened. The quantitative methods allowed the exploration of differences between groups while the qualitative methods

allowed a greater depth of exploration of why certain points of view are held (Easterby-Smith et al, 2002).

3.4 Population and Sample

As discussed above, most of the data was gathered using questionnaires. After examining various organizations it was determined that focusing on one organization with a strong WLB program would optimize the value of the study and allow for an in-depth study of WLB benefits offered and as perceived by employees. Therefore, the questionnaires were distributed at a single, large organization, the [REDACTED], which is known to have good overall benefits program in Cyprus including WLB benefits. By focusing on a single, large organization an in-depth study was undertaken through interviews in addition to the questionnaires. Since there are few large organizations in Cyprus, it was decided to focus on a large organization so that an adequate sample size could be obtained while access could be negotiated easily. Questionnaires were distributed to employees and their supervisors. The employees provided data regarding their attitudes and behaviors; managers provided information about the OCBs (OCBI, OCBO and IRB) exhibited by the employees. Interviewing was used to gain an understanding of the relationships between the various factors of the model. The use of multi-source data: employee questionnaires, manager questionnaires and interviews have strengthened the design of this research.

3.4.1 Distribution and Collection of Questionnaires

A total sample size of 472 employees and their corresponding 84 managers was attempted with 408 matched questionnaires returned by both the employees and their 79 managers. The 64 remaining distributed

questionnaires were unusable for several reasons. One employee questionnaire was returned but left blank; the corresponding manager questionnaire was returned and completed. Thirty-three employees did not return questionnaires, but the managers completed usable questionnaires. Thirteen manager questionnaires were not returned, but the corresponding employee questionnaires were returned and useable. The remaining 17 matched sets of questionnaires were not returned by either the employee or the supervisor. The response rate of useable matched sets of questionnaires was 86.4%. With such a high response rate there is no reason to suspect that any bias exists in the collected data. The total population of the organization is about 2500 employees. A comparison of sample and organization demographics discussed below suggests that the sample is not biased.

Of the 408 usable questionnaires collected, 244 (59.8%) were completed by male employees and 124 (30.4%) by women. Information provided by the organization indicates that males account for 63.3% of the employees of the organization, while 36.7% are female. Additionally, 40 (9.8%) left this question blank. The number of married respondents was 338 (82.8%) while 43 (10.5%) were single, 9 (2.2%) were divorced, 3 (0.7%) were engaged and 1 (0.2%) was separated. It should be clarified at this point that the options provided for respondents to answer were (1) married, (2) single and (3) other (with a blank provided to specify the status). In Cyprus, traditionally, a ceremony is conducted to confirm an engagement which provides import to the relationship so that the engaged couple no longer consider themselves single.

There were three questions regarding the number of primary-care children the respondent had. The questions were differentiated by age category of the children. The first category was for pre-primary school-aged children, the second category for primary school-aged children and the third category for secondary school-aged children. In response to the question of how many children/dependents they have under the age of 6, 291 employees (71.3%) had none, 67 (16.4%) had 1 child, 27 employees (6.6%) had 2 children, 3 (0.7%) had 3 children under the age of 6, an additional 3 (0.7%) had 4 children, 1 employee (0.2%) had 9 children and 16 (3.9%) did not respond to the question. In response to the question of how many children/dependents they have from age 6 through age 11, 276 employees (67.6%) had none, 77 (18.9%) had 1 child, 35 employees (8.6%) had 2 children, 4 (1.0%) had 3 children in the age category and 16 employees (3.9%) did not respond to the question. In response to the question of how many children/dependents they have from age 12 through age 18, 239 employees (58.6%) had none, 85 (20.8%) had 1 child, 56 employees (13.7%) had 2 children, 11 (2.7%) had 3 children in the age category, 1 employee (0.2%) had 1 child and 16 employees (3.9%) did not respond to the question.

The final control question clarified the age category of the respondent. In response to the question of which age category the employee was in, none replied that they were in the age group ranging from 18 to 24, 32 (7.8%) were in the age group ranging from 25-31, 120 (29.4%) were in aged from 32 to 40, 177 (43.4%) were in the age group from 41 to 50, 70 (17.2%) were older than 50 and 9 (2.2%) did not respond to the question. The Organization provided the following information about percentages of employees in the different age categories at the time of the study: aged 18-24 0.9%, aged 25-

31 6.5%, aged 32-40 28.7%, aged 41-50 45.1%, and over the age of 50 18.8%. No records are kept regarding employee marital status or number or age of their children. By comparing the sample and population percentages for gender and age category, the sample is representative of the population.

The organization is comprised of several departments in the major towns of Cyprus. In order to obtain a sufficient sample while limiting the number of questionnaires required of supervisors, samples were taken throughout the organization. The organizational structure of [REDACTED] consists of several departments and it has offices located in different cities/towns. Additionally the company has various facilities that cover different sectors of the services offered in different parts of some cities/towns. In some locations, the sample taken included all employees that were in the office the day that the data was collected. In other locations the sample included only some of the employees that were present the day the data was collected. The reason that some locations included all employees while other locations included only some employees was because of the limit of allowing seven employee questionnaires for each manager. It was considered, that in order to obtain a higher response rate by the managers, that a limited number of questionnaires should be requested of the same managers. In larger cities there were generally more employees per manager. However, in some departments in the larger cities the ratio of employees to managers was still small enough that the sample included all employees. It is also important to mention that the hierarchical structure allowed some people to return questionnaires as an employee while also completing manager questionnaires regarding OCBs of their subordinates. Whenever this was possible it was

attempted to include mid-level supervisors as both an employee and a supervisor.

It should also be mentioned that originally a sample of 500 was intended. However, due to the limit of seven employees per manager it became increasingly difficult to find additional employees to include in the study. It was determined that due to the high return rate (86.4%) the smaller sample size was sufficient.

It is believed that the high return rate was due to the support for the study by the human resources department of the organization under study. One HR staff member was assigned to assist the researcher in organizing the distribution of the questionnaires. She consistently communicated with the manager of each department before the questionnaires were distributed. When the researcher contacted the managers to arrange a time to distribute the questionnaires the managers were very helpful and accommodating. The managers also informed their departments ahead of the distribution time to ensure that employees would be available at the time arranged. It is also believed that, in most cases, by asking the employees to complete the questionnaires within a 2-3 hour period while the researcher remained on premises there was a higher return rate. In some departments, employees (such as technicians) were not generally in the office. It was useful in these departments to leave questionnaires with the managers to be distributed and then returned to the HR staff member assisting the researcher through the organization's mail system. This was done by leaving a sealed box with an employee (usually a secretary) to ensure anonymity. The box was then forwarded to my liaison in the HR department for me to pick up. All returned

questionnaires were collected within a week of being distributed. A more detailed description of this process is included in the data collection process section below.

Access to the organization was negotiated with the HR manager. The manager showed a great deal of interest in the results of the study and requested that he receive the results upon completion of the study. At that time the HR manager assigned the contact person to coordinate the distribution and return of questionnaires. The company was provided with the requested feedback regarding generalized analysis of the data provided.

3.4.2 Interviews

A total of 12 employees were interviewed at 6 locations (1 in each Larnaca and Paralimni and two in each Nicosia and Limassol). The number of participants at each location ranged from one to three. When questionnaires were distributed or collected, individuals were asked if they would be willing to be interviewed at a later date. At the time the survey was conducted 20 individuals agreed to be interviewed. When contacted later regarding interviews, only twelve people agreed to set up a time. These employees were interviewed individually to increase their willingness to participate. Specifically, private interviews were conducted to provide a greater sense of anonymity to the participants. Potential participants expressed a concern that someone at the organization would be able to identify their comments. These individuals were reassured of their anonymity because only the interviewer would have access to their replies.

3.5 Data Collection Process

3.5.1 Questionnaire Translation and Testing

The scales used in the questionnaire, in addition to other questions for control variables and the WLB benefits offered and used, were translated to Greek, the main language in Cyprus. The translation of the questionnaires was completed individually by a group of Greek-speaking English language teachers, an English-speaking Greek teacher and a linguist fluent in both English and Greek. The translations were completed in two stages. First the individuals translated the questionnaires separately, and then they had a meeting to agree on any discrepancies in the translation (Brislin, 1980).

After the translations were completed, the employee questionnaires were tested by ten individuals. These people were colleagues ranging from fellow faculty to administrative and secretarial staff at a college. They were chosen because the office setting across different levels and types of positions is similar to the organization in which the study took place. This testing was undertaken to determine the length of time required to complete the questionnaire and to determine any items that required clarification for respondents. The manager questionnaires were tested by three individuals that were again colleagues but in managerial positions. Again, this testing was done in order to determine the length of time required to complete the questionnaire and any items requiring clarification. The times required for completing the employee questionnaires ranged from four to eight minutes. The time needed to complete the manager questionnaire was about two minutes for each of the three individuals testing the questionnaire. Neither of the groups noted any needed clarification of the questions.

3.5.2 Distribution and Retrieval of Questionnaires

A contact person, in the HR department, from the organization under study scheduled times for questionnaire distribution at the various locations and departments of the organization. These times were arranged with the managers of each department and the contact person effectively gained the managers' support for the research to be carried out. These distribution times were arranged throughout a three-month period at the various locations of the organization. The day prior to the arranged time, the manager sent memos to all participants encouraging them to participate. The participants met with the researcher, in groups when possible or individually when not possible, for an explanation of the procedures of the study. Participants that were unable to meet with the researcher received the questionnaire from their supervisors. The surveys were completed on work time. The majority of questionnaires were retrieved in the two to three hour time period that the researcher remained on site. A sealed box was left with the secretary in order to retrieve any questionnaires not completed while the researcher remained on site or for those who were out of the office at the time scheduled. This box was then sent to the contact person in the HR department. The researcher collected the boxes at a later time. Subjects were assured that their responses would remain anonymous both in the meeting and in a cover letter to the questionnaire. Questionnaires were identified with a code number known only to the researcher and the respondent.

At the same arranged time data questionnaires were distributed to the supervisors of the respondents. These questionnaires were measuring the OCBs, including OCBI, OCBO and IRB, of the respondents. Questionnaires were identified with a code number known only to the researcher and the

supervisor. Two separate forms were used to ensure the questionnaires were matched up properly after completion. The first form was a list of codes matching names of employees for the supervisor to refer to when completing the questionnaire. This form was then disposed of by the supervisor. The second form, remaining with the researcher, was a list of codes matching each employee's coded questionnaire to the supervisor's coded questionnaire. The purpose of using two different codes was to avoid the possibility of a supervisor opening the sealed box to view employee responses, thus maintaining anonymity.

3.5.3 Ethical Considerations

Every precaution was taken to ensure the study was conducted in an ethical manner. Permission to conduct the survey was granted from the organization. At that time, it was made clear that certain ethical issues should be guaranteed. The most important of these issues was anonymity for the organization and the individual respondents whether categorized as employee, supervisor or HR manager. Organization anonymity was ensured by discussing the details of the study only with people directly related to this thesis (research supervisors and examiners) and, in the final submission, by removing the name of the organization by blackening it out.

Anonymity of the individuals involved in the study was also important. The employee and supervisor questionnaires were collected so that anonymity was ensured. When possible the researcher remained on location to collect the questionnaires personally. Questionnaires were coded with a number that was known only to the respondent and researcher. A sealed box was left with an employee when the researcher could not remain on location to collect

questionnaires. In addition to meeting with all available respondents to discuss issues of anonymity and use of the data, each questionnaire was distributed with a cover letter explaining the purpose of the study, use of the data and the ways in which anonymity would be ensured. These include (1) use of aggregate not individual data, (2) offer to send results if requested and (3) destruction of questionnaires when PhD is completed. Supervisors were treated in a similar manner. The only difference is that each questionnaire was coded, the supervisor was provided with a list matching the codes on his or her questionnaires to the corresponding employees, the supervisor was instructed to destroy the list when the questionnaires were complete and the researcher had a list matching the employee's questionnaire code to the supervisor's questionnaire code.

Finally, interviews were conducted individually, whether this was the HR manager or employees. The conversations were not recorded, individuals were allowed to review notes made during the interview so that they were confident that they were not misinterpreted. They also saw that the notes were coded and did not use their names.

3.5.4 Constructs Measures

3.5.4.1 The Employee Questionnaire

The questionnaire distributed to employees gathered information regarding the participants' backgrounds, the types of WLB benefits they receive and the value placed on these types of benefits. Additionally, this questionnaire gathered information designed to measure distributive justice, perceived organizational support (POS), job satisfaction and organizational commitment. Following are the specific details of the employee questionnaire.

Perceived Work-life Balance Benefits Received (POWLB): The perceived offering of different types of WLB benefits was measured by the question, "Does your organization offer...: followed by the list flexible work hours, convenient work hours, convenient holiday, child care assistance, elderly care assistance and educational assistance. For each of these benefits respondents were offered to reply with a choice of yes or no. Finally, space was provided for the employee to list any additional WLB benefits offered by the organization that were not listed on the questionnaire. Since studies involving WLB benefits have not previously been examined in this way, there was no pre-existing scale in the literature on which to base this measure. It is loosely based on a pay-level scale; however, because employees may place differing levels on each benefit, each WLB benefit carries an equal level of one (1), and the POWLB level is the sum of these benefits. Of the six benefits listed on the questionnaire, two were offered (flexible hours and educational assistance), two were not offered (child care assistance and elderly care assistance) and two are based on the judgment of the employee (convenient hours and convenient holiday). The Cronbach's alpha, based on the KR20 for dichotomous data, from the internal consistency reliability (ICR) study with a sample of 50 employees was .847 indicating that this model can be considered internally reliable.

Communication: The measure of communication was taken by comparing the employees perceived WLB benefits received and those WLB benefits that the employee is actually offered. The benefits actually offered were obtained from the HR manager. The measure was a sum of each benefit the employee correctly perceived as offered or not being offered. Since the perceptions of two of the benefits being offered are judgmental, they were not included. The

range of possible scores for communication is 0 to 4. Cronbach's alpha for this measure in the ICR study was .883.

Benefit Value: Two measures were used to establish the value of the different WLB benefits offered to employees. The first is whether or not the benefit is used (Miceli and Lane, 1991) and the second is to what degree the benefit is considered important (Sinclair et al, 2005).

Work-Life Balance Benefits Used (WLBused): Benefit use was measured by the question, "Do you use...: followed by the same list of the benefits offered. Respondents were offered to reply with a choice of yes or no for each benefit. If a benefit is used by the employee it would be implied that using the benefit would fulfill the need of the employee. According to Miceli and Lane (1991), a benefits value is defined by the benefit fulfilling the employee's need. The measure of WLBused was the sum of each benefit the employee claimed to use and the Cronbach's alpha found during the ICR study was .769.

Work-life Balance Benefit Importance (WLBimp): Benefit value was measured using a benefit importance measure employed by Sinclair et al (2005). Their study included a 7 point scale ranging from very unimportant to very important to indicate the importance of 12 benefits. This measure grouped the benefits into three categories as follows: traditional benefits (pension, sick leave and vacation), health benefits (medical, dental and vision) and alternative benefits (legal and education service, employee assistance, flexible childcare reimbursement accounts). The alpha reliabilities for each of the categories are 0.74 for traditional benefits, 0.52 for health benefits (this increased to 0.79 when vision was dropped) and 0.79 for alternative benefits.

The measurement was developed based on Miceli and Lane's (1991) consideration that the psychological value of a benefit is defined by the extent to which the benefit fulfills the employee's need (Sinclair et al, 2005; Miceli and Lane, 1991). Employees should have more favorable reactions to their organization and perceptions regarding their organization (Sinclair et al, 2005). Benefit importance measures the psychological value of the benefit. Cronbach's alpha for this measure in the ICR study was .731.

Distributive justice: Fairness in an organization is measured by organizational justice. Specifically, employees perceive fairness when they compare their inputs and outcomes with those of others. While organizational justice has two different aspects, distributive and procedural, it is the purpose of this study to examine work-life benefits which impact on distributive justice. Procedural justice focuses on the decision making involved in an exchange. The distributive justice measure used in this study was developed by Price and Mueller (1986) and modified by Mansour-Cole and Scott (1998). The alpha coefficient of reliability of published studies has ranged from 0.75 to 0.94. The questions of this measure are: (1) Overall, the rewards I receive here now are quite fair, (2) I feel that my current job responsibilities are fair, (3) I think that my current level of pay is fair, (4) My current work schedule is fair, and (5) I consider my current workload to be quite fair. The responses range from strongly disagree to strongly agree on a 5-point Likert-type scale. The ICR test had 49 valid cases for this measure. Cronbach's alpha was 0.880.

Perceived organizational support: Perceptions of organizational support were measured using the shortened Eisenberger et al (1986) questionnaire as used by Moorman et al (1998) and Wayne et al, (1997). The questions of this

measure are (1) The organization strongly considers my goals and values, (2) Help is available from the organization when I have a problem, (3) The organization really cares about my well-being, (4) The organization is willing to extend itself in order to help me perform my job to the best of my ability, (5) Even if I did the best job possible, the organization would fail to notice, (6) The organization cares about my general satisfaction at work, (7) The organization shows very little concern for me, (8) The organization cares about my opinions and (9) The organization takes pride in my accomplishments at work. Responses range from strongly agree to strongly disagree on a 7-point Likert-type scale. The alpha reliability of this measure in the literature ranges from 0.74 to 0.95 (Eisenberger et al, 1990; Wayne et al, 1997; Cropanzano et al, 1997). The ICR test had 50 valid cases for this measure. Cronbach's Alpha was 0.897.

Job Satisfaction: A measure of employees' job satisfaction was taken via the overall job satisfaction measure developed by Brayfield and Rothe (1951). Specifically, the shortened six-item version from Agho et al. (1993); Aryee, Fields and Luk (1999) was employed in the questionnaire. The questions used in the measure are: (1) I like my job better than the average worker does, (2) I am often bored with my job, (3) I feel fairly well satisfied with my present job, (4) I am satisfied with my job for the time being, (5) Most days I am enthusiastic about my work and (6) I find real enjoyment in my work. Responses range, on a 5-point Likert-type scale, from strongly agree to strongly disagree. The reliability alpha on this measure from studies by Agho et al (1993), Aryee et al (1999) and Judge et al (1998) ranges from 0.83 to 0.90 on the shortened version. The ICR test had 48 valid cases for this

measure. Cronbach's Alpha was 0.896 for the questionnaires returned in the ICR test.

Organizational Commitment: The nine items taken from the shortened Organizational Commitment Questionnaire developed by Mowday, Steer and Porter (1979) were used to measure organizational commitment. The shortened version has been successfully used by many (Fields, 2002) including Huselid and Day (1991). The alpha reliability values range from 0.74 to 0.92 in published studies. Responses consist of a 7-point, Likert-type scale with choices ranging from strongly disagree to strongly agree. The questions are: (1) I would accept almost any types of job assignment in order to keep working for this organization, (2) I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful, (3) I talk up this organization to my friends as a great organization to work for, (4) I find that my values and the organization's values are very similar, (5) I am proud to tell others that I am part of this organization, (6) This organization really inspires the very best in me in the way of job performance, (7) I am extremely glad that I chose this organization to work for over others I was considering at the time I joined, (8) For me, this is the best of all possible organizations for which to work and (9) I really care about the fate of this organization. The ICR test had 49 valid cases for this measure. Cronbach's Alpha was 0.877.

Reciprocity (Exchange Ideology): A measure of reciprocity was taken using the Exchange Ideology Questionnaire developed by Eisenberger et al (1986). The questions are: (1) An employee's work effort should depend partly on how well the organization deals with his or her desires and concerns, (2) An

employee who is treated badly by the organization should lower his or her work effort, (3) How hard an employee works should not be affected by how well the organization treats him or her, (4) An employee's work effort should have nothing to do with the fairness of his or her pay and (5) The failure of the organization to appreciate an employee's contribution should not affect how hard he or she works. Responses range from strongly agree to strongly disagree on a five-point Likert-type scale. The reliability alpha of the original study was 0.80. The ICR test had 49 valid cases for this measure. Cronbach's alpha was 0.656 which is borderline acceptable. There is a discussion of how this measure is re-analyzed in Chapter 4 to attempt a better Cronbach's alpha.

Control Variables: Control variables were used to ascertain whether or not certain groups of people have a greater need for WLB benefits as compared to other groups. The control variables used were: (1) gender, (2) age range, (3) marital status (including married, single, divorced, separated and engaged) and the (4-6) number of children within certain age groups ((4) pre-primary school aged, (5) primary school aged and (6) secondary school aged) residing with the respondent. Additionally, multi-level analysis was performed to analyze the effects of (1) location and (2) supervisor.

3.5.4.2 The Employees' Manager Questionnaire

The managers' questionnaire was grouped with employees and used to measure organizational citizenship behaviors using the measure developed by Williams and Anderson (1991) in terms of OCBI, OCBO and IRB. It is the norm to have supervisors measure OCBs when possible. This can be seen by the many studies preferring the supervisor's measure such as Konovsky and Pugh

(1994), Bateman and Organ (1983), It has been found that using supervisor measures of OCBs is more reliable than self-reported OCBs (Bateman and Organ, 1983). The items of this measurement were used to measure OCBs directed at individuals (OCBI) those directed at the organization (OCBO) as well as employee in-role behaviors (IRB). The coefficient alpha values found in literature for each type are: OCBI alpha range from 0.61-0.88, OCBO alpha range from 0.70 to 0.75 and for IRB alpha range from 0.80 to 0.94. Questions for the OCBI measurement are: (1) Helps others who have been absent, (2) Helps others who have heavy workloads, (3) Assists supervisor with his/her work (when not asked), (4) Takes time to listen to co-workers' problems and worries, (5) Takes a personal interest in other employees, (6) Passes along information to co-workers and (7) Goes out of way to help new employees. Questions for the OCBO measure are: (1) Attendance at work is above the norm, (2) Gives advance notice when unable to come to work, (3) Takes undeserved work breaks, (4) Great deal of time spent with personal phone conversations, (5) Conserves and protects organizational property, (6) Adheres to informal rules devised to maintain order and (7) Complains about insignificant things at work. Questions for the IRB measure are: (1) Adequately completes assigned duties, (2) Fulfills responsibilities specified in job description, (3) Performs tasks that are expected of him/her, (4) Engages in activities that will directly affect his/her performance, (5) Neglects aspects of the job he/she is obligated to perform, (6) Fails to perform essential duties and (7) Meets formal performance requirements of the job. The ICR test had 48 valid cases for the OCBO measure, with Cronbach's Alpha 0.797. The ICR test had 42 valid cases for the OCBI measure, with Cronbach's Alpha 0.878. Finally, the ICR test had 40 valid cases for the IRB measure with Cronbach's Alpha 0.941.

3.5.4.3 HR Manager Questionnaire/Interview

There are two purposes of the human resource (HR) manager questionnaire/interview. The first is to determine whether or not the employees know the actual benefits they are entitled to by cross-checking questions about benefits received on the employees' questionnaire with benefits offered on the HR managers' questionnaire. This comparison is used as a measure of communication. This is necessary because many times employees are unaware that some benefits are offered. A study asking employees to list the benefits they were offered showed that the average employee listed only about 15% of the total benefits offered (Milkovich and Newman, 1993). It will also be necessary to determine whether or not a benefit communication program exists and the details of information communicated; specifically if costs of WLB benefits are communicated. Additionally, general demographic information will be obtained to determine if the sample is representative of the organization's employees.

3.5.5 Internal Consistency Reliability Test

The first step of the study was performing an internal consistency reliability (ICR) test, with a sample size of 50 to determine whether or not the scales used in the questionnaire work well in Cyprus. A sample size of 50 was used because, for survey research, it has been suggested that 10 to 30 respondents should be used for ICR (Hill, 1998). It has also been suggested that for a sample of 100, an ICR of 10 respondents would be acceptable (Treece and Treece, 1982). In order to maintain at least a response of 30 for each question, as well as to reach a level 10% of the objective sample size, 500, for the study, 50 respondents were used. Some of the respondents did not answer one or two questions leading to a sample size ranging from 48 to

50 for each of the scales. The supervisors also did not answer some of the questions leading sample sizes ranging from 40 to 48 for the three measures of OCBs. The details regarding Cronbach's alpha for each of these scales were discussed in the text above. The formal study involved an analysis of the relationships between the factors of the model which involved questioning employees, their managers and HR managers.

3.6 Conclusion

The elements of methodology studied help to guide the format of the research undertaken for this thesis. The format combines the uses of quantitative and qualitative techniques. The quantitative method of questionnaires allowed for a large sample of data to be analyzed and on which findings were based. These findings were enhanced by interviewing a smaller sample. This allowed insights to lead to a better understanding of the results.

Chapter 4 Data Analysis and Findings

4.1 Introduction

The objective of this chapter is to present the background analysis of the data obtained through the study. The quantitative analysis was completed using the statistical program SPSS. Where appropriate, correlation was used, especially where one measure should be compared to another for inclusion/exclusion in further analysis. Multilevel analysis, through the use of mixed models on SPSS, determined whether or not multilevel modeling was required for either the categorization of location or supervisor. Throughout the process of analyzing the data gathered from questionnaires, key relationships between the variables studied were identified through correlation and later through regression analysis. The results of these key relationships were explored further through interviews.

The conceptual framework of this research was introduced in Chapter 2. The framework included hypotheses about the potential effect of the POWLB on employee behaviors and attitudes. The design of the study was introduced in Chapter 3. The design includes employee questionnaires matched with questionnaires distributed to their supervisors. Additional information was gathered from the human resources department of the organization studied. Finally, interviews were conducted to determine more in depth information about the relationships between variables found by regression.

This chapter begins with a discussion of the question development regarding controls, independent variables, moderating variables and dependent variables. Then the pilot and ICR tests are reviewed. Descriptions of the initial analysis of the data are provided, including discussion about correlations in

general as well as justifying the use of POWLB, WLBused, WLBimp and communication in further analysis. Also, correlation analysis was conducted for the control variables with the dependent variables. Regression results will be presented in the following chapter. The objective of the research was to establish whether or not POWLB do in fact affect employee attitudes and behaviors. An additional objective was to establish whether or not the relationship is strengthened by moderating and mediating factors.

4.2 Question Development

4.2.1 Control Variables

The control variables used in the study were chosen in part due to the nature of the organization being studied and in part due to the nature of WLB benefits. It is common practice to examine the effects of control variables on dependent variables to eliminate bias in the data due to these factors (Budig, 2006). Because the employees were located in different cities and departments, the (1) location of the employee was included as one of the hierarchical variables, through multi-level analysis, due to the fact that different working environments may affect employee attitudes and behaviors (Randall et al, 1999). Additionally, since the 408 employees that participated in the study are working under 79 different supervisors it was considered necessary to introduce a hierarchical variable for (2) supervisor, through multi-level analysis, due to the importance of supervisor/subordinate relations (Tsui and O'Reilly, 1989).

In Chapter 2, the literature review presented and discussed the historical need for balance for married employees and for employees with families. Therefore, the data were controlled for (1) marital status, (2) number of preschool-aged

children, (3) number of primary-school-aged children and (4) number of secondary-school-aged children. Additionally, the literature discussed the historical changes regarding the demographics of working women (Riley and McCloskey, 1997; Veiga et al, 2004; Frone et al, 1992) which led to the need to control for (5) gender. Finally, as discussed in Chapter 2, demographic changes have led to a broadening of activities outside of work. It would be difficult to control for every possible activity, but since the literature specifically discussed that a number of younger Cypriots tend to have different life styles and personal interests (Lockwood, 2003) which may need to be balanced with their work, (6) age category was included to control for differences in balance needs for different age groups. Therefore, there are 2 hierarchical variables analyzed using multilevel analysis and 6 controls analyzed using dummy variables or categorical variables.

4.2.2 Independent Variable

To quantify the independent variable, perceived WLB benefits offered, a list of six WLB benefits was provided for employees on the questionnaire. Respondents were provided with a choice of yes or no to the question of whether or not their organization provided each benefit. The list included: flexible work hours, convenient work hours, child care assistance, elderly care assistance, convenient holiday and educational assistance. Because the reply was based on the employees' belief of these benefits being offered, the independent variable is called "perceived WLB benefits offered (POWLB)." The independent variable, POWLB, was measured using the sum of individual benefits listed for which employees answered, yes, that they were offered. This measure was adapted from the Igalens and Roussel (1999) measure which summed all benefits offered.

4.2.3 Moderating Variables

The moderating variables include (1) value of the benefit, (2) communication of the benefit and (3) reciprocity. As discussed in Chapter 2, the value an individual places on a resource strengthens the social exchange relationship (Homans, 1961; Molm, 2006). Likewise, communication regarding the resource offered strengthens the social exchange relationship by making individuals aware of what they are being offered and their worth (Lawler, 1981; Wilson et al, 1985; Gerhart and Milkovich, 1993; Milkovich and Newman, 1993). Therefore, communication can also increase the value placed on the benefits offered. Finally, if a person has a tendency to reciprocate, this tendency would also strengthen the social exchange relationship (Kirchler et al, 1996).

4.2.4 Dependent Variables

The variables dependent on the POWLB used in the study and based on theory found in literature are (a) perceived organizational support (POS) (Shore and Shore, 1995; Grover and Crooker, 1995; Clark and Reis, 1988), (b) distributive justice (Hegtvedt, 1995; Folger and Konovsky, 1989; Moorman, 1991; Nelson and Tarpey, 2010), (c) job satisfaction (Eagly and Chaiken, 1993; Locke, 1995; Shapiro and Stiglitz, 1984; Dreher et al, 1988; Gerhart and Milkovich, 1993; Huseman et al, 1975), (d) organizational commitment (Mowday et al, 1979; Scandura and Lankau, 1997; Sinclair et al, 2005; Eisenberger et al, 1990) and (e) organizational citizenship behaviors (OCBs) in the form of OCBI, OCBO and IRB (Lambert, 2000).

The measure for POS was chosen because, as discussed in Chapter 2, it has been argued that when an organization offers WLB benefits, employees might

perceive that as an indication that the employer cares about their well-being. The original 17-item measure chosen was developed by Eisenberger et al, (1986). The shortened version was used on the questionnaire in order that the total time needed to complete the questionnaire was kept to a minimum. Moorman et al, (1988) and Wayne et al (1997) successfully used the shortened version.

Organizational justice, like POS was chosen as a part of the study because it has been hypothesized that when an organization offers WLB benefits employees might perceive that the organization is more just. Since employee benefits are a part of pay, distributive justice, as compared to procedural justice, is the part of organizational justice under study. The original measure was developed by Price and Mueller (1986). This study utilized the modified version developed successfully by Mansour-Cole and Scott (1998). The modified version was adopted due to the simplification of the questions.

Job satisfaction was chosen as one of the variables for the study because of its correlation with organizational performance, and therefore importance to the organization, as discussed in Chapter 2. The measure developed by Brayfield and Rothe (1951) focuses more on emotional reactions to work. Since the literature suggests that greater balance between work and personal life reduces stress, a job satisfaction that measures emotions is preferred over those focusing on work conditions. Finally, the shortened six-item version used by Agho et al (1993) was chosen over the full 18-item measure to minimize the time needed by employees to complete the questionnaire.

Organizational commitment has been shown to be related to WLB benefits as discussed in the literature review. The shortened organizational commitment questionnaire developed by Mowday et al (1979) was chosen for this study because it measures an employee's affective commitment or psychological attachment to the organization. Since it is argued in this research that by providing WLB benefits, which are tangible, employees may perceive the employer inadvertently offers organizational support, which is intangible. The result is a more emotional rather than a value oriented or a compliance oriented response which may strengthen the relationship between offering WLB benefits and the employee outcomes.

The study of OCBs was included in the research to examine if the offering of WLB benefits affects employee behaviors, specifically as those behaviors contribute to the organization. OCBs are categorized as in-role behaviors (IRBs), behaviors intended to aid individuals (OCBI) and behaviors benefiting the organization (OCBO). Information regarding OCBs was collected separately from the supervisors of the employees studied.

4.3 Pilot Test

The employee questionnaires were pilot tested by colleagues at a college in order to determine if there were any presentation errors, ambiguous questions or length issues (Litwin, 2003). The employee questionnaire was tested by ten individuals ranging from faculty to administrative and secretarial staff. The individuals were chosen across different levels and types of positions similar to those of the employees that the actual study would be. This testing was undertaken to determine the length of time required to complete the questionnaire and to determine any items that required clarification for

respondents. The manager questionnaire was tested by three individuals that were again colleagues but in managerial positions. Again, this testing was done in order to determine the length of time required to complete the questionnaire and any items requiring clarification. The times required for completing the employee questionnaires ranged from four to eight minutes indicating that the questionnaire is not so lengthy that individuals would be likely not to respond. The time needed to complete the manager questionnaire was about two minutes for each of the three individuals testing the questionnaire. Neither of the groups noted any needed clarification of the questions.

4.4 Internal Consistency Reliability Test

The first step in the analysis was the execution of the internal consistency reliability (ICR) test, based on the responses of a 50 person sample, including each person's supervisor, in which the scales used from literature were validated using Cronbach's alpha. These figures were provided in the previous chapter. In summary the alphas of the scales were within acceptable ranges for POWLB, WLBused, WLBimp, communication, distributive justice, job satisfaction, POS, organizational commitment, OCBI, OCBO and IRB. However, the alpha for reciprocity is border-line for the acceptable range. This measure is discussed in greater detail in section 4.5.3.

These values can be found in Table 4.23 at the end of this chapter. This test was conducted using a sample of 50 employees and their managers from the final population working at the organization under study. Therefore, the ICR test results are valid for this study.

4.5 Evaluation of Measures Used in the Study

The process of selecting or verifying the use of measurements in the study is discussed below. This section also identifies the author/s of the original and modified versions of the scale used in this research. Finally, a description of each measure is provided.

4.5.1 Measure of Sum of Benefits Perceived as Offered (POWLB)

The measures of whether WLB were perceived as offered followed work elsewhere by Igalens and Roussel (1999). Igalens and Roussel (1999) used a sum for the total compensation package as compared to only one part of the compensation package used in this study. To justify the use of this measure, since the focus is altered from total compensation to WLB benefits in this study, correlations between the individual benefits offered and the sum of WLB benefits offered or used were examined.

The measure POWLB was significantly and strongly correlated ($p < .01$) to all of the individual WLB benefits that were listed on the questionnaire. These include flexible work hours, convenient work hours, elderly care assistance, child care assistance, educational assistance and convenient holiday/vacation time. Additionally, the offering of several individual WLB benefits were significantly correlated with several other individual WLB benefits. While some of these correlations are strong others are not (see Table 4.1 for these correlations). The correlations between each individual WLB benefit and POWLB were strong and significant for all six types used in the study. The lowest correlation, $r = .401$, was between flexible work hours and POWLB. All of these correlations were significant at $p < .001$.

The correlations among the various types of WLB benefits are not very relevant since the sum was used in the study; however some mention should be made regarding their inter-correlations. The first of these significant and strong correlations are between flexible work hours being offered to convenient work hours ($r=.210$ $p<.001$). This is also the case with the offering convenient hours and educational assistance ($r=.162$ $p<.01$), offering convenient hours and convenient holiday ($r=.075$ $p<.001$), offering of child care assistance and elderly care assistance ($r=.469$ $p<.001$), offering elderly care assistance and educational assistance ($r=.161$ $p<.01$) and offering educational assistance and convenient holiday ($r=.290$ $p<.001$).

A final, significant and moderately correlated inter-correlation exists between the offering of elderly care assistance and convenient holiday ($r=.098$ $p<.05$).

Table 4.1: Correlations of the perceived offering of individual WLB benefits and POWLB: Analyzing the measure of POWLB

	M	SD	1	2	3	4	5	6
1 Flexible hours	.91	.284						
2 Convenient hours	.78	.415	.210†					
3 Child care asst.	.10	.304	.049	.044				
4 Elderly care asst.	.05	.221	-.006	.070	.469†			
5 Educational asst.	.62	.487	.091	.162†	.152†	.161†		
6 Convenient holiday	.85	.357	.063	.175†	.074	.098*	.290†	
7 POWLB	3.31	1.128	.401†	.572†	.479†	.448†	.679†	.561†

N = 408

†p< 0.01 (2-tailed)

***p< 0.05 (2-tailed)**

The conclusion of this analysis is that due to the high correlations between most individual benefits and of all benefits with POWLB, this measure is valid.

The Cronbach's alpha of .847 found in the ICR study corroborates this conclusion.

4.5.2 Measure of Value of Employee Benefits

Two measures of the value of WLB benefits were taken. This was due to conflicting findings in literature regarding how the value of benefits in general should be viewed. The first measure taken was a direct question regarding the value placed on the individual WLB benefits. The mean of these measures was utilized as WLBimp as long as 4 of the 6 benefits received an importance rating. The second measure taken was based on whether or not the WLB benefit was used. This measure was adapted from work by Igalens and Roussel (1999). This assumes that use of the benefit implies value. It was the intention from the beginning of the study to examine and compare the two measures and use the measure giving the best correlations.

Table 4.2: Correlations of the importance of individual WLB benefits and WLBimp: Analyzing the measure of WLBimp

	M	SD	N	1	2	3	4	5	6
1 Flexible hours	4.63	.649	407						
2 Convenient. hours	4.58	.744	388	.396†					
3 Child care asst.	4.19	1.211	348	.087	.263†				
4 Elderly care asst.	3.81	1.300	340	.019	.258†	.751†			
5 Educational. asst.	4.38	.913	375	.160†	.373†	.475†	.403†		
6 Convenient holiday	4.42	.734	393	.321†	.377†	.243†	.238†	.396†	
7 WLBimp	5.36	.621	371	.376†	.606†	.811†	.792†	.713†	.580†

†p < 0.01 (2-tailed)

Table 4.2 shows the correlation analysis of the importance placed on the six individual WLB benefits and the average if at least 4 of the 6 benefits had an

importance ranking (WLBimp). This table shows than all of the benefits are strongly and significantly intercorrelated ($p < .01$) except for the importance of flexible hours with child care and the importance of flexible hours with elderly care. Furthermore, all of the individual WLB benefits importance questions are strongly and significantly correlated ($p < .001$) to the measure WLBimp. The least strongly correlated benefit is flexible hours ($r = .376$ $p < .001$). This correlation analysis, corroborated by the Cronbach's alpha of .731 found in the ICR study, indicate that WLBimp could be used in the study.

Table 4.3 shows the correlation analysis of the use of the six individual WLB benefits to be included in the measure WLBused. Each of the six individual measures are strongly and significantly (all at $p < .001$) correlated to WLBused. The least strongly correlated is elderly care with $r = .293$.

Table 4.3 Correlations between the use of individual WLB benefits with WLBused: Analyzing the measure of WLBused

	M	SD	1	2	3	4	5	6
1 Flexible hours	.81	.390						
2 Convenient. hours	.70	.457	.310†					
3 Child care asst.	.06	.231	.035	-.051				
4 Elderly care asst.	.02	.139	.022	.053	.425†			
5 Educational asst.	.41	.492	.140†	.134†	.122*	.099*		
6 Convenient holiday	.75	.435	.215†	.253†	.093	.082	.229†	
7 WLBused	2.75	1.21	.583†	.620†	.315†	.293†	.619†	.645†

N = 408

† $p < 0.01$ (2-tailed)

*** $p < 0.05$ (2-tailed)**

There are several intercorrelations between the levels of importance employees placed on each type of benefit. Flexible hours is correlated to convenient hours ($r = .310$ $p < .001$), educational assistance ($r = .140$ $p < .01$)

and convenient holiday ($r=.215$ $p<.001$). Convenient hours is correlated to educational assistance ($r=.134$ $p<.01$) and convenient holiday ($r=.253$ $p<.001$). Child care assistance is correlated to elderly care assistance ($r=.425$ $p<.001$) and educational assistance ($r=.122$ $p<.05$). Elderly care assistance is correlated to educational assistance ($r=.099$ $p<.05$). Finally, educational assistance is correlated to convenient holiday ($r=.229$ $p<.001$).

Because of this correlation analysis, corroborated by the Cronbach's alpha of .769 found in the ICR study indicate that WLBused could be used in the study. To determine which of the two measures of value, WLBimp or WLBused, a correlation analysis of these two measures with each of the dependent variables was undertaken. As can be seen, later in the chapter in Table 4.23, only two of the correlations are significant; both are using WLBused. WLBused was significantly correlated to distributive justice ($r=.152$ $p<.01$) and POS ($r=.145$ $p<.01$). Looking only at the correlations, WLBused is more strongly correlated to DJ, POS and OC; however, only two of these are significant. WLBimp is more strongly correlated to JS, OCBI, OCBO and IRB; none of these is significant. Since there is support for using either measure in past literature, both measures will be used as a measure of value when modeling the dependent variables. Conclusions about which measure is important to the model will be based on the results of the regression analysis.

4.5.3 Measure of Reciprocity

In Chapter 3, the results of the ICR indicate that the measure of reciprocity, with 5 questions loaded to the scale, had a Cronbach's alpha of .656. Further analysis was completed which resulted in one question being removed from the scale. This improved Cronbach's alpha to .806. These two measures, Rec5

using all five questions and Rec4 using four questions, were then analyzed using correlation to determine which is in fact the better measure to use in further analysis.

As can be seen later in the chapter in Table 4.23, the significance levels of both measures of reciprocity are the same within each dependent variable. Four of the correlations are stronger for Rec5 and three are stronger for Rec4. Both measures of reciprocity were used in regression models. Conclusions about which measure is important to the model will be based on the results of the regression analysis.

4.5.4 Control Variables

The hierarchical variables of this study are (1) location and (2) supervisor. The control variables of this study are (1) age category, (2) marital status, (3) number of pre-primary school-aged children, (4) number of primary school-aged children, (5) number of secondary school-aged children and (6) gender. The organization used in this study operates in several towns as well as different locations in some towns. With the hierarchical structure of employees nested by both location and supervisor, it was necessary to determine the effect of location and supervisor on the dependent variables. After determining if a multilevel model was needed, the control variables were analyzed using regression with the independent variables POWLB. In the sections below, each control variable will be examined separately by (1) looking at the percentage of the sample in each category for the control variable, (2) examining the control variable with perceptions of the offering of WLB benefits, (3) examining the control variable with use of WLB benefits, (4) examining the

control variable with importance placed on WLB benefits and (5) correlation of the categories of the control variable to each of the dependent variables.

4.5.4.1 Multilevel Analysis for Location and Supervisor

Running multilevel analysis on each of the dependent variables for location and supervisor resulted in greater variance being explained by supervisor than location for those variables where explained variance was significant. See Table 4.4 for the results of multilevel analysis using location and supervisor for nesting effects. The multilevel effect was insignificant for DJ, POS and JS whether location or supervisor was used for nesting. The effect was significant using either location or supervisor for OCBO. Since nesting using supervisor explains a greater amount of variance, multilevel modeling for supervisor effects should be included in the regression model of OCBO. Furthermore, since no supervisor was at more than one location, the location effect would be lost in analysis when the model is controlled for supervisor. Multilevel analysis shows that the explained variance was significant for organizational commitment, OCBI and IRB only when supervisor is used for nesting. Multilevel modeling for supervisor effects should be used for organizational commitment, OCBI and IRB.

Table 4.4: Multilevel Analysis effects for Location and Supervisor of all dependent variables (DJ, POS, JS, OC, OCBI, OCBO and IRB)

Dependent Variable	Location			Supervisor		
	Residual Variance	Explained Variance	ICC	Residual Variance	Explained Variance	ICC
Distributive Justice	.690	.026 ^{ns}	3.7%	.672	.045 ^{ns}	6.3%
POS	1.075	.021 ^{ns}	1.9%	1.008	.087 ^{ns}	7.9%
Job Satisfaction	.521	.001 ^{ns}	0.1%	.510	.011 ^{ns}	2.1%
Organizational Commitment	.923	.052 ^{ns}	5.3%	.878	.095*	9.8%
OCBI	.398	.032 ^{ns}	7.7%	.339	.093**	21.4%
OCBO	.333	.062*	15.8%	.265	.131†	33.1%
IRB	.390	.032 ^{ns}	7.6%	.325	.099**	23.3%

ICC is Interclass Correlation Coefficient; ^{ns} p>.05, *p<.05, ** p<.01, † p<.001

4.5.4.2 Age by Category

Of 408 employees, 399, or 97.8%, responded to this question. The age categories on the questionnaire were age 18 to 24, 25 to 31, 32 to 40, 41 to 50 and over 50. There were no employees in the sample age 18 to 24. The second category, age 25 to 31 had 32 employees which represents 7.8% of the entire sample and 8% of the sample that responded to the question. The category age 32 to 40 included 120 employees representing 29.4% of the whole sample and 30.1% of those that responded. Those in the age range 41 to 50 included 177 individuals, 43.3% of the entire sample and 44.4% of those that responded. Those over the age of 50 included 70 employees, 17.2% of the sample and 17.5% of those that responded to the question. Figure 4.1 shows the percentage of respondents in each category.

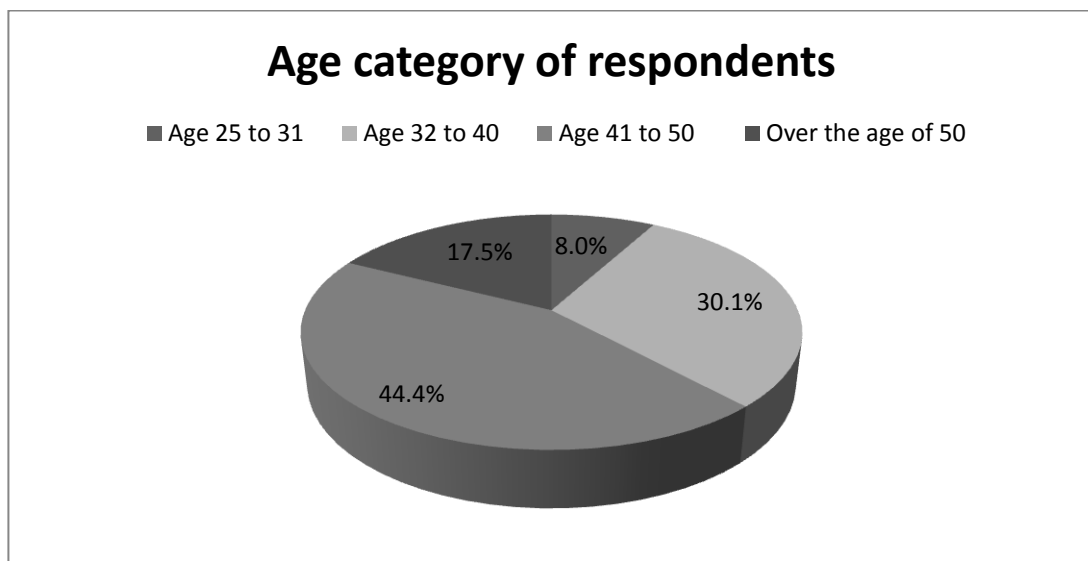


Figure 4.1: Percentage of respondents in each age category

Following are the tables and figures of (1) the number of perceived WLB benefits offered by age category in Table 4.5 and Figure 4.2, (2) the number of the WLB benefits used by age category in Table 4.6 and Figure 4.3 and (3) the level of importance of WLB benefits by age category in Table 4.7 and Figure 4.4. Using cross tabulation and chi-squared tests, analysis was

performed for each age category and responses to questions regarding each of the WLB benefits offered, used and importance. Significant differences were found for only the following: (1) individuals over the age of 50 were more likely to view their work hours as convenient ($p < .05$), (2) workers age 25 to 31 were more likely to use flexible hours ($p < .05$) and (3) people age 41 to 50 were more likely to view child care assistance as important ($p < .05$).

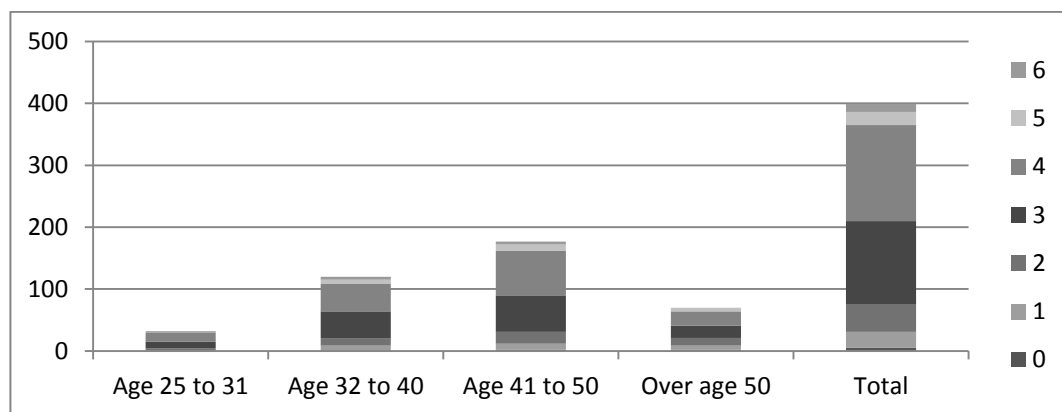


Figure 4.2: Histogram of the number of WLB benefits perceived as offered by the number of respondents of each age category

Table 4.5: Number of WLB benefits perceived as offered by the number of respondents of each age category

	0	1	2	3	4	5	6	Total by age category
Age 25 to 31	0	1	3	11	15	0	6	32
Age 32 to 40	1	8	11	44	45	6	5	120
Age 41 to 50	2	10	19	59	72	10	5	177
Over age 50	2	7	12	20	23	5	1	70
Total	5	26	45	134	155	21	13	399

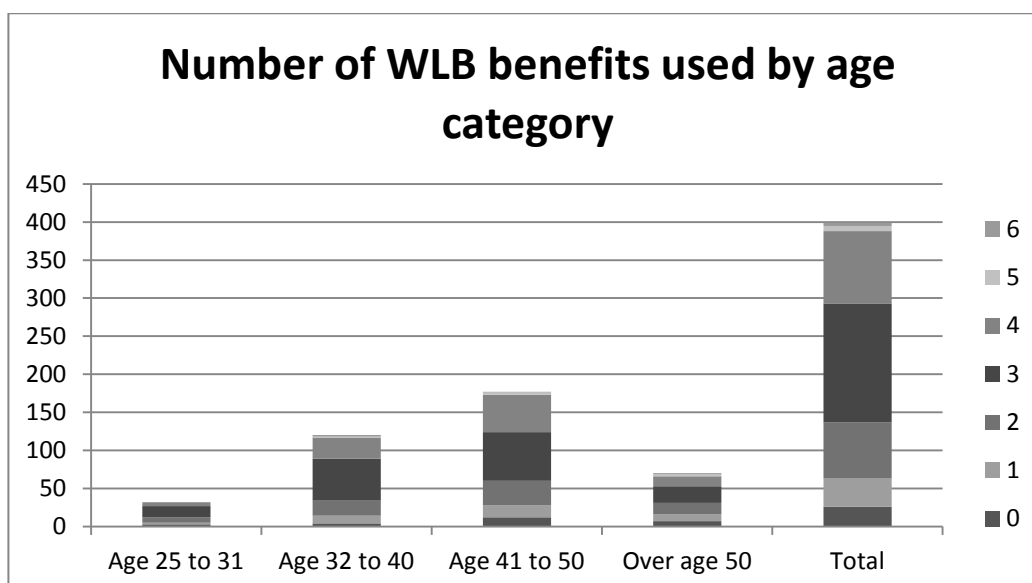


Figure 4.3: Histogram of the number of WLB benefits used by the number of respondents of each age category

Table 4.6: Number of WLB benefits used by the number of respondents of each age category

	0	1	2	3	4	5	6	Total by age category
Age 25 to 31	3	2	7	15	5	0	0	32
Age 32 to 40	4	10	20	55	28	1	2	120
Age 41 to 50	12	16	32	64	49	3	1	177
Over age 50	7	9	15	22	13	3	1	70
Total	26	37	74	156	95	7	4	399

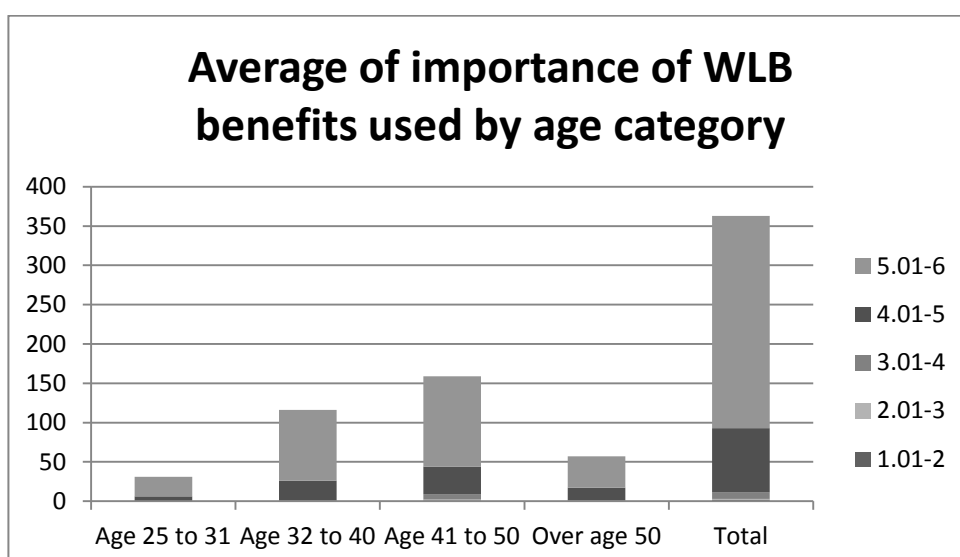


Figure 4.4: Histogram of the importance level of WLB benefits by the number of respondents of each age category

Table 4.7: Level of importance of WLB benefits by the number of respondents of each age category

	1.01-2	2.01-3	3.01-4	4.01-5	5.01-6	Total by age category
Age 25 to 31	0	0	0	6	25	31
Age 32 to 40	1	0	0	25	90	116
Age 41 to 50	1	1	7	35	115	159
Over age 50	0	0	1	16	40	57
Total	2	1	8	82	270	363

When examining the correlations of the age categories and each dependent variable only the following results were found to be significant. The fifth age category (over age 50) is less likely to perceive that distributive justice occurs at the organization with $r = -.100$ ($p < .05$). The fourth age category (age from 41 to 50) is more likely to perceive that distributive justice occurs at the organization ($r = .169$ $p < .01$) and are more likely to feel job satisfaction ($r = .106$ $p < .05$). Finally, the second age category (age from 25 to 31) is more likely to exhibit IRB with $r = .120$ ($p < .05$).

4.5.4.3 Marital Status

The question for marital status offered the options of married, single and other. The "other" option had a blank for the employee to complete. The written responses included divorced, engaged and separated. Of the 408 employees studied, 14 (3.4%) did not reply to this question. There were 338 married (82.8% of all and 85.8% of those responding to this question), 43 (10.5% of the sample, 10.9% of respondents) single, 9 (2.2% of all surveyed, 2.3% of respondents) divorced, 3 (0.7% of those surveyed, 0.8% of respondents) engaged and 1 (0.2% of those surveyed, 0.3% of respondents) separated.

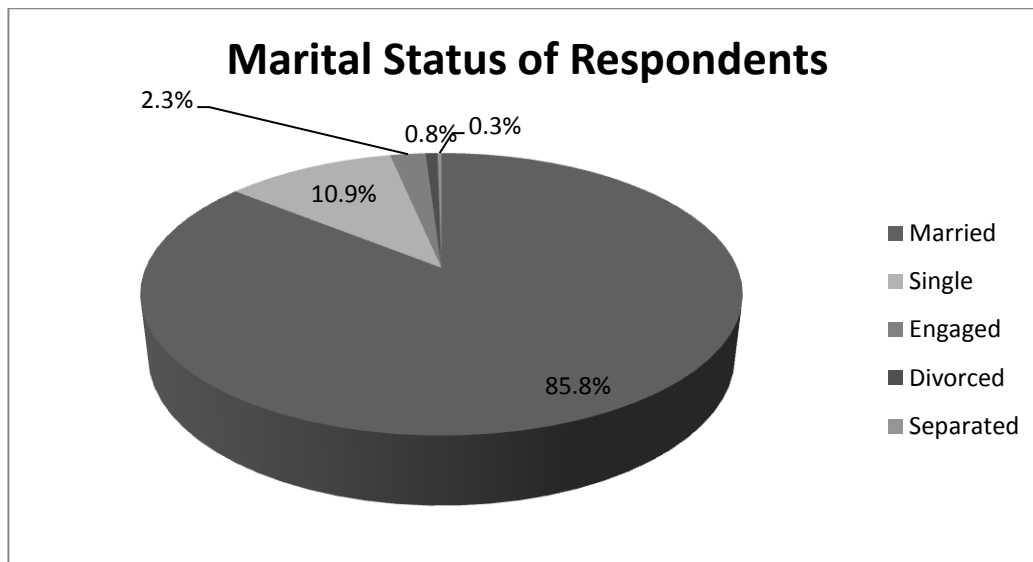


Figure 4.5: Percentage of respondents in each marital status category

Following are (1) the figures of the number of perceived WLB benefits offered by marital status in Table 4.8 and Figure 4.6, (2) the number of the WLB benefits used by marital status in Table 4.9 and Figure 4.7 and (3) the level of importance of WLB benefits by marital status in Table 4.10 and Figure 4.8. Except as listed below, pair-wise comparisons of proportions between each age category do not differ significantly for questions regarding the offering of, use of, and importance of individual WLB benefits. The findings that were significant are: (1) married individuals are more likely to perceive that educational assistance is offered ($p < .05$), (2) workers that are married are also more likely to use flexible hours ($p < .05$), (3) people that are engaged are more likely to view child care assistance as important ($p < .01$) and (4) those that are engaged are also more likely to view convenient work hours as important ($p < .05$).

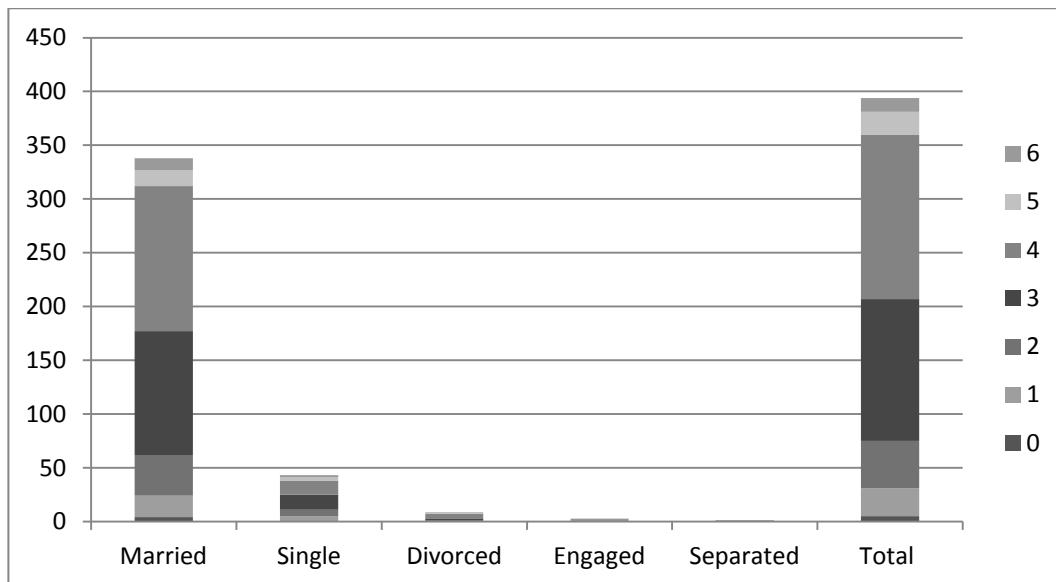


Figure 4.6: Histogram of the number of WLB benefits perceived as offered by the number of respondents of each marital status category

Table 4.8: Number of WLB benefits perceived as offered by the number of respondents of each category of marital status

	0	1	2	3	4	5	6	Total by marital status
Married	4	20	38	115	135	15	11	338
Single	0	5	6	14	13	3	2	43
Divorced	1	0	0	2	4	2	0	9
Engaged	0	1	0	1	0	1	0	3
Separated	0	0	0	0	1	0	0	1
Total	5	26	44	132	153	21	13	394

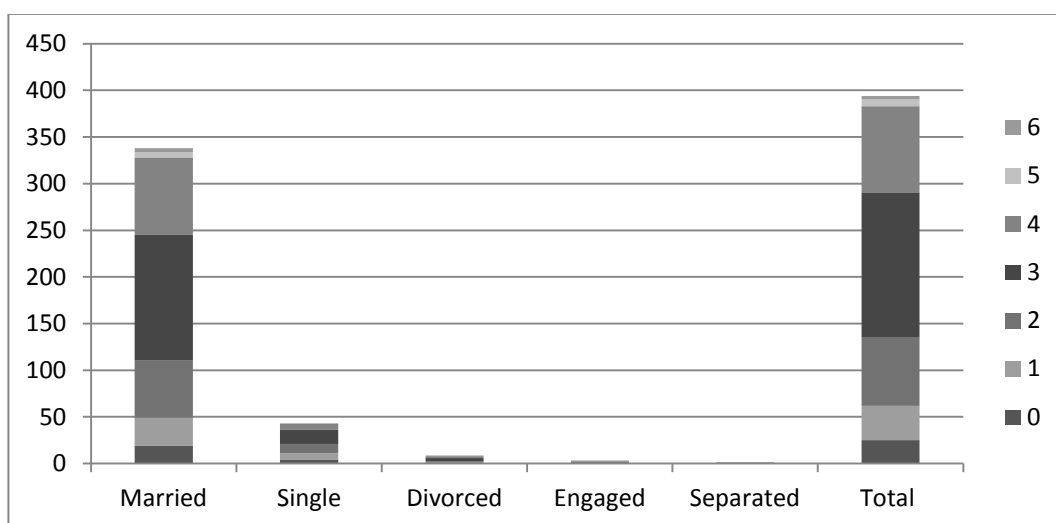


Figure 4.7: Histogram of the number of WLB benefits used by the number of respondents of each marital status category

Table 4.9: Number of WLB benefits used by the number of respondents of each category of marital status

	0	1	2	3	4	5	6	Total by marital status
Married	19	30	62	134	83	6	4	338
Single	4	7	10	15	7	0	0	43
Divorced	1	0	1	4	2	1	0	9
Engaged	1	0	0	1	1	0	0	3
Separated	0	0	0	1	0	0	0	1
Total	25	37	73	155	93	7	4	394

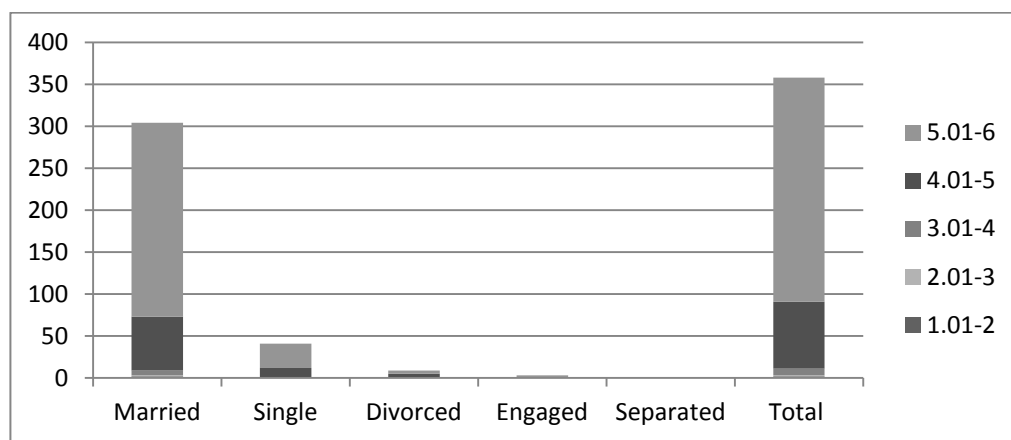


Figure 4.8: Histogram of the importance level of WLB benefits by the number of respondents of each marital status category

Table 4.10: Level of importance of WLB benefits by the number of respondents of each marital status category

	1.01-2	2.01-3	3.01-4	4.01-5	5.01-6	Total by marital status
Married	2	1	6	64	231	304
Single	0	0	1	11	29	41
Divorced	0	0	1	4	4	9
Engaged	0	0	0	1	2	3
Separated	0	0	0	0	1	1
Total	2	1	8	80	267	358

The correlation analysis of the marital status categories with each independent variable provided the following information. Single individuals are less committed to the organization ($r = -.109$, $p < .05$). Those that are divorced are less satisfied with their job ($r = -.103$, $p < .05$) and less likely to exhibit IRB ($r = -$

.112, $p < .05$). Finally, married individuals are more likely to perceive that the organization is supportive POS ($r = .113$ $p < .05$) and be committed to the organization ($r = .145$ $p < .01$).

A multilevel model (for supervisor) of regression was run on organizational commitment, OCBI, OCBO and IRB with the centered independent variable POWLB and the control variable (as dummy variables) for marital status.

4.5.4.4 Number of Children in Given Age Category

There were three questions on the survey requesting the number of children the respondent has that are preprimary-school aged (age under 6), primary-school aged (age 6 to 11) and secondary-school aged (age 12 to 18). Of the 408 employees surveyed, 16 did not respond to this question. It is unclear if these people did not have children or if they did not want to answer these three questions. In the first age category, under the age of 6, there were 292 with no children, 67 with one child in this category, 27 with 2 children, 2 with 3 children, 3 with 4 children and 1 with 9 children. In the second age category, from 6 to 11, there were 276 with no children, 77 with one child, 35 with 2 children and 4 with 3 children. In the final age category, 12 to 18, there were 239 with no children, 85 with one child, 56 with 2 children, 11 with 3 children and 1 with 4 children. Figure 4.9 shows the graphical representation of these percentages for each child age group.

Following Figure 4.9 are the tables and figures of (1) the number of perceived WLB benefits offered by number of children under age 6 in Table 4.11 and Figure 4.10, (2) the number of the WLB benefits used by number of children under age 6 in Table 4.12 and Figure 4.11 and (3) the level of importance of

WLB benefits by number of children under age 6 in Table 4.13 and Figure 4.12. Pair-wise comparisons of proportions between each number of children under the age of 6 do not differ significantly at the .05 level.

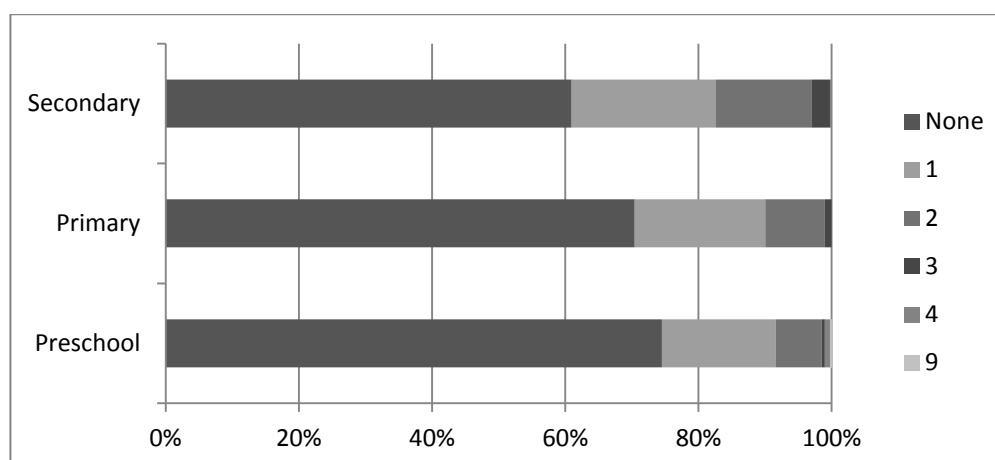


Figure 4.9: Percentage of respondents having the given number of children in each category

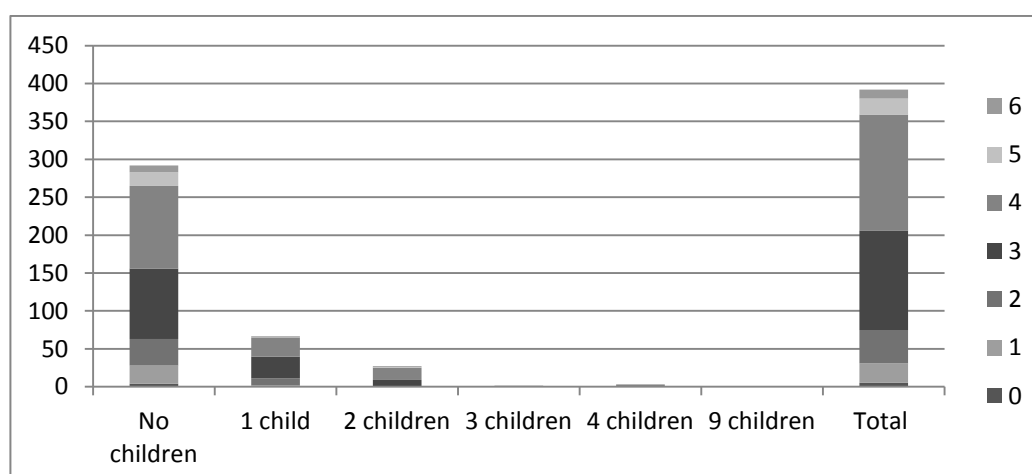


Figure 4.10: Histogram of the number of WLB benefits perceived as offered by number of respondents with number category of pre-school aged children

Table 4.11: Number of WLB benefits perceived as offered by number of respondents of each category of number of children under the age of 6

Number of children under the age of 6	0	1	2	3	4	5	6	Total by number of children
0	4	24	35	93	109	18	9	292
1	1	1	9	29	25	1	1	67
2	0	1	0	8	16	1	1	27
3	0	0	0	0	1	1	0	2
4	0	0	0	1	2	0	0	3
9	0	0	0	0	0	0	1	1
Total	5	26	44	131	153	21	12	392

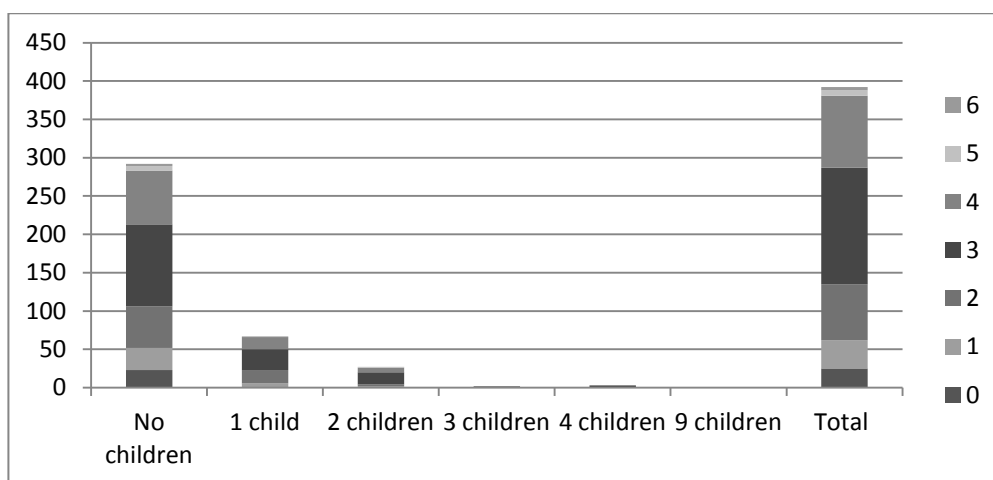


Figure 4.11: Histogram of the number of WLB benefits used by number of respondents of each number category of pre-school aged children

Table 4.12 Number of WLB benefits used by number of respondents of each category of number of children under the age of 6

Number of children under the age of 6	0	1	2	3	4	5	6	Total by number of children
0	23	29	54	107	70	6	3	292
1	0	6	17	27	16	0	1	67
2	1	1	2	16	6	1	0	27
3	0	0	0	0	2	0	0	2
4	0	1	0	2	0	0	0	3
9	1	0	0	0	0	0	0	1
Total	25	37	73	152	94	7	4	392

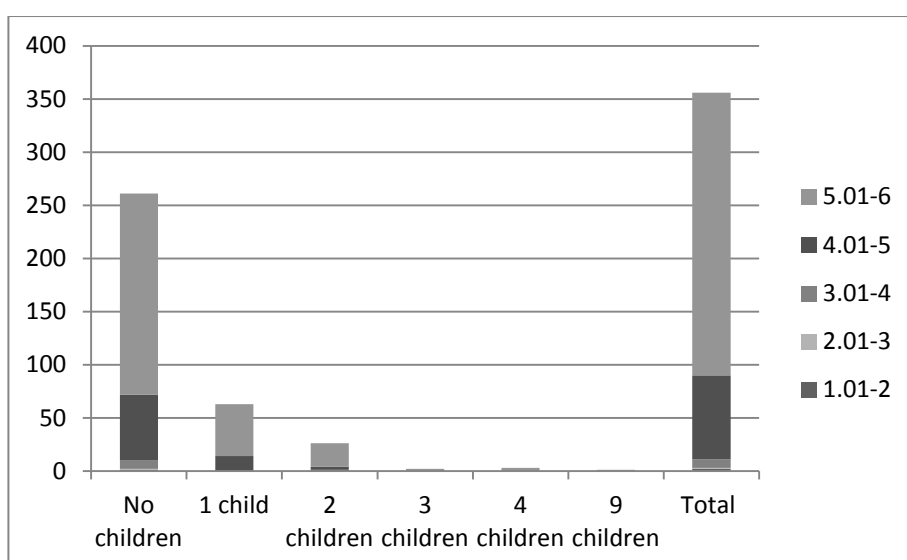


Figure 4.12: Histogram of the importance level of WLB benefits by number of respondents of each category of number of children under the age of 6

Table 4.13: Level of importance of WLB benefits by number of respondents of each category of number of children under the age of 6

Number of children under the age of 6	1.01-2	2.01-3	3.01-4	4.01-5	5.01-6	Total by number of children
0	1	1	8	62	189	261
1	0	0	0	14	49	63
2	1	0	0	3	22	26
3	0	0	0	0	2	2
4	0	0	0	0	3	3
9	0	0	0	0	1	1
Total	2	1	8	79	266	356

Following are the tables and figures of (1) the number of perceived WLB benefits offered by number of children between 6 and 11 years of age in Table 4.14 and Figure 4.13, (2) the number of the WLB benefits used by number of children between 6 and 11 years of age in Table 4.15 and Figure 4.14 and (3) the level of importance of WLB benefits by number of children between 6 and 11 years of age in Table 4.16 and Figure 4.15. Pair-wise comparisons of proportions between each number of children between the ages of 6 and 11 do not differ significantly except for the case that individuals in the category of no children in this age group are more likely to perceive that child care assistance is offered ($p < .001$) while it is in fact not offered.

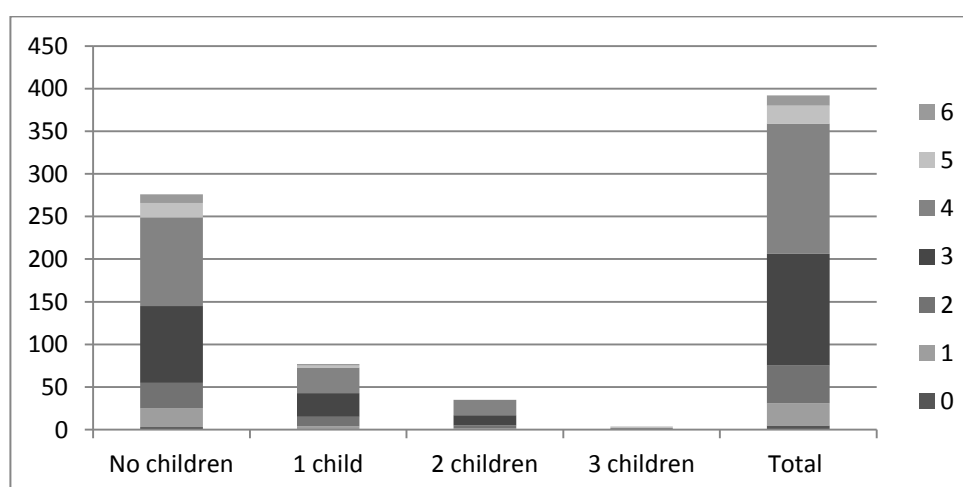


Figure 4.13: Histogram of the number of WLB benefits perceived as offered by number of respondents of each category of number of children age 6 to 11

Table 4.14: Number of WLB benefits perceived as offered by number of respondents of each category of number of children age 6 to 11

Number of children age 6 to 11	0	1	2	3	4	5	6	Total by number of children
0	3	22	30	90	104	17	10	276
1	1	3	11	28	30	2	2	77
2	1	1	3	12	18	0	0	35
3	0	0	0	1	1	2	0	4
Total	5	26	44	131	153	21	12	392

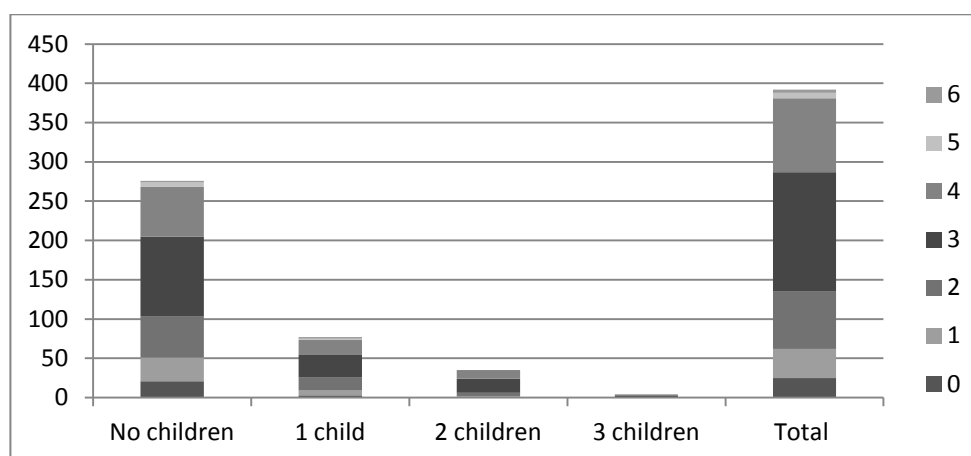


Figure 4.14: Histogram of the number of WLB benefits used by number of respondents of each category of number of children age 6 to 11

Table 4.15: Number of WLB benefits used by number of respondents of each category of number of children age 6 to 11

Number of children age 6 to 11	0	1	2	3	4	5	6	Total by number of children
0	21	30	52	102	63	6	2	276
1	3	6	17	29	19	1	2	77
2	1	1	4	18	11	0	0	35
3	0	0	0	3	1	0	0	4
Total	25	37	73	152	94	7	4	392

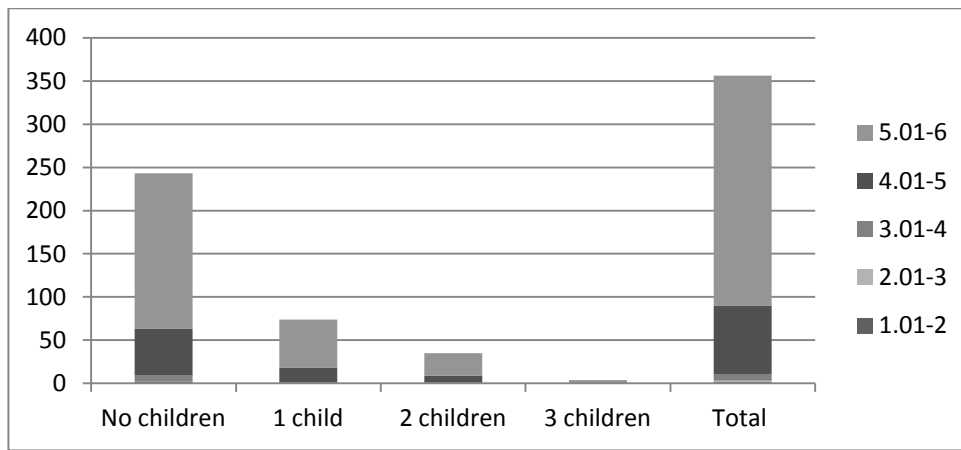


Figure 4.15: Histogram of the level of importance of WLB benefits by number of respondents of each category of number of children age 6 to 11

Table 4.16: Level of importance of WLB benefits by number of respondents of each category of number of children age 6 to 11

Number of children age 6 to 11	1.01-2	2.01-3	3.01-4	4.01-5	5.01-6	Total by number of children
0	2	0	7	54	180	243
1	0	1	0	17	56	74
2	0	0	1	8	26	35
3	0	0	0	0	4	4
Total	2	1	8	79	266	356

Following are the tables and figures of (1) the number of perceived WLB benefits offered by number of children between 12 and 18 years of age in Table 4.17 and Figure 4.16, (2) the number of the WLB benefits used by number of children between 12 and 18 years of age in Table 4.18 and Figure 4.17 and (3) the level of importance of WLB benefits by number of children between 12 and 18 years of age in Table 4.19 and Figure 4.18. Pair-wise comparisons of proportions between each number of children do not differ significantly at the .05 level.

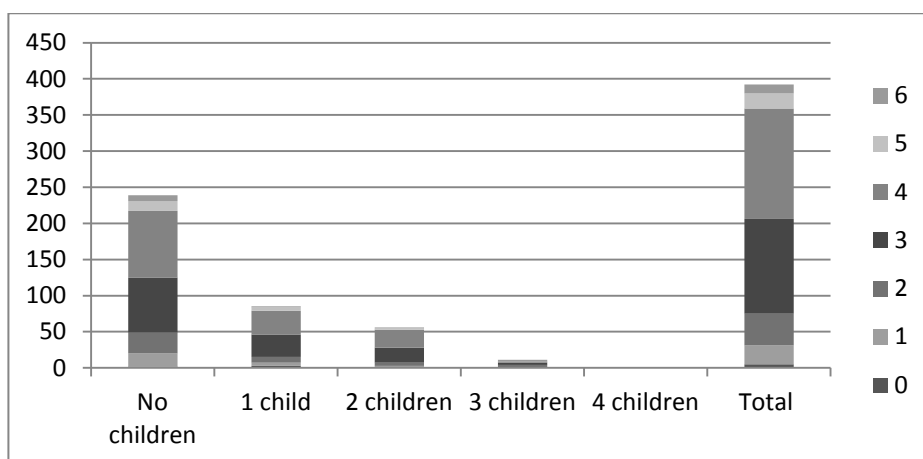


Figure 4.16: Histogram of the number of WLB benefits perceived as offered by number of respondents of each category of number of children age 12 to 18

Table 4.17: Number of WLB benefits perceived as offered by number of respondents of each category of number of children age 12 to 18

Number of children age 12 to 18	0	1	2	3	4	5	6	Total by number of children
0	2	18	29	76	92	14	8	239
1	3	4	8	31	33	5	1	85
2	0	3	4	21	25	2	1	56
3	0	1	3	3	2	0	2	11
4	0	0	0	0	1	0	0	1
Total	5	26	44	131	153	21	12	392

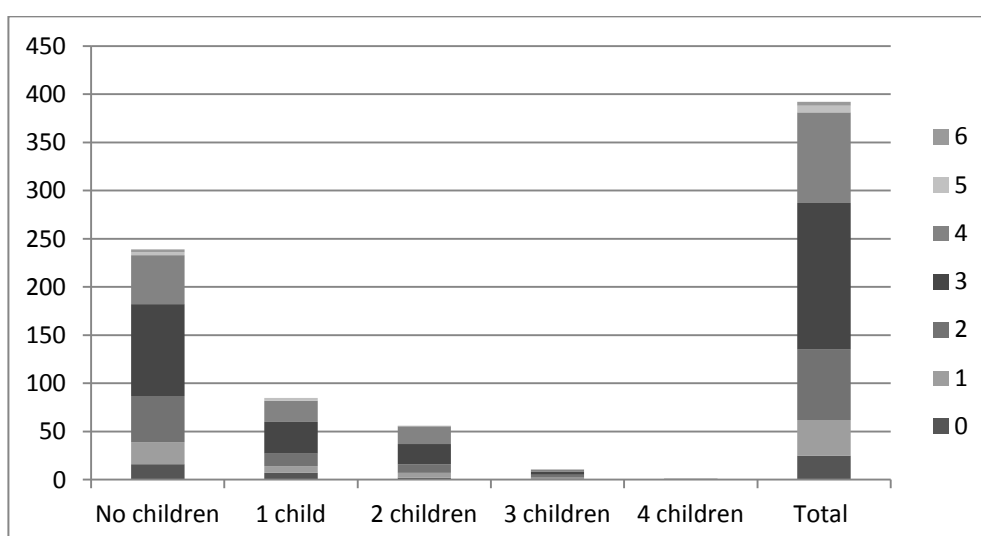


Figure 4.17: Histogram of the number of WLB benefits used by number of respondents of each category of number of children age 12 to 18

Table 4.18: Number of WLB benefits used by number of respondents of each category of number of children age 12 to 18

Number of children age 12 to 18	0	1	2	3	4	5	6	Total by number of children
0	16	23	48	95	51	3	3	239
1	7	7	13	33	22	3	0	85
2	2	5	9	21	18	0	1	56
3	0	2	3	3	2	1	0	11
4	0	0	0	0	1	0	0	1
Total	25	37	73	152	94	7	4	392

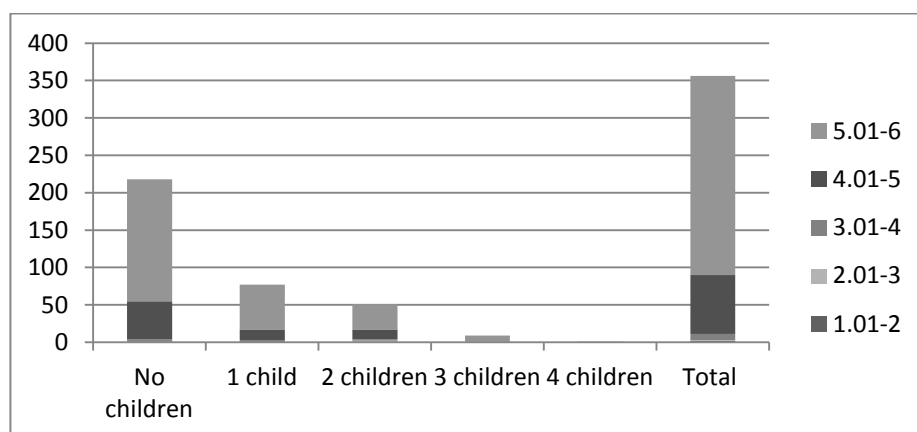


Figure 4.18: Histogram of the WLB benefit level of importance by number of respondents of each category of number of children age 12 to 18

Table 4.19: Level of importance of WLB benefits by number of respondents of each category of number of children age 12 to 18

Number of children age 12 to 18	1.01-2	2.01-3	3.01-4	4.01-5	5.01-6	Total by number of children
0	1	0	3	51	163	218
1	0	0	3	14	60	77
2	1	1	2	13	34	51
3	0	0	0	1	8	9
4	0	0	0	0	1	1
Total	2	1	8	79	266	356

A correlation analysis of the number of children the employees had in each age category with the dependent variables provided the following insights. Individuals having no children under the age of 6 were less likely to exhibit

OCBI ($r = -.103$, $p < .05$). Those having 2 children under the age of 6 were less likely to exhibit organizational commitment ($r = -.103$, $p < .05$) and IRB ($r = .112$, $p < .05$). Finally, employees having 3 children under the age of 6 were more likely to perceive that distributive justice was evident at their organization ($r = .101$, $p < .05$) and were more likely to exhibit OCBI ($r = .108$, $p < .05$).

Correlation analysis also indicates that employees with no children age 6 to 11 are less likely to exhibit both OCBI ($r = -.091$, $p < .05$) and OCBO ($r = -.105$, $p < .05$). Finally, correlation analysis reveals that individuals with 4 children age 12 to 18 are less likely to perceive that distributive justice is evident at the organization ($r = -.108$, $p < .05$).

4.5.4.5 Gender

Of the 408 surveyed, 40 (9.8%) did not answer this question. Of the remaining 368, 244 (66.3%) were men and 124 (33.7%) were women.

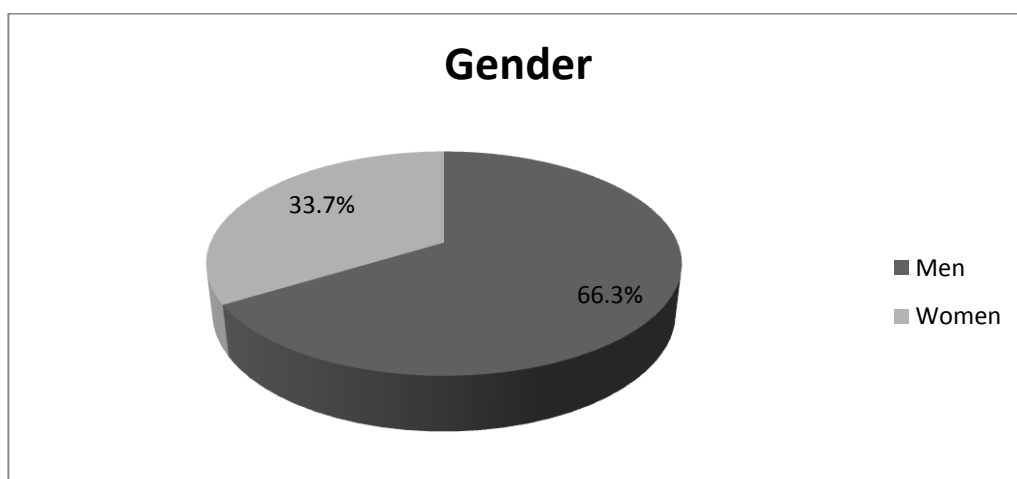


Figure 4.19: Percentage of respondents by gender

Following are the tables and figures of (1) the number of perceived WLB benefits offered by gender in Table 4.20 and Figure 4.20, (2) the number of the WLB benefits used by gender in Table 4.21 and Figure 4.21 and (3) the

level of importance of WLB benefits gender in Table 4.22 and Figure 4.22. Pair-wise comparisons of proportions between genders do not differ significantly except for the following cases: women were more likely to (1) perceive their work hours as being convenient ($p < .05$), (2) use convenient work hours ($p < .01$) and (3) place more importance on flexible hours ($p < .01$).

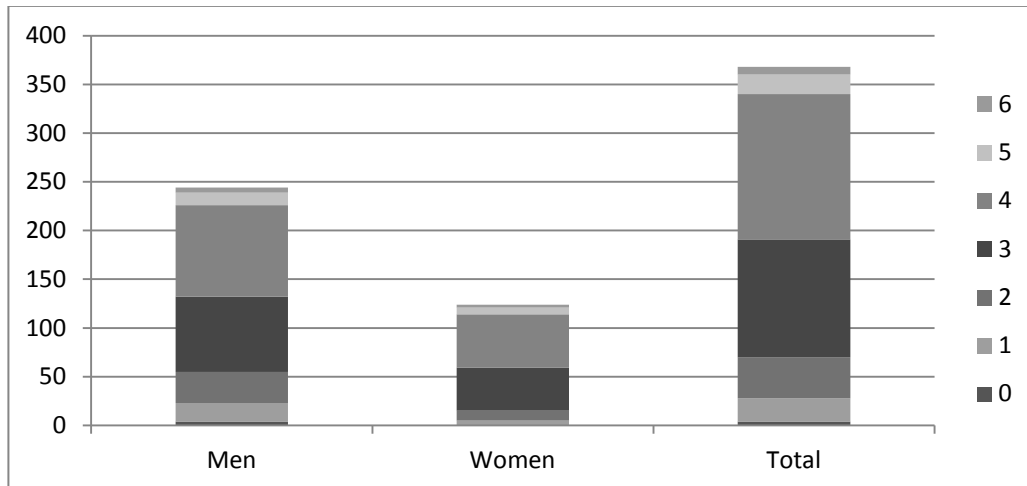


Figure 4.20: Histogram of the number of WLB benefits perceived as offered by gender

Table 4.20 Number of WLB benefits perceived as offered by gender

	0	1	2	3	4	5	6	Total
Men	4	19	32	77	94	13	5	244
Women	0	5	10	44	55	7	3	124
Total	4	24	42	121	149	20	8	368

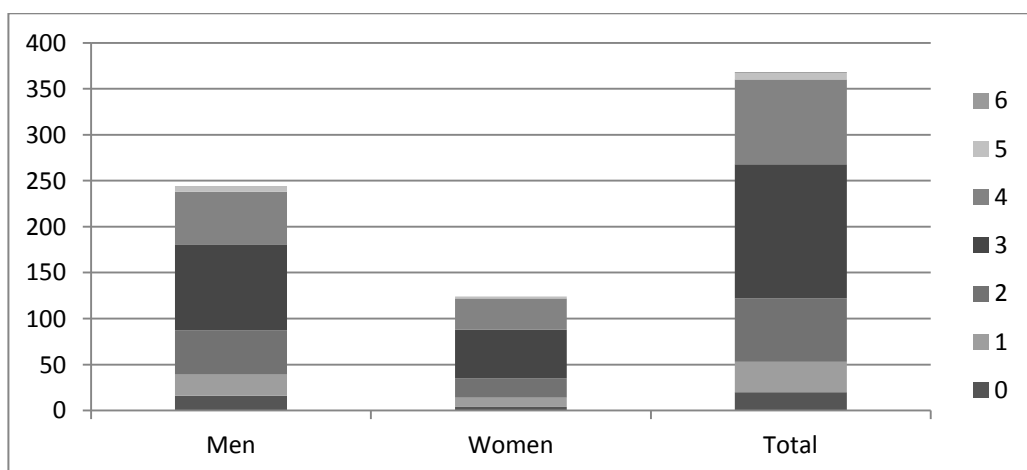
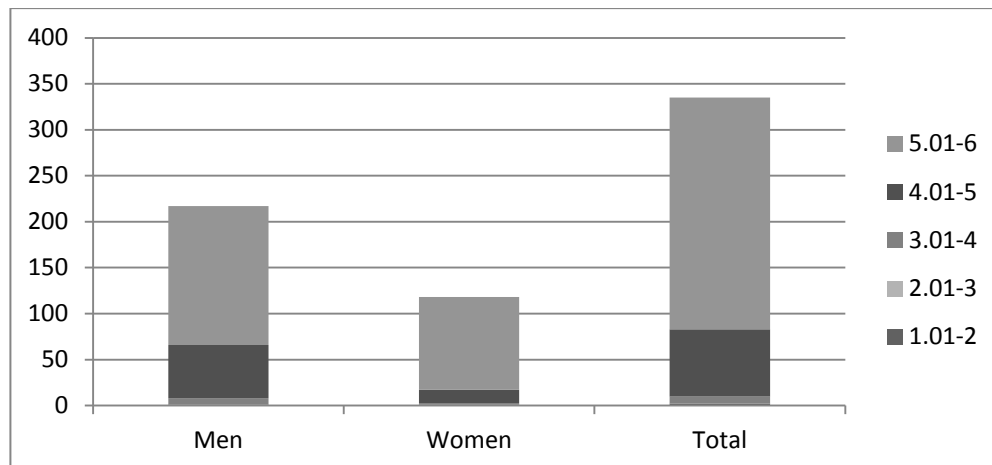


Figure 4.21: Histogram of the number of WLB benefits used by gender

Table 4.21: Number of WLB benefits used by gender

	0	1	2	3	4	5	6	Total
Men	16	23	48	93	58	5	1	244
Women	4	10	21	53	34	2	0	124
Total	20	33	69	146	92	7	1	368

**Figure 4.22: Histogram of the importance level of WLB benefits by gender****Table 4.22: Level of importance of WLB benefits by gender**

	1.01-2	2.01-3	3.01-4	4.01-5	5.01-6	Total
Men	1	0	7	58	151	217
Women	1	0	1	15	101	118
Total	2	0	8	73	252	335

Correlation analysis between gender and the dependent variables revealed that women are less likely to exhibit OCBO ($r = -.145$, $p < .01$). All other correlations with gender are insignificant.

4.5.5 Correlations of Independent Variables with Moderating, Mediating and Dependent Variables

For the following correlations see Table 4.23 below. POWLB benefits offered was significantly correlated to WLBused ($r = .631$ $p < .001$), WLBimp ($r = .107$ $p < .05$), communication ($r = .294$ $p < .001$), distributive justice ($r = .116$ $p < .05$) and POS ($r = .125$ $p < .05$). WLBused was significantly correlated to WLBimp

($r=.120$ $p<.05$), communication ($r=.340$ $p<.001$), distributive justice ($r=.152$ $p<.01$) and POS ($r=.145$ $p<.01$). The two measures of reciprocity, in addition to being correlated with each other ($r=.957$ $p<.001$) are significantly correlated with all dependent variables except IRB.

Distributive justice was significantly correlated with job satisfaction ($r=.406$ $p<.001$) and POS ($r=.449$ $p<.001$) and organizational commitment ($r=.271$ $p<.001$). Job satisfaction was significantly correlated with POS ($r=.473$ $p<.001$), organizational commitment ($r=.579$ $p<.001$) and OCBI ($r=.146$ $p<.01$). POS was significantly correlated with organizational commitment ($r=.540$ $p<.001$). Organizational commitment was significantly correlated with OCBI ($r=.133$ $p<.01$). OCBI was significantly correlated to OCBO ($r=.661$ $p<.001$) and IRB ($r=.682$ $p<.001$). OCBO was significantly correlated to IRB ($r=.784$ $p<.001$).

4.6 Summary

This chapter presented the analysis of the collected data through correlations, descriptions and multilevel analysis. First, the reliability of the measures WLBused, WLBimp and POWLB have been verified through calculation of Cronbach's alpha in addition to correlation analysis. This step of the analysis has not clarified whether WLBused or WLBimp should be utilized as the measure for value of WLB benefits in the model. Therefore both were used in the appropriate moderation models.

Table 4.23: Correlations of POWLB, WLBused, WLBimp, communication, reciprocity, attitudes and behaviors

	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13
1 POWLB	3.31	1.128	.847												
2 WLBused	2.75	1.209	.631†	.769											
3 WLBimp	2.72	1.222	.107*	.120*	.731										
4 Comm	3.37	.679	.294†	.340†	-.025	.883									
5 Rec5	3.11	.695	-.029	-.017	.024	-.088	.656								
6 Rec4	2.96	.828	-.038	-.024	-.010	-.061	.957†	.806							
7 DJ	17.79	4.661	.116*	.152†	-.035	.028	-.169*	-.197†	.880						
8 JS	22.19	4.668	.017	-.008	-.011	.032	-.265†	-.281†	.406†	.896					
9 POS	37.22	9.807	.125*	.145†	-.054	.062	-.162*	-.150*	.449†	.473†	.897				
10 OC	48.88	10.081	.069	.096	-.010	.062	-.253†	-.286†	.271†	.579†	.540†	.877			
11 OCBI	27.48	4.577	.017	.024	-.087	.028	-.214†	-.206†	.073	.146†	.026	.133†	.878		
12 OCBO	26.04	5.163	-.053	-.005	-.090	.042	-.158*	-.142*	.038	.054	-.018	.042	.611†	.797	
13 IRB	26.99	7.949	.025	.034	-.085	-.012	-.124	-.115	.059	.073	-.040	.047	.682†	.784†	.941

†p< 0.01 (1-tailed)

* p< 0.05 (1-tailed)

Additional reliability analysis has also been performed for reciprocity due to the borderline acceptability of the measure as used in literature. By removing one of the questions a stronger Cronbach's alpha was obtained. However, correlation analysis was inconclusive in determining which of the two measures should be utilized as the measure for reciprocity. Therefore, both were utilized in the relevant moderation models.

The descriptive description of the control variables for individual responses regarding which of the WLB benefits they perceived as offered, which they used and the importance placed on them, revealed relevant information. This analysis showed that certain categories of individuals are more likely to perceive specific benefits as being offered, to use specific benefits and to place greater importance on specific benefits. This information can be useful in several ways and will be discussed in greater detail in Chapter 6.

Multilevel analysis indicated that nesting by supervisor is more significant to the modeling of OCBO than nesting by location. In addition to OCBO, nesting for supervisor was found to be significant when modeling organizational commitment, OCBI and IRB. However, multilevel analysis was not significant for modeling DJ, POS and JS.

The correlation analysis of proposed independent, moderating and dependent variables indicate that there are several relationships between variables. Regression will be presented in Chapter 5 to analyze direct, moderating and mediating models.

Chapter 5 Results

5.1 Introduction

The initial objective of this chapter is the presentation of the results of the regression analysis performed on the data collected through the questionnaires. This is accomplished by discussing whether or not each hypothesis is supported by the analysis of the data. The presentation of this work begins with a discussion about the analysis of the results for H7, the hypothesis that communication moderates the relationship between POWLB and the value placed on the benefits. The remainder of the discussion of results is organized by dependent variables with tables showing the progression of regression models.

Following the results of the quantitative analysis, information regarding the collection of qualitative data gathered is given. First qualitative feedback provided on the questionnaire is discussed. This is followed by information collected during interviews. Interviews were conducted in order that the relationships between the variables of the model would be better understood.

All moderation effects are tested using the method suggested by Aiken and West (1991). This includes using centralized terms for POWLB and the moderating term being investigated. When the interaction term indicates a significant effect, the effects of both the centralized POWLB and the centralized moderating terms must remain the same in models where the interaction term is included and where it is not included. If these conditions are met then there is support for the hypothesis for moderation.

Mediated hypothesis are tested based on the method used by Baron and Kenny (1986) to determine whether or not the hypotheses are supported. Specifically, in order for an effect to be considered a mediation effect, the relationships 'a', 'b' and 'c' shown in the Figure 5.1 below must all be significant. Additionally, when controlling for paths 'a' and 'b', path 'c' is must no longer be significant.

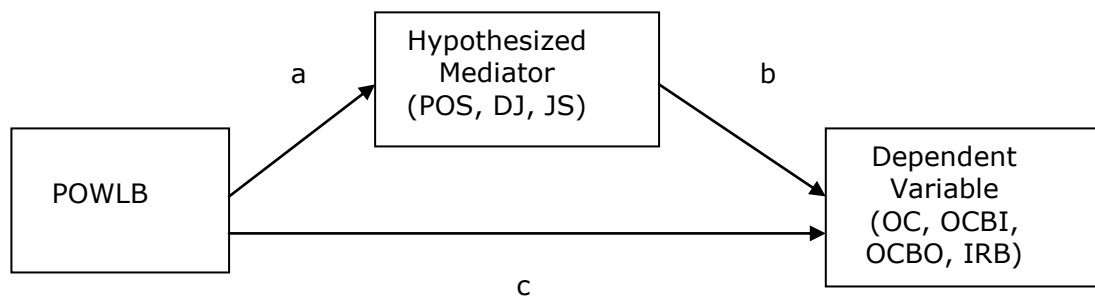


Figure 5.1: Diagram of mediation model as suggested by Baron and Kenny (1986)

The summary provides an overview of the revised, supported models. Also, found in the summary of this chapter, a summary table provides a synopsis of the hypothesis and whether or not analysis provides support.

5.2 Communication as a moderator of POWLB and value (H7)

In addition to the descriptive statistics, relating to the outcomes, discussed in Chapter 4, the descriptive statistics for communication will be discussed here. The first of these statistics will show the frequency of responses to communication. This will be utilized to determine the overall effectiveness of communication at the organization studied.

The possible communication measures are 0, 1, 2, 3 and 4. Zero would indicate that the respondent did not know that (1) child care assistance was not offered, (2) elderly care assistance was not offered, (3) educational

assistance was offered and (4) flexible hours were offered. A result with score of 4 would indicate that the respondent correctly knew about the four WLB benefits. Nearly 10% of employees scored 2 or less on this measure. A measure of 3 for communication was obtained by 42.4% of respondents and 47.8% scored 4. Since more than 50% of employees did not correctly perceive the offering of these benefits, it is suggested that for these types of benefits the communication is either lacking or ineffective. The two additional WLB benefits on the questionnaire, convenient work hours and convenient holiday, were not included in the measure of communication because whether or not these are offered is an individual judgment of the convenience of the benefits.

The HR liaison assigned as a contact was interviewed in order to identify the WLB benefits actually offered; this information was used for measuring the communication of the benefits. This interview was conducted during a visit to pick up a batch of returned questionnaires. Additionally, demographic information about the organization's employees was identified to ensure that the sample was representative of the organization.

The WLB benefits listed on the questionnaire that are actually offered by the organization include: flexible hours (for employees in certain departments), vacation as requested (peak request periods are staggered so that all departments can remain staffed), convenient work hours (most departments work 5 mornings until 2:30 pm and one afternoon until 4:30 pm each week), and educational assistance. The WLB benefits listed on the questionnaire that were not offered include elderly care assistance and child care assistance (summer facilities arranged but not paid by the organization). There is only

one WLB benefit offered by the organization that was not listed on the questionnaire: telecommuting (for part of the week and limited to employees in certain departments).

Males account for 63.3% of the employees of the organization, while 36.7% are female. The percentages of employees in the different age categories are as follows: aged 18-24 0.9%, aged 25-31 6.5%, aged 32-40 28.7%, aged 41-50 45.1%, and over the age of 50 18.8%. No records are kept regarding employee marital status or number or age of their children. All employees are Greek Cypriot.

H7: The value that the benefit system is perceived to offer by employees is strengthened by effective communication of WLB benefits.

Effective communication was measured by comparing the respondent's reply to whether or not each of four of the six WLB benefits were offered to the actual benefits offered as indicated by human resources personnel. The summation of the replies that matched the information provided by the human resources department was used as the measure of communication.

Multilevel analysis indicates that the variation of value, whether measured by WLB benefits used (WLBused) or importance of WLB benefits (WLBimp), was not significantly explained by supervisor to require multilevel modeling. WLBused had a variance of .108, ICC of 7.4% and a WaldZ of 1.722 ($p > .05$). WLBimp had a variance of .033, ICC of 8.5% and a WaldZ of 1.866 ($p > .05$). The results of running OLS regression on each of the measures of value, WLBused and WLBimp, are shown in table 5.1.

Table 5.1: Regression steps for value (measured by WLBused and WLBimp) by controls, POWLB, communication and interaction (POWLB X comm)

Variables	WLBused				WLBimp			
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8
Intercept	2.139	-1.160	-.761	-.694	6.685†	6.430†	6.256†	6.333†
1. Male	-.195	-.005	.002	.000	-.261**	-.248**	-.252**	-.256**
No children under age 6	2.615*	4.564†	4.220†	4.102†	-.032	.122	.275	.143
One child under age 6	2.692*	4.641†	4.288†	4.177†	.034	.194	.353	.232
Two children under age 6	3.003*	4.623†	4.250†	4.123†	-.050	.087	.253	.117
Three children under age 6	3.943**	5.022†	4.872†	4.753†	.197	.288	.355	.223
Four children under age 6	2.348	4.137†	3.804†	3.672†	.096	.246	.395	.253
2. POWLB		.790†	.743†	.790†		.067	.088*	.148**
3. Communication			.114*	.101			-.051	-.067
4. POWLB X communication				.050				.058
R ²	.075	.490	.497	.499	.074	.084	.089	.096
Δ ²	.075	.460	.007	.001	.074	.010	.005	.007

Note: Δ² is incremental R² and are given for the entire step. Unstandardized B's are then presented for all of the variables that were entered during that particular step. Insignificant controls variables to all models are not shown on the table. OLS regression was used; POWLB and communication variables are centralized. † p<.001 (2-tailed) **p<0.01 (2-tailed) *p< 0.05 (2-tailed)

In Table 5.1, Models 1 and 5 include all control variables only, adding the centered variable or POWLB are shown in Models 2 and 6, adding the centered variable for communication are in Models 3 and 7 and adding the interaction term are in Models 4 and 8. The analysis indicates that the relationship between POWLB and value, as either WLBused or WLBimp, is not moderated by communication due to an insignificant interaction term in either case ($p > .05$). There is no support for H7.

5.3 Regression Models for Distributive Justice (H1 and H6a)

There are two hypotheses forming the basis of the model of distributive justice. The first of these hypotheses relate the POWLB to distributive justice directly (H1) and the second proposes that value of WLB benefits moderates the relationship (H6a). The regression results for these two relationships are presented in Table 5.2. Running an analysis for the multilevel effect of supervisor indicates that nesting does not affect this model (explained variance=.045, ICC=6.3%, WaldZ=1.468 ($p > .05$)).

H1: There is a positive relationship between WLB benefits as perceived by employees and distributive justice.

H6a: The relationship between WLB benefits as perceived by employees and distributive justice is strengthened by the value placed on the WLB benefits.

Table 5.2: Regression steps for distributive justice by controls, POWLB, value and interaction (POWLB X value)

Variables	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
Intercept	1.518	.974	1.425	1.571	.990	.898
1. Age from 41 to 50	.325*	.306	.329*	.333*	.304	.306
Single	.056	.088	.101	.091	.089	.108
Divorced	-.254	-.321	-.337	-.350	-.324	-.298
Engaged	-.496	-.307	-.259	-.328	-.306	-.298
No children age 6 to 11	.106	.225	.211	.219	.222	.255
One child age 6 to 11	.054	.173	.144	.163	.172	.213
Two children age 6 to 11	.093	.217	.161	.175	.215	.266
No children age 12 to 18	1.967*	2.046*	2.158*	2.158*	2.034*	2.109*
One child age 12 to 18	2.071*	2.150*	2.237**	2.232**	2.138*	2.206*
Two children age 12 to 18	2.066*	2.139*	2.223**	2.232**	2.126*	2.195*
Three children age 12 to 18	1.769	1.855*	1.932*	1.912*	1.846*	1.939*
2. POWLB		.145**	.047	.073	.145**	.150**
3. Value(WLBused)			.150*	.138		
4. POWLB X Value(WLBused)				.045		
5. Value(WLBimp)					-.009	.020
6. POWLB X Value(WLBimp)						.062
R ²	.075	.098	.112	.115	.098	.105
Δ^2	.075	.023	.014	.003	.000	.007

Note: Δ^2 is incremental R², and are given for the entire step. Unstandardized B's are then presented for all of the variables that were entered during that particular step. For consistency, insignificant controls variables to all models of DJ, POS and JS are not shown on the table. POWLB and value variables are centralized. **p<0.01 (2-tailed) *p< 0.05 (2-tailed)

Table 5.2 shows the model of distributive justice with only the controls entered (Model 1) and adding the variable for centralized POWLB (Model 2). This shows a significant result for POWLB modeling distributive justice and providing support for H1. In Models 3 and 5 the centralized moderating variables for value are added, WLBused (Model 3) and WLBimp (Model 5). Finally, the interaction terms are added in Models 4 and 6. The interaction terms are not significant to the model; therefore no support is shown for H6a; value does not moderate the relationship.

5.4 Regression Models for POS (H2 and H6b)

There are two hypotheses forming the basis of the model of POS. The first of these hypotheses relate the perceived offering of WLB benefits to POS directly and the second proposes that the value of WLB benefits moderates the relationship. The regression results for these two relationships are presented in Table 5.3. Running a multilevel analysis for the effect of supervisor shows explained variance=.087, ICC=7.9%, WaldZ=1.859 ($p>.05$) and indicates that nesting does not affect this model.

H2: There is a positive relationship between WLB benefits as perceived by employees and their perceptions of organizational support.

H6b: The relationship between WLB benefits as perceived by employees and their perceptions of organizational support is strengthened by the value placed on the WLB benefits.

Table 5.3: Regression steps for perceived organizational support by controls, POWLB, value, and interaction (POWLB X value)

Variables	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
Intercept	4.130*	3.437*	3.794*	4.051*	3.509*	3.412*
1. Age from 41 to 50	.229	.202	.213	.221	.194	.195
Single	-.443	-.394	-.381	-.402	-.393	-.376
Divorced	-.601	-.617	-.623	-.686*	-.639	-.657*
Engaged	-1.767*	-1.520*	-1.480	-1.608*	-1.517*	-1.507*
No children age 6 to 11	-.212	-.062	-.076	-.057	-.076	-.040
One child age 6 to 11	-.112	.043	.018	.055	.037	.081
Two children age 6 to 11	-.273	-.112	-.156	-.128	-.120	-.068
No children age 12 to 18	1.511	1.607	1.688	1.691	1.554	1.630
One child age 12 to 18	1.349	1.451	1.517	1.509	1.399	1.467
Two children age 12 to 18	1.516	1.614	1.676	1.694	1.555	1.623
Three children age 12 to 18	1.328	1.394	1.470	1.428	1.350	1.432
2. POWLB		.185**	.111	.160	.188*	.194*
3. Value(WLBused)			.114	.092		
4. POWLB X Value(WLBused)				.082		
5. Value(WLBimp)					-.042	-.014
6. POWLB X Value(WLBimp)						.063
R ²	.063	.089	.095	.102	.090	.095
Δ^2	.063	.026	.006	.007	.001	.005

Note: Δ^2 is incremental R², and is given for the entire step. Unstandardized B's are then presented for all of the variables that were entered during that particular step. For consistency, insignificant controls variables to all models of DJ, POS and JS are not shown on the table. POWLB and value variables are centralized. **p<0.01 (2-tailed) *p<0.05 (2-tailed)

The regression results for H2 are shown in Table 5.3. Model 1 shows the regression results of all control variables on POS. Model 2 shows the results of adding the centralized variable for POWLB. This shows a significant result for POWLB modeling POS and providing support for H2. In Models 3 and 5 the centralized moderating variables for value are added, WLBused (Model 3) and WLBimp (Model 5). Finally, the interaction terms are added in Models 4 and 6. The interaction terms are not significant to the model; therefore no support is shown for H6b, value does not moderate the relationship.

5.5 Regression Models for Job Satisfaction (H3 and H6c)

There are two hypotheses forming the basis of the model of job satisfaction. The first of these hypotheses relate the perceived offering of WLB benefits to job satisfaction directly and the second proposes that value of WLB benefits moderates the relationship. The regression results for these two relationships are presented in Table 5.4. Running a multilevel analysis for the effect of supervisor showed explained variance=.011, ICC=2.1%, WaldZ=.602 ($p>.05$) and indicates that nesting does not affect this model.

H3: There is a positive relationship between WLB benefits as perceived by employees and job satisfaction.

H6c: The relationship between WLB benefits as perceived by employees and job satisfaction is strengthened by the value placed on the WLB benefits.

Table 5.4: Regression steps for job satisfaction by controls, POWLB, value and interaction (POWLB X value)

Variables	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
Intercept	1.458	1.391	1.436	1.547	1.369	1.198
1. Age from 41 to 50	.269***	.267	.268	.272*	.270	.270*
Single	-.367*	-.363*	-.362*	-.369*	-.364*	-.324*
Divorced	.023	.015	.014	.004	.019	.072
Engaged	-1.358*	-1.334*	-1.330*	-1.383*	-1.336*	-1.315*
No children age 6 to 11	.848*	.863*	.861*	.867*	.867*	.929*
One child age 6 to 11	.833*	.848*	.844*	.858*	.849*	.926*
Two children age 6 to 11	.887*	.903*	.897*	.908*	.905*	1.003*
No children age 12 to 18	1.296	1.306	1.316	1.316	1.322	1.465*
One child age 12 to 18	1.249	1.259	1.268	1.264	1.275	1.408
Two children age 12 to 18	1.183	1.192	1.200	1.207	1.210	1.341
Three children age 12 to 18	1.059	1.069	1.077	1.062	1.082	1.265
2. POWLB		.018	.008	.028	.017	.026
3. Value(WLBused)			.014	.005		
4. POWLB X Value(WLBused)				.034		
5. Value(WLBimp)					.013	.070
6. POWLB X Value(WLBimp)						.121**
R ²	.077	.077	.077	.080	.077	.112
Δ^2	.077	.000	.000	.003	.000	.035

Note: Δ^2 is incremental R², and is given for the entire step. Unstandardized B's are then presented for all of the variables that were entered during that particular step. For consistency, insignificant controls variables to all models of DJ, POS and JS are not shown on the table. POWLB and value variables are centralized. **p<0.01 (2-tailed) *p< 0.05 (2-tailed) ***p=.050

The regression results for H2 are shown in Table 5.4. Model 1 shows the regression results of all control variables on job satisfaction. Model 2 shows the results of adding the centralized variable for POWLB. This shows an insignificant result for POWLB modeling POS and indicates a lack of support for H3. In Models 3 and 5 the centralized moderating variables for value are added, WLBused (Model 3) and WLBimp (Model 5). Finally, the interaction terms are added in Models 4 and 6. The interaction term for POWLB and value as measured by WLBused is not significant to the model; however, the interaction term for POWLB and value as measured by WLBimp is significant. Therefore support is shown for H6c, value does moderate the relationship.

Figure 5.2 represents this moderated relationship. The intercept of the model would change for each combination of controls according to the betas as shown in Model 6 of table 5.4.

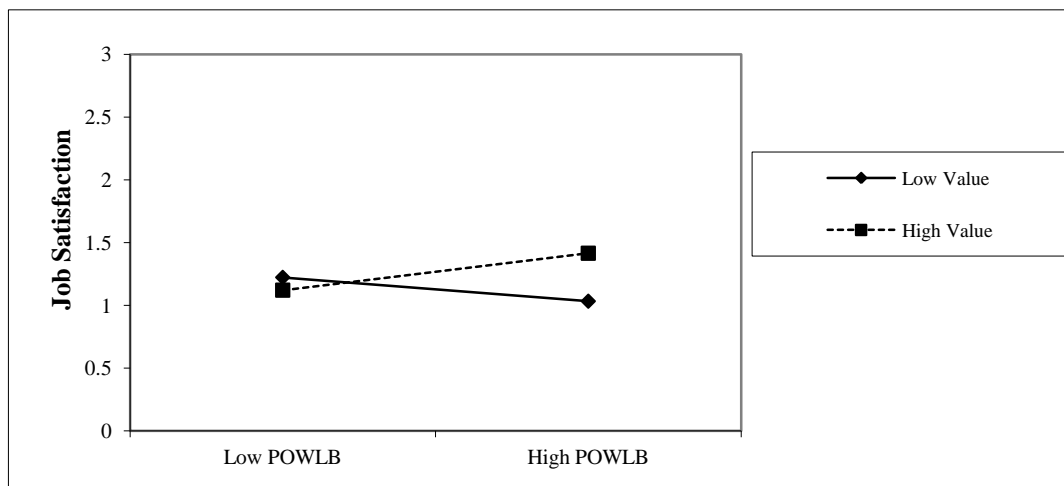


Figure 5.2: Graph of job satisfaction as modeled by POWLB moderated by value

5.6 Regression Models for Organizational Commitment (H4, H6d, H8b, H9b, H10b and H11b)

There are six hypotheses forming the basis of the model of organizational commitment. The first of these hypotheses relate the perceived offering of WLB benefits to organizational commitment directly. The second proposes that

value of WLB benefits moderates the relationship. The third proposes that reciprocity moderates the relationship. The fourth, fifth and six models propose that the relationship is mediated by POS, DJ and JS respectively. The regression results for these relationships are presented in Table 5.5. The details about what is added to each model can be found in the accompanying notes of Table 5.5. Running a multilevel analysis for the effect of supervisor shows explained variance=.095, ICC=9.8%, WaldZ=2.113 ($p<.05$) and indicates that nesting does affect this model.

H4: There is a positive relationship between WLB benefits as perceived by employees and organizational commitment.

H6d: The relationship between WLB benefits as perceived by employees and organizational commitment is strengthened by the value placed on the WLB benefits.

H8b: The relationship between WLB benefits perceived as offered and organizational commitment is strengthened by reciprocity.

H9b: POS mediates the relationship between WLB benefits perceived as offered and organizational commitment.

H10b: Perceptions of distributive justice mediate the relationship between WLB benefits perceived as offered and organizational commitment.

H11b: Feelings of job satisfaction mediate the relationship between WLB benefits perceived as offered and organizational commitment.

In Model 3 of Table 5.5, the regression results indicate that POWLB has a significant effect on the model for organizational commitment which provides support for H4. Models 14 and 17 show that, when adding the moderating and

interaction terms for value measured by WLBused to the model including terms for moderation of reciprocity, the effects are significant. When comparing these models to Models 13 and 16 with only the moderating term (WLBused), it is shown that the centralized POWLB and centralized WLBused terms are insignificant in both models. This indicates that there is support for hypothesis H6d; value does moderate the relationship. Furthermore, Model 17 provides a better fit as shown by the lower BIC when compared to Model 14. Figure 5.3 represents this moderated relationship. The intercept of the model would differ by supervisor.

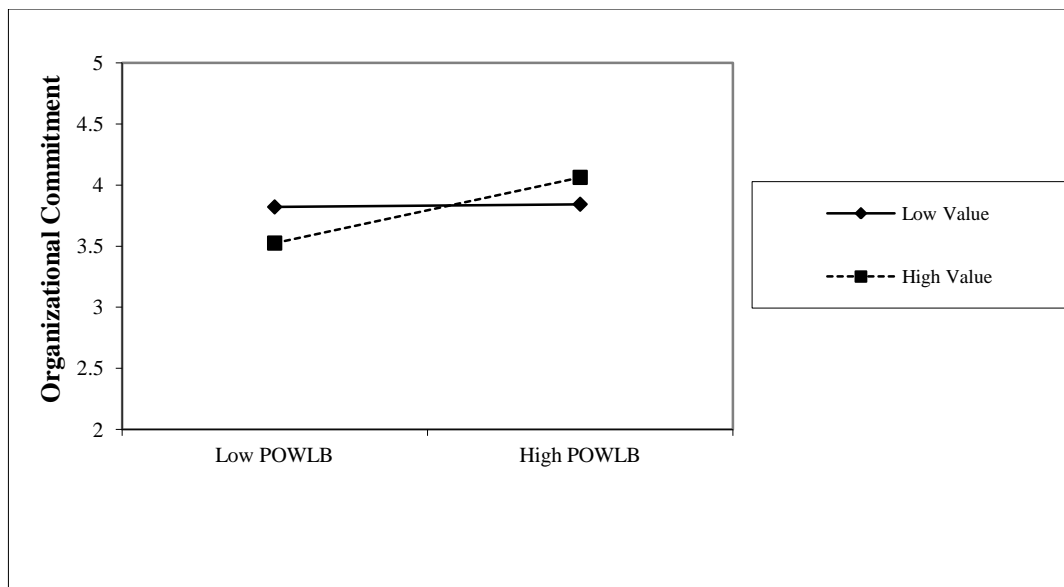


Figure 5.3: Graph of organizational commitment as modeled by POWLB moderated by value

Models 9, 11, 14, 17 19 and 21 in Table 5.5 include the moderator and interaction terms for reciprocity. The interaction term in each of these models is insignificant, whether the model does include moderation for value or includes moderation by value measured by either WLBused or WLBimp. There is no support for H8b; reciprocity does not moderate the relationship.

Table 5.5: Hierarchical regression for organizational commitment by controls, POWLB, value, interaction (POWLB X value), reciprocity, interaction (POWLB X reciprocity) and proposed mediators distributive justice, POS and job satisfaction

Variables	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
Intercept (MLM)	5.486*+ μ_{0j} *	2.428+ μ_{0j} *	2.082+ μ_{0j} *	2.481+ μ_{0j} **	2.582+* μ_{0j} *	1.875+ μ_{0j} *	1.772+ μ_{0j} *
1. Age from 25 to 31		.455	.417	.439	.443	.428	.436
Male		.082	.097	.094	.086	.103	.120
Married		1.896**	1.787**	1.744*	1.791*	1.761*	1.760*
Single		1.389*	1.300	1.274	1.317	1.230	1.256
No children age 6 to 11		.476	.570	.556	.562	.960	.634
One child age 6 to 11		.567	.657	.631	.648	.669	.725
Two children age 6 to 11		.478	.562	.518	.530	.574	.638
2. POWLB			.104*	.038	.065	.124*	.135*
3. Value(WLBused)				.102	.094		
4. POWLB X Value(WLBused)					.040		
5. Value(WLBimp)						.007	.047
6. POWLB X Value(WLBimp)							.079
7. Reciprocity (Rec5)							
8. POWLB X Rec5							
9. Reciprocity (Rec4)							
10. POWLB X Rec4							
BIC	1142.925	977.271	977.487	978.928	982.501	902.816	904.025
Δ BIC		-165.654	.216	1.441	3.573	-74.671	1.209

See notes after fourth page of continued table.

Table 5.5: Hierarchical regression for organizational commitment by controls, POWLB, value, interaction (POWLB X value), reciprocity, interaction (POWLB X reciprocity) and proposed mediators distributive justice, POS and job satisfaction

Variables	Model 8	Model 9	Model 10	Model 11	Model 12	Model 13	Model 14
Intercept (MLM)	3.532*+ μ_{0i} *	3.350*+ μ_{0i} *	3.527*+ μ_{0i} *	3.330*+ μ_{0i} *	4.170**+ μ_{0i} *	3.442*+ μ_{0i} *	3.910**+ μ_{0i} *
1. Age from 25 to 31	.391	.397	.426	.423	.372	.403	.372
Male	.020	.015	-.002	-.009	.006	.017	-.006
Married	.268	.268	.235	.219	.256	.270	.249
Single	-.323	-.310	-.358	-.364	-.353	-.312	-.336
No children age 6 to 11	.278	.233	.272	.218	.289	.232	.214
One child age 6 to 11	.554	.511	.560	.513	.587	.507	.523
Two children age 6 to 11	.524	.490	.536	.493	.551	.482	.505
2. POWLB	.100	.096	.096	.090	.131	.080	.143
3. Value(WLBused)					.011	.024	-.008
4. POWLB X Value(WLBused)					.117*		.140*
5. Value(WLBimp)							
6. POWLB X Value(WLBimp)							
7. Reciprocity (Rec5)	-.236†	-.238†			-.222†	-.237†	-.223†
8. POWLB X Rec5		-.058				-.056	-.100
9. Reciprocity (Rec4)			-.271†	-.276†			
10. POWLB X Rec4				-.065			
BIC	524.900	527.705	520.278	522.892	527.478	530.506	528.975
Δ BIC	-452.587	2.805	-457.209	2.614	-455.023		1.497

See notes after fourth page of continued table.

Table 5.5: Hierarchical regression for organizational commitment by controls, POWLB, value, interaction (POWLB X value), reciprocity, interaction (POWLB X reciprocity) and proposed mediators distributive justice, POS and job satisfaction

Variables	Model 15	Model 16	Model 17	Model 18	Model 19	Model 20	Model 21
Intercept (MLM)	4.100**+ μ_{0i} *	3.374*+ μ_{0i} *	3.813**+ μ_{0i} *	3.421*+ μ_{0i}	3.299*+ μ_{0i}	3.483*+ μ_{0i}	3.338*+ μ_{0i}
1. Age from 25 to 31	.401	4.26	.392	.454	.452	.477	.471
Male	-.012	-.008	-.027	.039	.038	.011	.006
Married	.224	.220	.192	.212	.204	.175	.156
Single	-.386	-.366	-.401	-.566	-.554	-.590	-.595
No children age 6 to 11	.285	.218	.201	.342	.300	.333	.283
One child age 6 to 11	.592	.511	.527	.628	.585	.640	.592
Two children age 6 to 11	.564	.489	.507	.608	.577	.617	.576
2. POWLB	.129	.082	.140	.100	.100	.098	.096
3. Value(WLBused)	.004	.011	-.019				
4. POWLB X Value(WLBused)	.108		.129*				
5. Value(WLBimp)				.055	.055	.037	.035
6. POWLB X Value(WLBimp)				.136	.129	.129	.120
7. Reciprocity (Rec5)				-.241†	-.239**		
8. POWLB X Rec5					-.049		
9. Reciprocity (Rec4)	-.255†	-.275†	-.261†			-.268†	-.270†
10. POWLB X Rec4		-.063	-.104				-.054
BIC	523.485	525.757	524.895	472.637	475.466	469.713	472.467
Δ BIC	-459.016		1.41	-431.388	2.829	-434.312	2.754

See notes after fourth page of continued table.

Table 5.5 continued: Hierarchical regression for organizational commitment by controls, POWLB, value, interaction (POWLB X value), reciprocity, interaction (POWLB X reciprocity) and proposed mediators distributive justice, POS and job satisfaction.

Variables	Model 22	Model 23	Model 24	Model 25	Model 26	Model 27
Intercept (MLM)	3.693*+ μ_{0j} *	4.832**+ μ_{0j} *	3.750**+ μ_{0j}	5.036†+ μ_{0j}	5.496†+ μ_{0j} *	5.903†+ μ_{0j}
1. Age from 25 to 31	.385	.245	.328	.231	.177	.077
Male	.029	-.088	.104	-.066	-.009	-.125
Married	1.684**	.095	1.023	-.028	.847	.012
Single	1.204	-.467	.745	-.354	.594	-.202
No children age 6 to 11	.355	.144	.527	.237	-.212	-.301
One child age 6 to 11	.437	.460	.590	.522	-.146	-.025
Two children age 6 to 11	.339	.412	.541	.516	-.271	-.061
2. POWLB		.122		.071		.075
3. Value(WLBused)		-.049		-.041		-.016
4. POWLB X Value(WLBused)		.111		.094		.107*
9. Reciprocity (Rec4)		-.225†		-.215†		-.139*
10. POWLB X Rec4		-.062		-.032		-.091
11. Distributive justice	.301†	.232†				
12. POS			.498†	.380†		
13. Job satisfaction					.536†	.414†
BIC	926.875	512.205	864.986	483.305	841.267	482.369
Δ BIC		-12.690		-41.59		-42.526

See notes on following page.

NOTES for Table 5.5: BIC is Schwarz's Bayesian Criterion; Δ BIC is the change in Schwarz's Bayesian Criterion from the previous model level. POS is perceived organizational support. Regression was run using SPSS mixed models. For consistency, insignificant controls variables to all models of OC, OCBI, OCBO and IRB are not shown on the table. POWLB, value, reciprocity, distributive justice, POS and job satisfaction variables are all centralized. Model 1: Multilevel modeling for supervisor Model 2: All controls added Model 3: Independent variable (POWLB) added Model 4: Moderating variable value (WLBused) added Model 5: Interaction term added Model 6: Moderating variable value (WLBimp) added; comparison made to model 3 Model 7: Interaction term added (Only one of the two value variables should be used) Model 8: Moderating variable reciprocity (Rec5) added without moderation by value; comparison made to model 3 Model 9: Interaction term added Model 10 Moderating variable reciprocity (Rec4) added without moderation by value; comparison made to model 3 Model 11 Interaction term added (Only one of the two reciprocity variables should be used) Model 12 Moderating variable reciprocity (rec5) added to model with moderation by value (WLBused); comparison made to model 5 Model 13: Interaction added (interaction for value removed) Model 14: Interaction for value added Model 15: Moderating variable reciprocity (rec4) added to model with moderation by value (WLBused); comparison made to model 5 Model 16: Interaction for reciprocity added (interaction for value removed) Model 17: Interaction term for reciprocity (Rec4) added Model 18: Moderating variable reciprocity (rec5) added with moderation by value (WLBimp); comparison made to model 7 Model 19: Interaction term added Model 20: Moderating variable reciprocity (rec4) added with moderation by value (WLBimp); comparison made to model 7 Model 21: Interaction term added. Model 22: Distributive justice added to model with controls only; comparison made to model 2 Model 23: DJ added to model with moderation by value (WLBused) and reciprocity (Rec4) as mediator to model 17 (as best previous fit) Model 24: POS added to model with controls only; comparison made to model 2 Model 25: POS added to model with moderation by value (WLBused) and reciprocity (Rec4) as mediator to model 17 (as best fit) Model 26: JS added to model with controls only; comparison made to model 2 Model 27: JS added to model with moderators for value (WLBused) and reciprocity (Rec4) as mediator to model 17 as best fit †p<0.001(2-tailed) ** p<0.01 (2-tailed) *p<0.05 (2-tailed)

There are three proposed mediators of the relationship between POWLB and organizational commitment: POS, DJ and JS. Using the model by Baron and Kenny (1986), shown at the beginning of this chapter, to determine mediation there must be a significant relationships along paths 'a', 'b' and 'c' of Figure 5.1. Path 'c', the relationship between POWLB and OC is the same for all three mediation models. This path was shown to be significant by the discussion above indicating support for H6d; POWLB is significant to the model of OC when moderated by value (Model 17 of Table 5.5).

When examining POS as a mediator of the relationship, path 'a' was shown to be significant by the support for H2; POWLB is significant to the model of POS

directly (Model 2 of Table 5.3). In Table 5.5, Model 24 shows that POS is significant to the model of organizational commitment. This clarifies that Path 'b' is a significant relationship. Finally, when controlling for paths 'a' and 'b', the relationship between POWLB and OC is no longer significant (Table 5.5 Model 25). Therefore support is shown for H9b; POS mediates the relationship between POWLB and OC.

When analyzing distributive justice as a mediator of the relationship, path 'a' was shown to be significant by the support for H1; POWLB is significant to the model of DJ directly (Model 2 of Table 5.2). In Table 5.5, Model 22 shows that DJ is significant to the model of organizational commitment. This clarifies that path 'b' is a significant relationship. Finally, when controlling for paths 'a' and 'b', the relationship between POWLB and OC is no longer significant (Table 5.5 Model 23). Therefore support is shown for H10b; DJ mediates the relationship between POWLB and OC.

The final mediation model to be tested is job satisfaction. When analyzing job satisfaction as a mediator of the relationship, path 'a' was shown to be significant by the support for H6c; POWLB is significant to the model of JS when moderated by value (Model 6 of Table 5.4). In Table 5.5, Model 26 shows that JS is significant to the model of organizational commitment. This clarifies that Path 'b' is a significant relationship. Finally, when controlling for paths 'a' and 'b', the relationship between POWLB and OC remains significant (Table 5.5 Model 27). Therefore support is not shown for H11b.

5.7 Regression Models for OCBs (H5, H6e, H8a, H9a, H10a and H11a)

There are six hypotheses forming the basis of the models for each type of OCBs (OCBI, OCBO and IRB). The first hypothesis of each relates the perceived offering of WLB benefits to the type of OCB. The second proposes that value of WLB benefits moderates the relationship. The third proposes that reciprocity moderates the relationship. The fourth, fifth and six models for each type of OCBs propose that the relationship is mediated by POS, DJ and JS respectively.

H5: There is a positive relationship between WLB benefits as perceived by employees and the OCBs they exhibit.

H5a: toward individuals (OCBI)

H5b: toward the organization (OCBO)

H5c: regarding in-role behaviors (IRB)

H6e: The relationship between WLB benefits as perceived by employees and OCBs is strengthened by the value placed on the WLB benefits.

H6e1: toward individuals (OCBI)

H6e2: toward the organization (OCBO)

H6e3: regarding in-role behaviors (IRB)

H8a: The relationship between WLB benefits perceived as offered and OCBs is strengthened by reciprocity.

H8a1: toward individuals (OCBI)

H8a2: toward the organization (OCBO)

H8a3: regarding in-role behaviors (IRB)

H9a: POS mediates the relationship between WLB benefits perceived as offered and OCBs.

H9a1: toward individuals (OCBI)

H9a2: toward the organization (OCBO)

H9a3: regarding in-role behaviors (IRB)

H10a: Perceptions of distributive justice mediate the relationship between WLB benefits perceived as offered and OCBs.

H10a1: toward individuals (OCBI)

H10a2: toward the organization (OCBO)

H10a3: regarding in-role behaviors (IRB)

H11a: Feelings of job satisfaction mediate the relationship between WLB benefits perceived as offered and OCBs.

H11a1: toward individuals (OCBI)

H11a2: toward the organization (OCBO)

H11a3: regarding in-role behaviors (IRB)

The results of the analysis for these hypotheses are discussed below. The analysis results have been separated so each type of OCBs (OCBI, OCBO and IRB) will be discussed in its own section.

5.7.1 Regression Models for OCBI

The regression results for the relationships discussed above are presented in Table 5.6. The details of what is added to each model are given in the notes for Table 5.6. Running a multilevel analysis for the effect of supervisor shows

explained variance=.093, ICC=21.4%, WaldZ=3.354 ($p<.01$) and indicates that nesting does affect this model.

In Model 3 of Table 5.6, the regression results indicate that POWLB does not have a significant effect on the model for OCBI which indicates a lack of support for H5a. Also shown in Table 5.6 (Models 5, 7, 13, 15, 17 and 19), when adding an interaction term for POWLB and value (whether WLBused or WLBimp) the effect is insignificant. Furthermore, this is the case whether or not moderation for reciprocity (measured by either Rec5 or Rec4) is included in the model; there is no support for H6e1.

When comparing models 16 and 17, as seen in Table 5.6, which control for moderation by value (WLBimp), when adding the interaction term of POWLB and reciprocity as measured by Rec5 the effect is significant while the effect of POWLB is insignificant in both models and the effect of Rec5 is significant in both models. Also, as can be seen in Table 5.6, when comparing models 18 and 19 which control moderation by value (WLBimp), when adding the interaction term of POWLB and reciprocity as measured by Rec4 the effect is significant while the insignificant effect of POWLB and significant effect of Rec4 in Model 18 remain in Model 19. Furthermore, controlling for reciprocity using Rec4 has a slightly greater effect on the model than using Rec5 as can be seen by the BIC level which is less for model 19. This indicates that H8a1 is supported; reciprocity moderates the relationship between POWLB and OCBI. Figure 5.4 represents this moderated relationship. The intercept of the model would differ by supervisor.

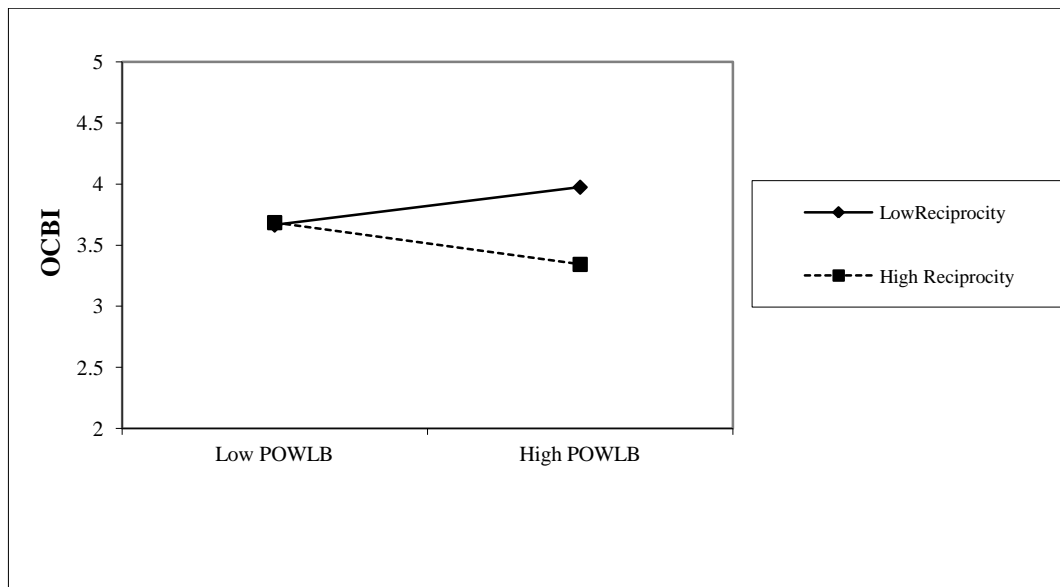


Figure 5.4: Graph of OCBI as modeled by POWLB moderated by reciprocity

There are three proposed mediators of the relationship between POWLB and OCBI: POS, DJ and JS. Using the model by Baron and Kenny (1986), shown at the beginning of this chapter, to determine mediation there must be a significant relationships along paths 'a', 'b' and 'c' of Figure 5.1. Path 'c', the relationship between POWLB and OCBI is the same for all three mediation models. This path was shown to be significant by the discussion above indicating support for H8a1; POWLB is significant to the model of OCBI when moderated by reciprocity (Model 19 of Table 5.6).

When examining POS as a mediator of the relationship, path 'a' was shown to be significant by the support for H2; POWLB is significant to the model of POS directly (Model 2 of Table 5.3). In Table 5.6, Model 22 shows that POS is insignificant to the model of OCBI. This clarifies that Path 'b' is not a significant relationship. Therefore no support is shown for H9a1.

Table 5.6: Hierarchical regression for OCBI by controls, POWLB, value, interaction (POWLB X value), reciprocity, interaction (POWLB X reciprocity) and proposed mediators distributive justice, perceived organizational support and job satisfaction

Variables	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9	Model 10
Intercept (MLM)	3.934†+	3.601**	3.585**	3.472**	3.531**+	3.804**+	3.853**+	3.721**+	3.589**+	3.709**+
	μ_{0i} **	+ μ_{0i} **	+ μ_{0i} **	+ μ_{0i} **	μ_{0i} **	μ_{0i} **	μ_{0i} **	μ_{0i} *	μ_{0i} *	μ_{0i} *
1. Age from 25 to 31		.168	.167	.159	.164	.178	.174	.173	.181	.188
Male		.039	.040	.041	.037	.012	.004	.010	.007	.018
Married		.406	.402	.413	.440	.407	.404	.018	.011	.021
Single		.403	.399	.406	.429	.402	.387	-.094	-.091	-.095
No children age 6 to 11		.309	.313	.316	.319	.274	.257	.261	.228	.284
One child age 6 to 11		.453	.457	.465	.474	.428	.401	.286	.253	.315
Two children age 6 to 11		.646	.650	.662*	.669*	.613	.583	.513	.487	.542
2. POWLB			.005	.023	.038	-.012	-.018	.021	.017	.022
3. Value(WLBused)				-.028	-.033					
4. POWLB X Value(WLBused)					.023					
5. Value(WLBimp)						-.047	-.066			
6. POWLB X Value(WLBimp)							-.039			
7. Reciprocity (Rec5)								-.143**	-.144**	
8. POWLB X Rec5									-.047	
9. Reciprocity (Rec4)										-.129**
10. POWLB X Rec4										
BIC	799.802	725.278	730.105	733.976	738.561	674.696	678.144	431.249	434.515	433.082
Δ BIC		-74.524	4.827	3.871	4.585	-55.409	3.448	-298.856	3.266	-297.023

See notes after third page of continued table.

Table 5.6 (continued): Hierarchical regression for OCBI by controls, POWLB, value, interaction (POWLB X value), reciprocity, interaction (POWLB X reciprocity) and proposed mediators distributive justice, perceived organizational support and job satisfaction.

Variables	Model 11	Model 12	Model 13	Model 14	Model 15	Model 16	Model 17	Model 18	Model 19
Intercept (MLM)	3.510**+	3.862**+	3.702**+	3.838**+	3.595**+	4.043++	3.722**+	4.063++	μ_{0j}^* 3.668**+
	μ_{0j}^*	μ_{0j}^*	μ_{0j}^*	μ_{0j}^*	μ_{0j}^*	μ_{0j}^*	μ_{0j}^{**}		μ_{0j}^*
1. Age from 25 to 31	.194	.154	.160	.169	.166	.167	.164	.177	.161
Male	.010	.004	-.003	.013	-.001	-.100	-.106	-.101	-.119
Married	-.006	.007	-.009	.011	-.034	.016	-.022	.012	-.061
Single	-.114	-.106	-.107	-.105	-.137	-.087	-.065	-.088	-.116
No children age 6 to 11	.226	.261	.213	.284	.208	.213	.099	.224	.080
One child age 6 to 11	.263	.301	.259	.330	.270	.227	.106	.252	.109
Two children age 6 to 11	.495	.532	.503	.562	.511	.409	.322	.430	.307
2. POWLB	.014	.055	.064	.057	.067	-.003	-.002	-.000	-.008
3. Value(WLBused)		-.031	-.045	-.032	-.055				
4. POWLB X Value(WLBused)		.046	.061	.044	.064				
5. Value(WLBimp)						-.123	-.122	-.132*	-.137*
6. POWLB X Value(WLBimp)						-.041	-.069	-.045	-.076
7. Reciprocity (Rec5)		-.139**	-.139**			-.153**	-.145**		
8. POWLB X Rec5			-.068				-.142*		
9. Reciprocity (Rec4)	-.134**			-.125**	-.129**			-.148**	-.153*
10. POWLB X Rec4	-.072				-.097				-.163**
BIC	435.339	437.894	440.406	439.756	440.816	389.469	387.622	390.118	386.484
Δ BIC	2.257	-300.667	2.512	-298.805	1.06	-288.675	-1.847	-288.026	-3.634

See notes after third page of continued table.

Table 5.6 (continued): Hierarchical regression for OCBI by controls, POWLB, value, interaction (POWLB X value), reciprocity, interaction (POWLB X reciprocity) and proposed mediators distributive justice, perceived organizational support and job satisfaction.

Variables	Model 20	Model 21	Model 22	Model 23	Model 24	Model 25
Intercept (MLM)	3.714**+ μ_{01} **	3.576**+ μ_{01} **	3.657**+ μ_{01} **	3.627**+ μ_{01} *	4.226†+ μ_{01} **	3.817**+ μ_{01} **
1. Age from 25 to 31	.167	.168	.165	.166	.112	.139
Male	.028	-.140	.041	-.118	.008	-.149
Married	.409	-.157	.361	-.052	.220	-.076
Single	.404	-.117	.360	-.117	.260	-.096
No children age 6 to 11	.298	.098	.319	.078	.176	.049
One child age 6 to 11	.454	.119	.457	.110	.317	.069
Two children age 6 to 11	.633	.330	.651	.309	.499	.274
2. POWLB		.007		-.006		.001
5. Value(WLBimp)		-.132*		-.139*		-.139*
6. POWLB X Value(WLBimp)		-.062		-.072		-.069
9. Reciprocity (Rec4)		-.157**		-.154**		-.144**
10. POWLB X Rec4		-.163**		-.164**		-.161**
11. Distributive justice	.031	-.007				
12. POS			.026	-.012		
13. Job satisfaction					.102**	.032
BIC	722.087	385.612	726.025	388.774	716.859	386.308
Δ BIC		-.872		2.29		-.176

See notes on next page.

NOTES for Table 5.6: BIC is Schwarz's Bayesian Criterion; Δ BIC is the change in Schwarz's Bayesian Criterion from the previous model level. POS is perceived organizational support. Regression was run using SPSS mixed models. For consistency, insignificant controls variables to all models of OC, OCBI, OCBO and IRB are not shown on the table. POWLB, value, reciprocity, distributive justice, POS and job satisfaction variables are all centralized. Model 1: Multilevel modeling for supervisor Model 2: All controls added Model 3: Independent variable (POWLB) added Model 4: Moderating variable value (WLBused) added Model 5: Interaction term added Model 6: Moderating variable value (WLBimp) added; comparison made to model 3 Model 7: Interaction term added (Only one of the two value variables should be used) Model 8: Moderating variable reciprocity (rec5) added without moderation by value; comparison made to model 3 Model 9: Interaction term added Model 10 Moderating variable reciprocity (rec4) added without moderation by value; comparison made to model 3 Model 11 Interaction term added (Only one of the two reciprocity variables should be used) Model 12 Moderating variable reciprocity (rec5) added with moderation by value (WLBused); comparison made to model 5 Model 13 Interaction added Model 14: Moderating variable reciprocity (rec4) added with moderation by value (WLBused); comparison made to model 5 Model 15: Interaction term added Model 16: Moderating variable reciprocity (rec5) added with moderation by value (WLBimp); comparison made to model 7 Model 17: Interaction term added Model 18: Moderating variable reciprocity (rec4) added with moderation by value (WLBimp); comparison made to model 7 Model 19: Interaction term added. Model 20: DJ added to model with controls only; comparison made to model 2 Model 21: DJ added as mediator to model 19 (as best previous fit) Model 22: POS added to model with controls only; comparison made to model 2 Model 23: POS added as mediator to model 19 (as best fit) Model 24: JS added to model with controls only; comparison made to model 2 Model 25: Job satisfaction added as mediator to model 19 as best fit †p<0.001(2-tailed) ** p<0.01 (2-tailed) *p<0.05 (2-tailed)

When analyzing distributive justice as a mediator of the relationship, path 'a' was shown to be significant by the support for H1; POWLB is significant to the model of DJ directly (Model 2 of Table 5.2). In Table 5.6, Model 20 shows that DJ is not significant to the model of OCBI. This clarifies that path 'b' is not a significant relationship; therefore support is not shown for H10a1.

The final mediation model to be tested is job satisfaction. When analyzing job satisfaction as a mediator of the relationship, path 'a' was shown to be significant by the support for H6c; POWLB is significant to the model of JS when moderated by value (Model 6 of Table 5.4). In Table 5.6, Model 24 shows that JS is significant to the model of OCBI. This clarifies that path 'b' is a significant relationship. Finally, when controlling for paths 'a' and 'b', the relationship between JS and OCBI is not significant and the relationship

between POWLB and OCBI is significant (Table 5.6 Model 25). Therefore, support is not shown for H11a1.

5.7.2 Regression Models for OCBO

The regression results for the hypotheses discussed above are presented in Table 5.7. The details about what is added to each model can be found in the notes of Table 5.7. Running a multilevel analysis for the effect of supervisor showed explained variance=.131, ICC=33.1%, WaldZ=4.050 ($p<.001$) and indicates that nesting does affect this model.

In Model 3 of Table 5.7, the regression results indicate that POWLB does not have a significant direct effect on the model for OCBO which indicates a lack of support for H5b. Also shown in Table 5.7 (Models 5, 7, 13, 15, 17 and 19), when adding an interaction term for POWLB and value (whether WLBused or WLBimp) the effect is insignificant. Furthermore, this is the case whether or not moderation for reciprocity (measured by either Rec5 or Rec4) is included in the model; there is no support for H6e2.

As can be seen in Table 5.7, when comparing models 18 and 19 which control for moderation by value (WLBimp), when adding the interaction term of POWLB and reciprocity as measured by Rec4 the effect is significant while the insignificant effect of POWLB and significant effect of Rec4 in Model 18 remain in Model 19. This indicates that H8a2 is supported; value moderates the relationship between POWLB and OCBO.. Figure 5.5 represents this moderated relationship. The intercept of the model would differ by supervisor.

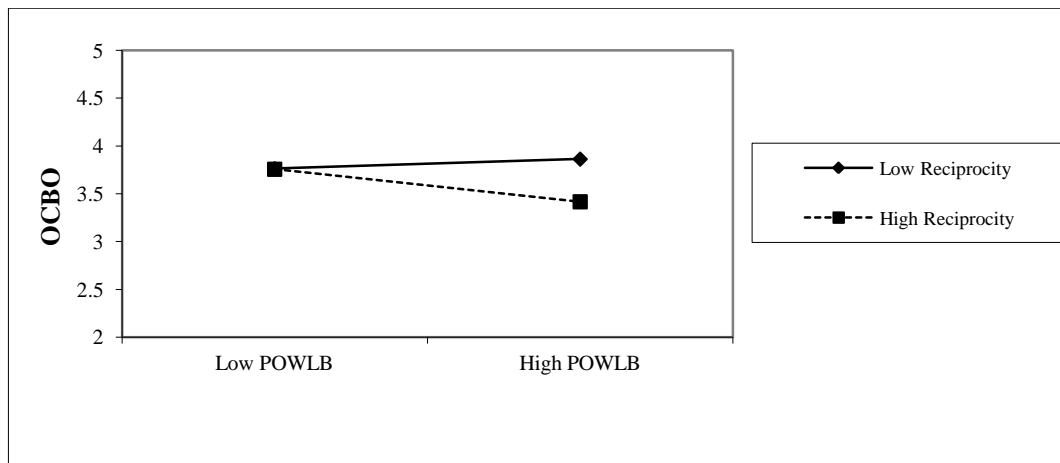


Figure 5.5: Graph of OCBO as modeled by POWLB moderated by reciprocity

There are three proposed mediators of the relationship between POWLB and OCBO: POS, DJ and JS. Using the model by Baron and Kenny (1986), shown at the beginning of this chapter, to determine mediation there must be a significant relationships along paths 'a', 'b' and 'c' of Figure 5.1. Path 'c', the relationship between POWLB and OCBO is the same for all three mediation models. This path was shown to be significant by the discussion above indicating support for H8a2; POWLB is significant to the model of OCBO when moderated by reciprocity (Model 19 of Table 5.7).

When examining POS as a mediator of the relationship, path 'a' was shown to be significant by the support for H2; POWLB is significant to the model of POS directly (Model 2 of Table 5.3). In Table 5.7, Model 22 shows that POS is insignificant to the model of OCBO. This clarifies that Path 'b' is not a significant relationship. Therefore no support is shown for H9a2.

Table 5.7: Hierarchical regression for OCBO by controls, POWLB, value, interaction (POWLB X value), reciprocity, interaction (POWLB X reciprocity) and proposed mediators distributive justice, perceived organizational support and job satisfaction

Variables	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9	Model 10
Intercept (MLM)	3.844†+	3.290**	3.349**	3.232**	3.310**+	3.692†+	3.750† μ_{0j}	3.434**+	3.424**+	3.422**+
	μ_{0j} †	+ μ_{0j} †	+ μ_{0j} †	+ μ_{0j} †	μ_{0j} †	μ_{0j} †	†	μ_{0j} **	μ_{0j} **	μ_{0j} **
1. Age from 25 to 31		.199	.204	.197	.205	.166	.160	.292	.293	.307
Male		.184*	.182*	.184*	.179*	.153*	.144*	.160	.160	.170
Married		.309	.322	.334	.364	.296	.289	.121	.121	.125
Single		.214	.226	.230	.254	.247	.226	-.151	-.150	-.151
No children age 6 to 11		-.095	-.111	-.107	-.104	-.163	-.184	-.162	-.165	-.135
One child age 6 to 11		.054	.039	.047	.059	.000	-.037	-.090	-.093	-.059
Two children age 6 to 11		.158	.144	.157	.166	.095	.060	.030	.028	.061
2. POWLB			-.016	.003	.022	-.031	-.037	-.048	-.048	-.046
3. Value(WLBused)				-.028	-.036					
4. POWLB X Value(WLBused)					.029					
5. Value(WLBimp)						-.032	-.059			
6. POWLB X Value(WLBimp)							-.050			
7. Reciprocity (Rec5)								-.129**	-.129**	
8. POWLB X Rec5									-.004	
9. Reciprocity (Rec4)										-.111*
10. POWLB X Rec4										
BIC	687.738	629.726	634.504	638.474	642.698	555.895	557.579	420.644	424.759	422.847
Δ BIC		-58.012	4.778	3.970	4.224	-78.609	1.684	-213.86	4.115	-211.657

See notes after third page of continued table.

Table 5.7 (continued): Hierarchical regression for OCBO by controls, POWLB, value, interaction (POWLB X value), reciprocity, interaction (POWLB X reciprocity) and proposed mediators distributive justice, perceived organizational support and job satisfaction.

Variables	Model 11	Model 12	Model 13	Model 14	Model 15	Model 16	Model 17	Model 18	Model 19
Intercept (MLM)	3.381**+ μ_{0j} **	3.616**+ μ_{0j} **	3.549**+ μ_{0j} **	3.600**+ μ_{0j} **	3.493**+ μ_{0j} **	3.941++ μ_{0j} **	3.718++ **	3.958++ μ_{0j} **	3.701++ μ_{0j} **
1. Age from 25 to 31	.308	.268	.269	.283	.280	.228	.215	.238	.217
Male	.168	.151	.149	.162	.156	.054	.052	.060	.050
Married	.120	.100	.094	.104	.087	.127	.109	.126	.085
Single	-.154	-.173	-.172	-.171	-.183	-.012	.019	-.013	-.018
No children age 6 to 11	-.148	-.161	-.183	-.134	-.169	-.241	-.332	-.221	-.329
One child age 6 to 11	-.070	-.069	-.088	-.037	-.065	-.148	-.241	-.119	-.223
Two children age 6 to 11	.051	.058	.045	.090	.066	-.080	-.149	-.055	-.145
2. POWLB	-.048	.002	.006	.004	.009	-.059	-.056	-.056	-.060
3. Value(WLBused)		-.047	-.053	-.047	-.058				
4. POWLB X Value(WLBused)		.062	.068	.061	.070				
5. Value(WLBimp)						-.085	-.086	-.090	-.095
6. POWLB X Value(WLBimp)						-.034	-.055	-.036	-.058
7. Reciprocity (Rec5)		-.124**	-.124**			-.124**	-.118*		
8. POWLB X Rec5			-.029				-.103		
9. Reciprocity (Rec4)	-.112*			-.104*	-.106*			-.109*	-.113*
10. POWLB X Rec4	-.015				-.042				-.110*
BIC	426.782	426.232	429.971	428.467	431.820	361.001	361.349	362.654	362.469
Δ BIC	3.935	-216.466	3.739	-214.231	3.353	-196.578	.348	-195.230	-.185

See notes after third page of continued table.

Table 5.7 (continued): Hierarchical regression for OCBO by controls, POWLB, value, interaction (POWLB X value), reciprocity, interaction (POWLB X reciprocity) and proposed mediators distributive justice, perceived organizational support and job satisfaction.

Variables	Model 20	Model 21	Model 22	Model 23	Model 24	Model 25
Intercept (MLM)	3.340**+ μ_{0j} †	3.760†+ μ_{0j} **	3.324**+ μ_{0j} †	3.736†+ μ_{0j} **	3.447†+ μ_{0j} †	3.331**+ μ_{0j} **
1. Age from 25 to 31	.192	.210	.194	.213	.182	.268
Male	.177*	.028	.189*	-.050	.175*	.059
Married	.301	.081	.295	.079	.269	.117
Single	.209	-.022	.210	-.017	.187	-.155
No children age 6 to 11	-.101	-.330	-.107	-.329	-.127	-.237
One child age 6 to 11	.039	-.228	.045	-.225	.017	-.126
Two children age 6 to 11	.153	-.147	.156	-.147	.124	-.036
2. POWLB		-.055		-.061		-.042
5. Value(WLBimp)		-.093		-.094		-.084
6. POWLB X Value(WLBimp)		-.049		-.062		-.041
9. Reciprocity (Rec4)		-.114*		-.112*		-.132**
10. POWLB X Rec4		-.108*		-.109*		-.109*
11. Distributive justice	.004	.016				
12. POS			-.000	.009		
13. Job satisfaction					.021	-.057
BIC	627.819	363.068	630.325	365.128	629.800	362.707
Δ BIC		.599		2.659		.238

See notes on next page.

NOTES for Table 5.7: BIC is Schwarz's Bayesian Criterion; Δ BIC is the change in Schwarz's Bayesian Criterion from the previous model level. POS is perceived organizational support. Regression was run using SPSS mixed models. For consistency, insignificant controls variables to all models of OC, OCBI, OCBO and IRB are not shown on the table. POWLB, value, reciprocity, distributive justice, POS and job satisfaction variables are all centralized. Model 1: Multilevel modeling for supervisor Model 2: All controls added Model 3: Independent variable (POWLB) added Model 4: Moderating variable value (WLBused) added Model 5: Interaction term added Model 6: Moderating variable value (WLBimp) added; comparison made to model 3 Model 7: Interaction term added (Only one of the two value variables should be used) Model 8: Moderating variable reciprocity (rec5) added without moderation by value; comparison made to model 3 Model 9: Interaction term added Model 10 Moderating variable reciprocity (rec4) added without moderation by value; comparison made to model 3 Model 11 Interaction term added (Only one of the two reciprocity variables should be used) Model 12 Moderating variable reciprocity (rec5) added with moderation by value (WLBused); comparison made to model 5 Model 13 Interaction added Model 14: Moderating variable reciprocity (rec4) added with moderation by value (WLBused); comparison made to model 5 Model 15: Interaction term added Model 16: Moderating variable reciprocity (rec5) added with moderation by value (WLBimp); comparison made to model 7 Model 17: Interaction term added Model 18: Moderating variable reciprocity (rec4) added with moderation by value (WLBimp); comparison made to model 7 Model 19: Interaction term added. Model 20: DJ added to model with controls only; comparison made to model 2 Model 21: DJ added as mediator to model 19 (as best previous fit) Model 22: POS added to model with controls only; comparison made to model 2 Model 23: POS added as mediator to model 19 (as best fit) Model 24: JS added to model with controls only; comparison made to model 2 Model 25: Job satisfaction added as mediator to model 19 as best fit †p<0.001(2-tailed) ** p<0.01 (2-tailed) *p<0.05 (2-tailed)

When analyzing distributive justice as a mediator of the relationship, path 'a' was shown to be significant by the support for H1; POWLB is significant to the model of DJ directly (Model 2 of Table 5.2). In Table 5.7, Model 20 shows that DJ is not significant to the model of OCBO. This clarifies that Path 'b' is not a significant relationship; therefore support is not shown for H10a2.

The final mediation model to be tested is job satisfaction. When analyzing job satisfaction as a mediator of the relationship, path 'a' was shown to be significant by the support for H6c; POWLB is significant to the model of JS when moderated by value (Model 6 of Table 5.4). In Table 5.7, Model 24 shows that JS is insignificant to the model of OCBO. This clarifies that path 'b' is not a significant relationship. There is no support for H11a2.

5.7.3 Regression Models for IRB

Table 5.8 presents the results of regression on IRB stemming from the hypotheses discussed above. For details about what is added to each model see the notes for Table 5.8. Running a multilevel analysis for the effect of supervisor shows explained variance=.099, ICC=23.2%, WaldZ=3.431 ($p<.01$) and indicates that nesting does affect this model.

In Model 3 of Table 5.8, the regression results indicate that POWLB does not have a significant direct effect on the model for IRB which indicates a lack of support for H5c. As can be seen in Table 5.8, when comparing models 13 and 14 which control for moderation by reciprocity (Rec5), when adding the interaction term of POWLB and value as measured by benefits used (WLBused) the effect is significant while the effects of POWLB and WLBused are insignificant in Model 13 and remain insignificant in Model 14. Also, as can be seen in Table 5.8, when comparing models 16 and 17 which control for reciprocity (Rec4), when adding the interaction term of POWLB and value as measured by benefits used (WLBused) the effect is significant while the effects of POWLB and WLBused are insignificant in Model 16 and remain insignificant in Model 17. Furthermore, controlling for reciprocity using Rec5 has a slightly greater effect on the model than using Rec4 as can be seen by the BIC level which is less for model 14. However, since the difference is negligible and all other models that include reciprocity have a better fit with Rec4, Rec4 should be used for modeling IRB. Support is shown for H6e3; reciprocity moderates the relationship between POWLB and IRB. Figure 5.6 represents this moderated relationship. The intercept of the model would differ by supervisor.

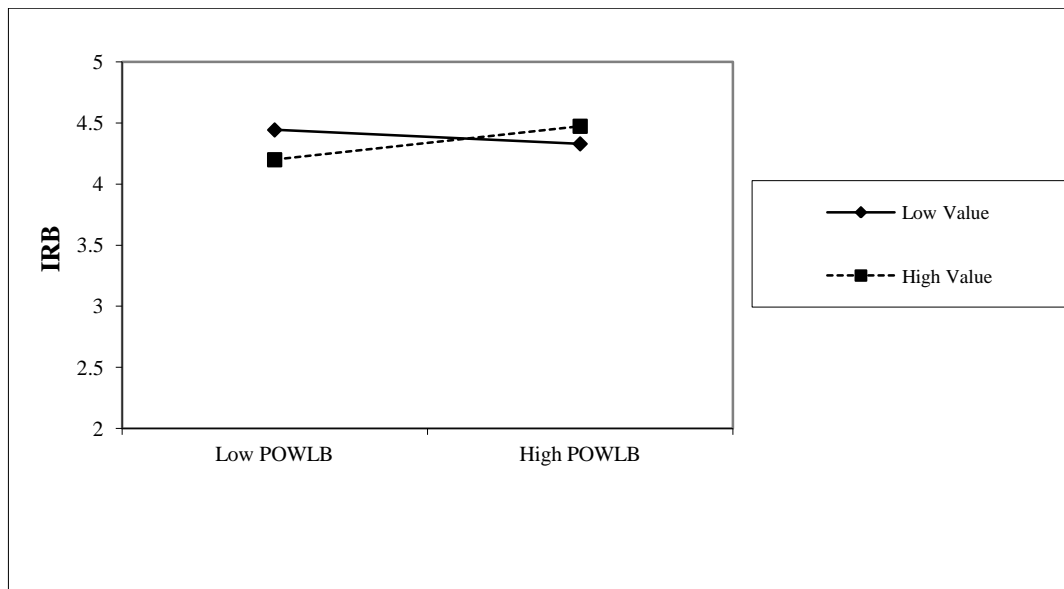


Figure 5.6: Graph of IRB as modeled by POWLB moderated by value

As seen in Table 5.8 Models 9, 11, 14, 17, 19 and 21, when adding an interaction term for POWLB and reciprocity (whether Rec5 or Rec4) the effect is insignificant. Furthermore, this is the case whether or not moderation for value (measured by either use or importance) is included in the model. This indicates that H8a3 is not supported.

There are three proposed mediators of the relationship between POWLB and IRB: POS, DJ and JS. Using the model by Baron and Kenny (1986), described at the beginning of this chapter, to determine mediation there must be a significant relationships along paths 'a', 'b' and 'c' of Figure 5.1. Path 'c', the relationship between POWLB and IRB is the same for all three mediation models. This path was shown to be significant by the discussion above indicating support for H6e3; POWLB is significant to the model of IRB when moderated by value (Model 17 of Table 5.8).

Table 5.8: Hierarchical regression for IRB by controls, POWLB, value, interaction (POWLB X value), reciprocity, interaction (POWLB X reciprocity) and proposed mediators distributive justice, perceived organizational support and job satisfaction

Variables	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
Intercept (MLM)	4.105†+ μ_{0j} **	3.697†+ μ_{0j} **	3.635**+ μ_{0j} **	3.530**+ μ_{0j} **	3.654**+ μ_{0j} **	3.969†+ μ_{0j} **	4.022†+ μ_{0j} **
1. Age from 25 to 31		.447**	.442**	.435**	.448**	.411*	.407*
Male		.177*	.180*	.181*	.173*	.143	.134
Married		.792	.775	.784	.839	.752	.749
Single		.606	.592	.596	.639	.588	.570
No children age 6 to 11		-.134	-.117	-.113	-.106	-.179	-.201
One child age 6 to 11		.057	.074	.082	.104	.011	-.024
Two children age 6 to 11		.091	.106	.119	.134	.047	.014
2. POWLB			.018	.035	.069	-.003	-.009
3. Value(WLBused)				-.026	-.039		
4. POWLB X Value(WLBused)					.049		
5. Value(WLBimp)						-.048	-.073
6. POWLB X Value(WLBimp)							-.046
7. Reciprocity (Rec5)							
8. POWLB X Rec5							
9. Reciprocity (Rec4)							
10. POWLB X Rec4							
BIC	743.679	673.864	678.469	682.382	684.753	617.537	620.257
Δ BIC							

See notes after fourth page of continued table.

Table 5.8 (continued): Hierarchical regression for IRB by controls, POWLB, value, interaction (POWLB X value), reciprocity, interaction (POWLB X reciprocity) and proposed mediators distributive justice, perceived organizational support and job satisfaction.

Variables	Model 8	Model 9	Model 10	Model 11	Model 12	Model 13	Model 14
Intercept (MLM)	4.007†+ μ_{0j} **	4.060†+ μ_{0j} **	3.997†+ μ_{0j} **	3.993†+ μ_{0j} **	4.455†+ μ_{0j} **	4.059†+ μ_{0j} **	4.433†+ μ_{0j} **
1. Age from 25 to 31	.432	.430	.444*	.444*	.413	.430	.413
Male	.111	.112	.116	.115	.099	.112	.098
Married	.463	.465	.464	.463	.442	.465	.440
Single	.146	.143	.144	.143	.115	.143	.115
No children age 6 to 11	-.169	-.155	-.153	-.155	-.170	-.155	-.177
One child age 6 to 11	-.013	.001	.006	.005	.009	.001	.002
Two children age 6 to 11	.000	.012	.020	.019	.023	.012	.018
2. POWLB	-.003	-.001	-.002	-.002	.035	-.001	.037
3. Value(WLBused)					-.016	-.000	-.018
4. POWLB X Value(WLBused)					.091*		.093*
5. Value(WLBimp)							
6. POWLB X Value(WLBimp)							
7. Reciprocity (Rec5)	-.088	-.088			-.078	-.088	-.079
8. POWLB X Rec5		.019				.019	-.010
9. Reciprocity (Rec4)			-.080	-.080			
10. POWLB X Rec4				-.001			
BIC	425.863	429.814	426.605	430.599	429.435	433.251	433.414
Δ BIC							

See notes after fourth page of continued table.

Table 5.8 (continued): Hierarchical regression for IRB by controls, POWLB, value, interaction (POWLB X value), reciprocity, interaction (POWLB X reciprocity) and proposed mediators distributive justice, perceived organizational support and job satisfaction.

Variables	Model 15	Model 16	Model 17	Model 18	Model 19	Model 20	Model 21
Intercept (MLM)	4.442 ⁺⁺ μ_{0j} **	3.972 ⁺⁺ μ_{0j} **	4.363 ⁺⁺ μ_{0j} **	4.363 ⁺⁺ μ_{0j} **	4.256 ⁺⁺ μ_{0j} **	4.371 ⁺⁺ μ_{0j} **	4.200 ⁺⁺ μ_{0j} **
1. Age from 25 to 31	.422	.442*	.420	.426	.420	.433	.419
Male	.105	.115	.101	.036	.036	.040	.034
Married	.444	.462	.430	.459	.450	.459	.431
Single	.115	.143	.105	.194	.207	.193	.187
No children age 6 to 11	-.153	-.155	-.180	-.218	-.263	-.206	-.279
One child age 6 to 11	.028	.005	.007	-.065	-.111	-.047	-.118
Two children age 6 to 11	.042	.020	.024	-.082	-.116	-.066	-.128
2. POWLB	.036	.001	.040	-.023	-.022	-.022	-.024
3. Value(WLBused)	-.017	-.005	-.025				
4. POWLB X Value(WLBused)	.090*		.097*				
5. Value(WLBimp)				-.046	-.047	-.050	-.053
6. POWLB X Value(WLBimp)				-.016	-.025	-.017	-.031
7. Reciprocity (Rec5)				-.076	-.073		
8. POWLB X Rec5					-.050		
9. Reciprocity (Rec4)	-.067	-.080	-.069			-.067	-.069
10. POWLB X Rec4		-.002	-.033				-.075
BIC	430.255	434.013	433.830	385.601	388.703	386.168	388.374
Δ BIC							

See notes after fourth page of continued table.

Table 5.8 (continued): Hierarchical regression for IRB by controls, POWLB, value, interaction (POWLB X value), reciprocity, interaction (POWLB X reciprocity) and proposed mediators distributive justice, perceived organizational support and job satisfaction.

Variables	Model 22	Model 23	Model 24	Model 25	Model 26	Model 27
Intercept (MLM)	3.756 [†] + μ_{0j} **	4.005 ^{**} + μ_{0j} **	3.688 ^{**} + μ_{0j} **	4.123 [†] + μ_{0j} *	3.979 [†] + μ_{0j} **	4.077 [†] + μ_{0j} **
1. Age from 25 to 31	.447**	.429	.447**	.458*	.418*	.432
Male	.170*	.089	.176*	.109	.163*	.095
Married	.803	.459	.806	.463	.710	.451
Single	.617	.133	.620	.077	.548	.097
No children age 6 to 11	-.141	-.161	-.144	-.186	-.194	-.130
One child age 6 to 11	.064	.026	.052	.007	-.008	.062
Two children age 6 to 11	.085	.062	.091	.035	.024	.091
2. POWLB		.075		.049		.073
3. Value(WLBused)		-.041		-.012		-.045
4. POWLB X Value(WLBused)		.101*		.098*		.099*
9. Reciprocity (Rec4)		-.083		-.079		-.084
10. POWLB X Rec4		-.045		-.040		-.034
11. Distributive justice	.016	-.050				
12. POS			-.009	-.074		
13. Job satisfaction					.044	-.035
BIC	671.649	432.837	674.918	432.498	673.862	434.388
Δ BIC		-.993		-1.332		.558

See notes on next page.

NOTES for Table 5.8: BIC is Schwarz's Bayesian Criterion; Δ BIC is the change in Schwarz's Bayesian Criterion from the previous model level. POS is perceived organizational support. Regression was run using SPSS mixed models. For consistency, insignificant controls variables to all models of OC, OCBI, OCBO and IRB are not shown on the table. POWLB, value, reciprocity, distributive justice, POS and job satisfaction variables are all centralized. Model 1: Multilevel modeling for supervisor Model 2: All controls added Model 3: Independent variable (POWLB) added Model 4: Moderating variable value (WLBused) added Model 5: Interaction term added Model 6: Moderating variable value (WLBimp) added; comparison made to model 3 Model 7: Interaction term added (Only one of the two value variables should be used) Model 8: Moderating variable reciprocity (Rec5) added without moderation by value; comparison made to model 3 Model 9: Interaction term added Model 10 Moderating variable reciprocity (Rec4) added without moderation by value; comparison made to model 3 Model 11 Interaction term added (Only one of the two reciprocity variables should be used) Model 12 Moderating variable reciprocity (rec5) added to model with moderation by value (WLBused); comparison made to model 5 Model 13: Interaction added (interaction for value removed) Model 14: Interaction for value added Model 15: Moderating variable reciprocity (rec4) added to model with moderation by value (WLBused); comparison made to model 5 Model 16: Interaction for reciprocity added (interaction for value removed) Model 17: Interaction term for reciprocity (Rec4) added Model 18: Moderating variable reciprocity (rec5) added with moderation by value (WLBimp); comparison made to model 7 Model 19: Interaction term added Model 20: Moderating variable reciprocity (rec4) added with moderation by value (WLBimp); comparison made to model 7 Model 21: Interaction term added. Model 22: Distributive justice added to model with controls only; comparison made to model 2 Model 23: DJ added to model with moderation by value (WLBused) and reciprocity (Rec4) as mediator to model 17 (as best previous fit) Model 24: POS added to model with controls only; comparison made to model 2 Model 25: POS added to model with moderation by value (WLBused) and reciprocity (Rec4) as mediator to model 17 (as best fit) Model 26: JS added to model with controls only; comparison made to model 2 Model 27: JS added to model with moderators for value (WLBused) and reciprocity (Rec4) as mediator to model 17 as best fit †p<0.001(2-tailed) ** p<0.01 (2-tailed) *p<0.05 (2-tailed)

When examining POS as a mediator of the relationship, path 'a' was shown to be significant by the support for H2; POWLB is significant to the model of POS directly (Model 2 of Table 5.3). In Table 5.8, Model 24 shows that POS is insignificant to the model of IRB. This clarifies that path 'b' is not a significant relationship. Therefore no support is shown for H9a3.

When analyzing distributive justice as a mediator of the relationship, path 'a' was shown to be significant by the support for H1; POWLB is significant to the model of DJ directly (Model 2 of Table 5.2). In Table 5.7, Model 22 shows that DJ is not significant to the model of IRB. This clarifies that path 'b' is not a significant relationship; therefore support is not shown for H10a3.

The final mediation model to be tested is job satisfaction. When analyzing job satisfaction as a mediator of the relationship, path 'a' was shown to be significant by the support for H6c; POWLB is significant to the model of JS when moderated by value (Model 6 of Table 5.4). In Table 5.8, Model 26 shows that JS is insignificant to the model of IRB. This clarifies that path 'b' is not a significant relationship. There is no support for H11a3.

5.8 Respondent Comments

On the questionnaires, the option was available for respondents to comment on the WLB benefits offered by the organization other than the choices provided on the questionnaire (flexible hours, convenient hours, convenient holiday, child care assistance, elderly care assistance and educational assistance). The option was also available for respondents to comment on what WLB benefits could be provided by the organization, but are not currently provided, that would help the individual to balance their life. Following is a summary of comments made by the individuals.

Under the question of what WLB benefits are offered but not listed, many respondents listed several benefits offered that are not categorized as WLB benefits. Some examples are medical care, mobile phone/internet/cable (services of the organization), product discounts and loans. These responses may indicate that many of the respondents did not read either the cover letter or the headings of the questionnaire; both the cover letter and questionnaire defined WLB benefits. One person mentioned "summer child care is provided", this should have been marked on the questionnaire under child care assistance offered. This may indicate that respondents did not accurately complete the questionnaire. The responses that fall into the category of WLB

benefits are: funding for creation of club or activities when approved, telecommuting and vacation housing.

Under the question of what additional WLB benefits would be useful, several respondents replied with benefits and non-benefits that would not be considered WLB benefits. Examples of these are full medical care, bonus, secure inflation compensation, salary increase, promotion and low-interest loans for purchase of house and car which is offered to higher ranking employees. Again this indicates that respondents did not understand what constitutes a WLB benefit. The responses that fall into the category of WLB benefits are: place to pass free time at work, vacation without pay, days for educational leave so that vacation leave do not need to be used, care of children when they are ill, exercise assistance, athletic center/sporting club/gym/pool, several respondents listed telecommuting (while this is offered by the organization it is not offered to all employees), elderly care assistance, infant station and childcare assistance. One respondent replied that child care in summer would be helpful; the organization did not offer this assistance at the time of the study.

5.9 Interviewee Comments

The interviews were open to anything those being interviewed wanted to discuss. However, several items discovered in the analysis and results of the questionnaire lead to questioning in certain areas. These items included (1) lack of response by some people to demographic questions, (2) a lack of effect on OCBs and organizational commitment by the offering of WLB benefits and (3) further investigation regarding the support in the analysis of offering of WLB benefits on POS, JS and DJ to determine any other relationships.

One of the most concerning items brought up in interviews was that several respondents were anxious that they could be identified through their demographic information. Those that were interviewed had read through the cover letter distributed with the questionnaire and did not have the same concerns. It was believed, by several of those interviewed, that this anxiety was the reason that several people did not answer all of the demographic information.

It also became apparent that there is a general lack of trust in some departments of the organization. One person that was interviewed stated that "While the organization offers a lot of benefits, unfortunately the organization is impersonal. More involvement of the organization in the good well being of personnel is needed." This was not the case throughout the organization as indicted by respondents in some departments that commented on the great atmosphere of helpfulness within the department from both co-workers and management.

Another person mentioned that the benefits offered are due more to the work of the labor unions rather than the organization. After this comment was made, questions probing this belief were asked of later interviewees. Another two people agreed with the statement. A third person stated that while some benefits were a direct result of labor unions, WLB benefits were most likely the idea of management hoping to be able to use these types of benefits. All of these comments are a sign of a general lack of good feelings of employees toward management at this organization.

One employee mentioned that high organizational commitment should not be confused with employees being highly committed to the organization studied, it is instead a lack of opportunities available in the small job market in Cyprus. However, another two individuals discussed the distinction that they felt in working at this organization.

One supervisor that was interviewed commented on a lack of respect by some employees of the organization. The supervisor mentioned a specific, repeatedly problematic employee that while "on the job" as a technician in the field would go to help in the painting of his son's house and run other personal errands. This supervisor also mentioned that this was just an example and that several of the employees close to retirement felt as if they were entitled to maintain their pay and benefits, but not required to put 100% of their effort on the job.

5.10 Summary

The final model has been altered from the original as shown below in Figures 5.7 and 5.8 (refer to Figures 2.1, 2.2 and 2.3 for the original models). The original model shows the belief that the perceived offering of WLB benefits has positive effects on POS, distributive justice, job satisfaction, OCBs and organizational commitment. Furthermore, the relationships are moderated by the value placed on the benefits. Additionally, it shows that the effects of offering of WLB benefits on organizational commitment and OCBs are moderated by reciprocity. Also shown is the expected moderating relationship between the effective communication of the benefits on the value placed on the benefits. Finally, the original model proposes that POS, distributive justice and job satisfaction will mediate the effect of the perceived offering of WLB

benefits on OCBs and organizational commitment. The proposed hypotheses are listed in Table 5.9 below. Included in the table is the result of whether or not analysis supported each hypothesis.

Table 5.9: Summary of hypotheses and whether or not supported

Number	Hypothesis Description	Supported
H1	There is a positive relationship between WLB benefits as perceived by employees and distributive justice.	Yes
H2	There is a positive relationship between WLB benefits as perceived by employees and their perceptions of organizational support.	Yes
H3	There is a positive relationship between WLB benefits as perceived by employees and job satisfaction.	No
H4	There is a positive relationship between WLB benefits as perceived by employees and organizational commitment.	Yes
H5	There is a positive relationship between WLB benefits as perceived by employees and the OCBs they exhibit. a: OCBI b: OCBO c: IRB	No
H6a	The relationship between WLB benefits as perceived by employees and distributive justice is strengthened by the value placed on the WLB benefits.	No
H6b	The relationship between WLB benefits as perceived by employees and their perceptions of organizational support is strengthened by the value placed on the WLB benefits,	No
H6c	The relationship between WLB benefits as perceived by employees and job satisfaction is strengthened by the value placed on the WLB benefits.	Yes
H6d	The relationship between WLB benefits as perceived by employees and organizational commitment is strengthened by the value placed on the WLB benefits.	Yes
H6e	The relationship between WLB benefits perceived by employees and OCBs is strengthened by the value placed on the WLB benefits. 1: OCBI 2: OCBO 3: IRB	H6e1 No H6e2 No H6e3 Yes
H7	The value that the benefit system is perceived to offer by employees is strengthened by effective communication of WLB benefits.	No
H8a	The relationship between WLB benefits perceived as offered and OCBs is strengthened by reciprocity. 1: OCBI 2: OCBO 3: IRB	H8a1 Yes H8a2 Yes H8a3 No
H8b	The relationship between WLB benefits perceived as offered and organizational commitment is strengthened by reciprocity.	No
H9a	POS mediates the relationship between WLB benefits perceived as offered and OCBs. 1: OCBI 2: OCBO 3: IRB	No
H9b	POS mediates the relationship between WLB benefits perceived as offered and organizational commitment.	Yes
H10a	Perceptions of distributive justice mediate the relationship between WLB benefits perceived as offered and OCBs. 1: OCBI 2: OCBO 3: IRB	No
H10b	Perceptions of distributive justice mediate the relationship between WLB benefits perceived as offered and organizational commitment.	Yes
H11a	Feelings of job satisfaction mediate the relationship between WLB benefits perceived as offered and OCBs. 1: OCBI 2: OCBO 3: IRB	No

H11b	Feelings of job satisfaction mediate the relationship between WLB benefits perceived as offered and organizational commitment.	No
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After analyzing the data, the results have shown that a more accurate model would be the model below in Figures 5.7 and 5.8. The perceived offering of WLB benefits directly affects POS and distributive justice and organizational commitment, but does not directly affect job satisfaction or OCBs.

The value placed on benefits moderates the relationships between the perceived offering of WLB benefits and job satisfaction, organizational commitment and IRB, but not any of the other dependent variables (POS, DJ, OCBI or OCBO). Furthermore, the value placed on WLB benefits is not moderated by effective communication of the benefits. Communication should be eliminated from the model.

Reciprocity did not act as a moderator of perceived WLB benefits on organizational commitment or IRB; however, it did moderate the relationship between POWLB on OCBI and OCBO.

Finally, distributive justice and POS mediate the relationships between POWLB and organizational commitment. They do not, however, mediate the relationships between POWLB and any of the types of OCBs. Also, job satisfaction does not mediate any of the proposed relationships.

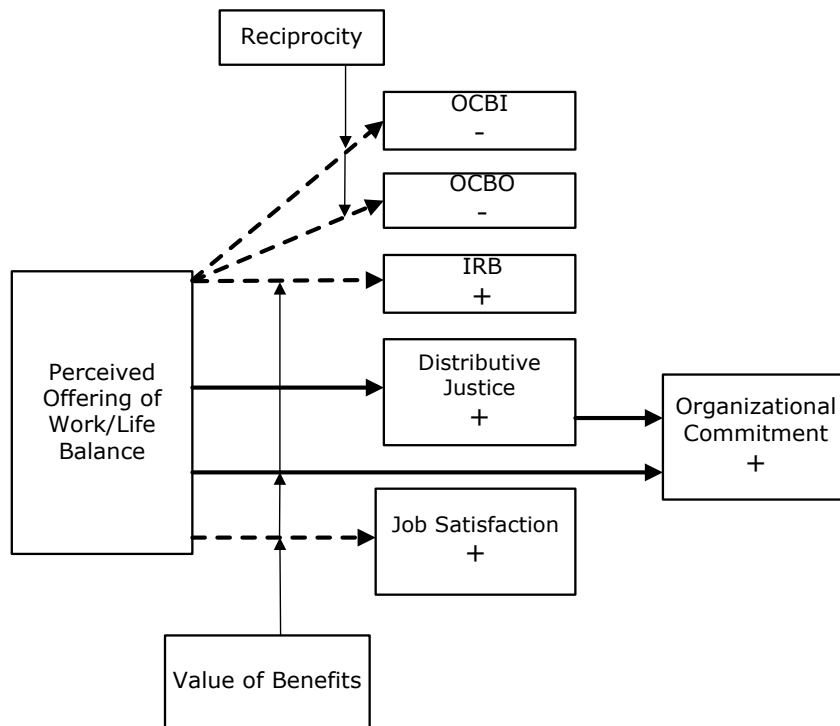


Figure 5.7: Supported model of perceived WLB benefits offered and outcomes as mediated by distributive justice and moderated by value and reciprocity

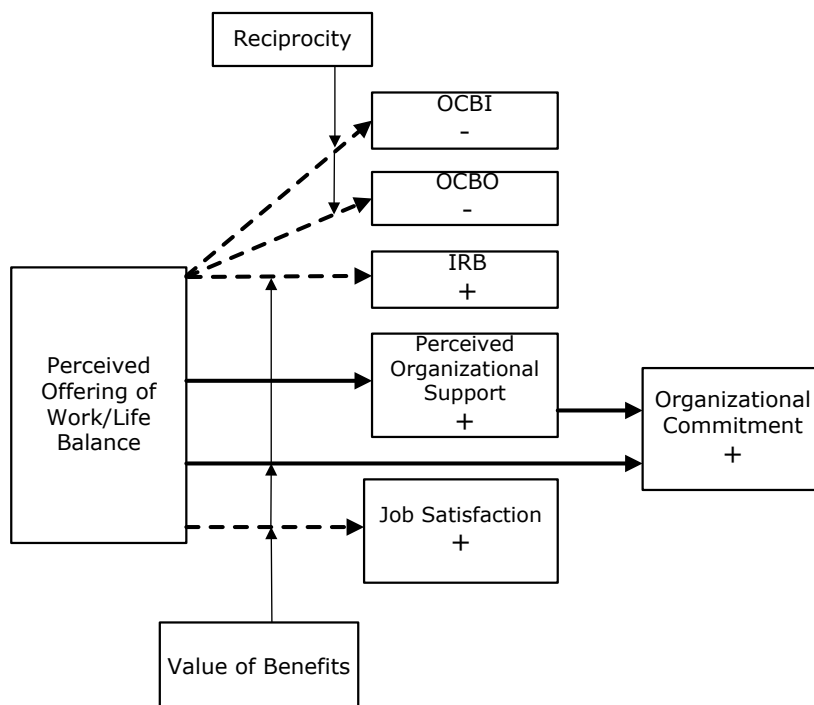


Figure 5.8: Supported model of perceived WLB benefits offered and outcomes as mediated by POS and moderated by value and reciprocity

Chapter 6 Discussion

6.1 Introduction

This chapter begins with a revision of the key research questions guiding the research. This is followed by a discussion of the findings of the data analysis in addition to the interpretation of the findings. The contributions to research through implications to theory and implications to practice are stated. This is followed by a discussion of the strengths and limitations of the research and future research possibilities derived from this study. The conclusion of the chapter compares and contrasts the original model to the final model.

6.2 Key Research Questions

As introduced previously in the literature review and conceptual framework chapter, the key research questions led to several hypotheses. The first area of research guided by key research questions is whether certain groups of individuals view WLB benefits differently; this includes their perceptions of the benefits being offered, their use of the benefits and the importance they place on the benefits.

Additionally, since this thesis examines the offering of WLB benefits by the employer, it was necessary to examine if other intangible rewards are also provided. This is especially important since social exchange leads to the parties becoming more dependent on each other, as well as being in an ongoing exchange (Molm, 2006). One key research question arising from the thesis is whether DJ, JS or POS is inadvertently provided, as an intangible reward, when WLB benefits are offered. Another question is what, if any, resources, through employee behaviors are reciprocated by the employees. The specific behaviors identified for this study are organizational commitment

and OCBs whether OCBI, OCBO or IRB. Therefore the seven outcomes of offering WLB benefits are: POS, distributive justice, job satisfaction, organizational commitment and the three types of OCBs.

As previously established, in social exchange theory, besides actually receiving a reward, the value placed on a reward by the receiver of the reward is also important to any study. A resource must be valued for it to be accepted in a social exchange situation (Molm, 2006, Homans, 1961). When employee benefits offered meet the needs of the employee, which implies that the benefits are valued (Miclei and Lane, 1991), the employee reciprocates the exchange. Employee benefits are viewed as being valued when they are used (Sinclair et al, 2005). This leads to the question of whether or not value is a moderator of the relationship between WLB benefits and the seven outcomes.

Also as previously discussed, there is a question of whether or not communication of benefits directly affects the perceptions of the level of benefits offered as well as their value to the employee. It has been shown that communication of employee benefits strengthens their impact (Lawler, 1981; Gerhart and Milkovich, 1993) and raises awareness of their value (Wilson et al, 1985; Gerhart and Milkovich, 1993). This question lead to an examination of communication as a moderator of the perceived offering of WLB benefits and the value placed on those benefits.

Additionally, it has been hypothesized that, in social exchange theory, individuals are not seeking only to maximize their benefits. Individuals will also, through the norm of reciprocity, seek to reciprocate a higher level of benefits by producing a higher level of effort (Kirchler et al, 1996). This would

indicate that OCBs may be reciprocated in the exchange. Furthermore, in order to reciprocate, individuals are less likely to leave an employer (Kirchler et al, 1996) indicating a possible stronger commitment to the organization. This led to the research question of examining reciprocity as a moderator of POWLB and the outcomes of organizational commitment and OCBs.

The final question guiding the research connects the hypothesized intangible rewards with the hypothesized reciprocated rewards. It is: if offering WLB benefits does in fact offer further intangible rewards through POS, distributive justice and job satisfaction, do these intangible rewards then mediate the relationship between the POWLB benefits and organizational commitment and OCBs. The main reason for this question comes from the belief that by offering WLB benefits the employer is providing the employee with an intangible feeling of goodwill (Eisenberger et al 1986; Rousseau, 1989; Schein, 1980) combined with ideas of employees reciprocating through organizational commitment and OCBs (Kirchler et al, 1996).

In summary, the discussion above shows that there are several questions about the relationships between the offering of WLB benefits and the outcomes of POS, distributive justice, job satisfaction, OCBs and organizational commitment. There are further questions about the possibility that some relationships are mediated by POS, job satisfaction and distributive justice and moderated by the value the individual places on WLB benefits and reciprocity. The following section will summarize the findings discussed in Chapter 5.

6.3 Interpretation of Findings

Chapter 5 provided a discussion of the findings of the analysis of the data gathered. The findings will be discussed and interpreted below. This discussion will be separated according to the hypotheses groupings used previously, the hypotheses of the direct model, the hypotheses of the moderating model and the hypotheses of the mediating model. The discussion begins below with the hypothesis of the basic model.

6.3.1 Direct Model Findings (H1, H2, H3, H4 and H5)

Based on the regression analysis performed, it was found that H1, H2 and H4 are supported. This indicates that by offering WLB benefits an organization can increase perceptions of distributive justice and organizational support in the employee. Also offering WLB benefits can have a positive effect on organizational commitment. Therefore, it is supported that offering WLB benefits does also offer the employee the intangible rewards of support and justice as well as the reciprocated reward of organizational commitment. Conversely, H3 and H5 were not supported using regression, indicating that job satisfaction and OCBs are not directly affected when an organization offers WLB benefits.

6.3.2 Moderating Model Findings (H6, H7 and H8)

One of the moderating models is that the value placed on WLB benefits will moderate the relationship between POWLB and each of the seven outcomes. Support was found for three of these outcomes, job satisfaction, organizational commitment and IRB. This indicates that job satisfaction is an intangible reward of offering WLB benefits when moderated by value. Additionally, there is an indication that employees are more likely to

reciprocate through organizational citizenship and In-role OCBs when the POWLB is moderated by value. The results of the analysis also establish that the relationships between the POWLB and the remaining four outcomes (POS, DJ, OCBO and OCBI) are not moderated by value.

There was also a lack of support that communication moderates the relationship between the POWLB and the value placed on the benefits. Since it was discussed at the beginning of Chapter 5, that the analysis indicates the organization lacks effective communication regarding WLB benefits, it may be that employees are not sufficiently aware of which benefits are offered and which are not offered. This is further illustrated by the descriptive discussion in Chapter 4; individuals with no children age 6 to 11 were more likely to perceive that child care assistance was provided when in fact it was not provided. This ineffective communication could in turn have affected the value employees place on the benefits.

Reciprocity as a moderator in the relationship between the POWLB and the four outcomes hypothesized (organizational commitment, OCBI, OCBO and IRB) was supported for OCBI and OCBO only. This final moderating analysis shows that all 7 dependent variables are related in some way to POWLB. Distributive justice and POS had a direct relationship. For job satisfaction and IRB the relationships were moderated by value. The relationships of OCBI and OCBO were moderated by reciprocity. Finally, POWLB was shown to be related to organizational commitment directly and moderated by value.

6.3.3 Mediating Model Findings (H9, H10 and H11)

The models of mediation were viewed as very important. If it could be found that providing WLB benefits provided the additional intangible rewards of POS, distributive justice and job satisfaction, it was hypothesized that these intangible rewards would then mediate the relationship between the POWLB and the four remaining outcomes (organizational commitment, OCBI, OCBO and IRB). It was found that none of the proposed mediators were significant to the models for OCBs. However, there is support that distributive justice and POS mediate the relationship between POWLB and organizational commitment.

6.4 Contributions of the Research

The research conducted for this thesis has implications in both theory and practice. There are also strengths and limitations to this research. Additionally, the study has led to areas that require additional research. These five topics will be discussed below.

6.4.1 Implications to Theory

This work has contributed to social exchange theory by focusing on a set of specific rewards (POWLB) to observe the ways in which the rewards affect employees. It was found that perceptions about the offering of WLB benefits also offers intangible rewards through perceived organizational support, job satisfaction (when moderated by value) and distributive justice to the employees. These intangible rewards can lead to a much stronger relationship between actors (Eisenberger et al, 1986, Rousseau, 1989). This in turn will lead to a stronger investment by employees (Randall, et al, 1999). This

provides a strong basis for further research on relationships involving tangible rewards that also provide intangible rewards.

While the measure used for POWLB was adapted from pay mix literature, it is a new measure and has been validated using the KR20 test through Cronbach's alpha. This can aid future research in different aspects of pay mix requiring similar measures.

An additional measure was adapted from work by Miceli and Lane (1991) for value (measured by use) of WLB benefits. Finally a new scale was adapted from work by Sinclair, Leo and Wright (2005) for value (measured by importance) of WLB benefits. Both of these measures were also validated for internal consistency.

6.4.2 Implications to Practice

Since labor compensation has such a high cost to employers (Dreher et al, 1988; Holzer, 1990; Milkovich and Newman, 2002), all returns of any type of compensation must be examined to determine what best matches the goals of each organization as well as the employees of each organization. This study clearly indicates that specific categories of WLB benefits are viewed differently by certain types of people. For instance, married people were more likely to use flexible hours and engaged individuals were more likely to view convenient work hours as being important. This demonstrates the need for each organization to learn what different groups of employees view as important and feel that they need. This can then be matched to the goals of the organization, whether that is commitment to the organization or a general reduction in stress.

It is also important to employers that this study found a relationship between the perceived offering of WLB benefits and POS, job satisfaction and DJ. Exchanges that offer intangible rewards can be stronger than those that do not (Eisenberger et al, 1986; Rousseau, 1989). This indicates that the relationship between employer and employee can be strengthened by offering WLB benefits; this can be utilized by organizations that desire such a strong relationship.

Finally, the results of this study indicate that WLB benefits were not effectively communicated at this organization. It is important that employees know what they are receiving so they can respond in a positive way. It is also important that employees know what they are receiving so they can place an appropriate level of value on them. In practice organizations should find various methods to ensure that employees are aware of all of their benefits.

6.4.3 Strengths

The main strengths of this research are its design and sample size. The design, a mixed method approach, allowed for both quantitative and qualitative analysis. Additionally, quantitative measures were taken from two sources, employees and their supervisors. The interview of a member of the HR personnel allowed for an additional quantitative measure of communication of WLB benefits as well as providing a quantitative comparison of the sample to the population. The interviews of 12 individuals allowed for qualitative insights of some of the hypothesized relationships. Finally the sample of 408 employees matched with their supervisors provided a strong base for quantitative study.

Additional strengths stem from the attempt to fill gaps in literature. Firstly, this study focuses on how attitudes and behaviors are affected by WLB benefits, which is a part of the pay mix; this has not been well studied in literature (Gerhart and Milkovich, 1993; Pappas and Flaherty, 2006). This study found that effects on attitudes have been supported and the effects of organizational commitment and all types of OCBs have been supported. Secondly, by concentrating on WLB instead of WFB, the sample for the study included a wider base of individuals than most previous studies (Casper et al, 2007). This study also utilized moderators, which are lacking in literature (Casper et al, 2007) and mediators, which are lacking in literature (Eby et al, 2005).

6.4.4 Limitations

This thesis is the result of research conducted in one organization in Cyprus. This limits the results and conclusions that can be drawn. Firstly, the characteristics of the organization may not be similar to other organizations. Secondly, the characteristics of Cypriots may not be similar to other nationalities or ethnicities. This limits the results in the sense that the conclusions drawn may not be applicable in other organizations or cultures. One example of the cultural differences of Cypriots comes from work by Hofstede and his colleagues (2010) where Cyprus ranks 12-13, out of 93 countries, with an index of 70 on the indulgence versus restraint index. This shows that Cypriots are among the most indulgent cultures of the study.

An additional limitation of this study is that the questionnaires were distributed in a time period of January to April of 2011. Currently, the

economic and banking situation in Cyprus is such that the results of a similar study conducted today may be entirely different. The current economic conditions in Cyprus have led to a reduction in jobs, salaries and overall benefits. There are many possible implications of these reductions: (1) employees may be satisfied just to have a job, (2) WLB benefits may be viewed as unimportant when compared to a loss of pension (or some other benefit) and (3) in downsized organizations, remaining employees may feel additional stress due to increases in work load or fear of being let go; this in turn may lead to lower feelings of POS, distributive justice and job satisfaction. There are many other possible implications not listed here.

6.4.5 Future Research

The findings resulting from the data analysis in conjunction with the interviews conducted have led to several areas that need further attention. Other areas requiring further study have been observed throughout the process of completing this research. These areas are: (1) reciprocity, (2) OCBs, (3) organizational commitment, (4) communication, (5) another approach to examining the role of POS, distributive justice and job satisfaction in the relationship between POWLB and reciprocating outcomes, (6) employee benefit categorization (7) similar studies at other organizations in Cyprus and in other cultures to determine whether or not wider applicability is possible and (8) similar studies using different types of compensation and/or mediators and/or outcomes or including a longitudinal design.

There are two areas of concern arising from this study regarding reciprocity. The first is that Cronbach's alpha was borderline acceptable for the full measure as used in literature. Additional studies should be conducted to

determine if this is due to characteristics of Cypriots, characteristics regarding the organization studied or some other cause. The second concern identified by the results was that reciprocity had no effect as a moderator on OC or IRB, even though the full borderline measure using all five questions was used in the analysis as well as the measure using only four questions that had an acceptable level for Cronbach's alpha. The causes for this lack of expected effect should be identified. One possible cause was identified during the interviews. A feeling of entitlement by longer-serving employees could have affected the results. A second cause may be that commitment originates from lack of options instead of the organization. It should be studied if these feelings are common to certain groups of people such as Cypriots, long-serving employees and older employees.

OCBs also require additional study. This study has indicated that, regarding OCBs, there is a negative relationship, moderated by reciprocity, between offering WLB benefits and OCBs geared toward the individual (OCBI) and geared toward the organization (OCBO); this relationship was expected to be positive. Further study could identify the reasons that the expected, positive relationship for all OCBI and OCBO was not found by this study. Also, additional study could lead to conclusions for specific demographic categories of employees for which offering WLB benefits are or are not related to an increase in OCBs. Included in these demographics could be the feelings of entitlement discussed during interviews. These types of studies are of great interest. Further studies based on social exchange theory that include an exchange of intangible rewards require further study.

The interviews indicated that organizational commitment may not actually be affected by the social exchange studied, but instead because of lack of alternative employment. Further study to clarify this finding would require very specific similar circumstances. The organization studied was a high technology organization in which most of the employees would be required to have certain knowledge and skills. The study was also conducted in Cyprus which is a small country and therefore has a small economic environment. A study undertaken to clarify these findings would have to be developed with these constraints in mind..

Since the results of the study did not support that communication of the benefits moderated the value placed on the benefits as Gerhart and Milkovich (1993) describe, additional study should be undertaken in order to determine if this is the case due to the characteristics of this study or if it is true under other conditions as well. It is possible that this is only the case with WLB benefits, or only at the organization studied. Another possible cause is that it was determined by this study that communication of benefits did not appear to be effective. Almost 10% of respondents had perceptions of the WLB benefits that they were offered that were at most 50% correct (correctly identified whether or not 2 or less of 4 WLB benefits were offered). More than 50% of the respondents correctly identified the offering of only 3 out of 4 WLB benefits. Study of communication of benefits can easily be included in any future work.

The lack of support for the mediation of the intangible rewards (POS, distributive justice and job satisfaction) on OCBs provided by offering WLB benefits leads to the conclusion that a different approach should be taken to

their study. It is possible that instead of mediating the relationship, intangible rewards moderate the relationship. Since social exchange theory supports the importance of intangible rewards (Eisenberger et al, 1986; Rousseau, 1989) their role in model should be properly identified.

It was observed during the course of this study that while there are several categorizations of employee benefits, these categorizations are usually provided by researchers. Since social exchange places an emphasis on value (Molm, 2006) it would be beneficial for future research to have a categorization of benefits from the perspective of employees.

To discover whether or not the findings of this study are more widely applicable, additional study should be done (1) in Cyprus to determine if the restrictions to theory are due to the organization or to the Cypriot culture and (2) in countries similar to Cyprus to determine if the results can be broadened to include other cultures.

Finally, additional research of a similar nature could be conducted for different categories of compensation. Other variables could be identified as moderators and mediators. Also, further outcomes could be examined. These are very general guides because there are many different combinations of variables that could be studied. A longitudinal study could also be performed, preferable a before/after implementation of WLB benefits program. This would allow the researcher to understand if certain types of people (underachievers) are more likely to use the benefits and have a higher level of performance, because of reciprocity, after WLB benefits are introduced.

6.5 Conclusion

Specific outcomes of the perceived offering of WLB benefits were identified after a thorough literature review of social exchange. These outcomes were (1) perceived distributive justice, (2) perceived organizational support, (3) job satisfaction, (4) organizational commitment and (5) organizational citizenship behaviors in the form of OCBI, OCBO and IRB. Additionally, the moderating variables, (1) reciprocity, (2) value of the resource provided and (3) communication of the resource provided, were identified. Finally, three of the original outcomes, (1) perceived distributive justice (2) job satisfaction and (3) perceived organizational support, were identified in the literature as mediators of the other three outcomes. The research conducted supports some of these relationships, but does not support others.

Figures 5.7 and 5.8 in Chapter 5 show the final model as determined through analysis of the data collected for this thesis. Communication has been removed as a moderator. Direct relationships between the offering of WLB benefits and the outcomes (1) organizational commitment (2) distributive justice, (3) perceived organizational support remain in the model. All other outcomes do not have a direct relationship with POWLB but do have moderated relationships. The relationships between the perceived offering of WLB benefits and (1) job satisfaction (2) organizational commitment and (3) IRB are included only when moderated by value. Value has been removed as a moderator of the other relationships (POS, distributive justice, OCBI and OCBO). Reciprocity moderates the relationship between (1) OCBI and (2) OCBO only; reciprocity has been removed as a moderator of organizational commitment and IRB. Finally, all mediation has been removed from the model

except mediation by distributive justice and POS for the model of POWLB on organizational commitment.

While only parts of the original model have been substantiated, the differences in the model will lead to further research. Clarification of the reasons for differences from the expected model are needed as discussed above. This further research will aid in practitioners decision making regarding the offering of WLB benefits.

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Appendices:

Please note that due to margin requirements and appendix headings the questionnaires do not appear with the page breaks that they were actually distributed with.

Appendix A: Questionnaire Material – English Version

A.1 Introduction Letter to Managers

To Whom It May Concern:

I am working toward my PhD with Aston University in Birmingham, England. The topic of my research is work-life balance benefits and the ways in which their being offered may affect work attitudes and organizational citizenship behaviors.

I believe that everyday life is becoming more and more complex. I also believe that when work-life balance benefits are provided individuals will have much less stress in their lives and be happier at both home and work. This happiness may or may not affect their behaviors.

I am at the stage where I need to gather data to test my beliefs. It is for this reason that I ask you to please complete the enclosed questionnaires. These questionnaires correspond to employees that you supervise. I assure you that only I and my supervisors will have access to your responses. The responses will be coded and analyzed using statistical software. All reporting will be done using aggregate information. No individual's responses will be reported. Once my Ph.D. is complete the forms will be destroyed.

The employees that you are completing questionnaires about have also completed questionnaires measuring the benefits they are offered, whether or not they use the benefits, the value of various benefits to them and various attitudes.

Each questionnaire should take only 2-3 minutes to complete. I have limited the number of employees for each supervisor to 7, and some of these employees may not have completed the questionnaire. Therefore you will have at most 7 questionnaires to complete making the total time required 14-21 minutes. I will greatly appreciate your cooperation in completing the questionnaires. **The employees' questionnaires are useless without the additional information that you would supply.** If you wish to request a copy of the final results I will be only too happy to send a copy to you. The group of questionnaires should be sealed in the envelope provided and returned to me within the next 2-3 hours. If you would like a copy of the results, write your name and address on the enclosed address label, return it with the questionnaires, but do not place it in the envelope with the questionnaires. Please keep in mind that the initial results will take me a couple of months to complete.

Thank you for your help in this matter.

Regards,

Janell Komodromou

A.2 Introduction Letter to Employees

To Whom It May Concern:

I am working toward my PhD with Aston University in Birmingham, England. The topic of my research is work-life balance benefits and the ways in which their being offered may affect various work behaviors and attitudes.

I believe that everyday life is becoming more and more complex. I also believe that when work-life balance benefits are provided individuals will have much less stress in their lives and be happier at both home and work. This happiness may or may not affect their behaviors.

I am at the stage where I need to gather data to test my beliefs. It is for this reason that I ask you to please complete the enclosed questionnaire to the best of your ability. I assure you that only I and my supervisors will have access to your responses. The responses will be coded and analyzed using statistical software. All reporting will be done using aggregate information. No individual's responses will be reported. Once my Ph.D. is complete the forms will be destroyed.

This questionnaire will be used to measure the benefits you are offered, whether or not you use the benefits, the value of various benefits to you and various attitudes. An additional questionnaire will be administered to your supervisor regarding your work behaviors. The supervisor's questionnaire will also remain confidential and will also be destroyed once my Ph.D. is completed.

The questionnaire should take only 10-15 minutes to complete. I will greatly appreciate your cooperation in completing the questionnaire. If you wish to request a copy of the final results I will be only too happy to send a copy to you. The questionnaire should be sealed in the envelope provided and given to _____. If you would like a copy of the results write your name and address on the additional envelope provided, return it with the questionnaire, but do not place it in the envelope with the questionnaire. Please keep in mind that the initial results will take me a couple of months to complete.

To clarify, the definitions of the benefits I am studying are provided below:

Convenient Vacation: The organization provides paid vacation leave that you can take at a time convenient to you

Flexible Working Hours: The organization allows you to arrange your work to suit your schedule

Convenient Hours: The hours you work are mostly convenient to your schedule

Child Care Assistance: The company provides child care or helps pay for it

Elderly Care Assistance: The organization provides care for elderly or helps to pay for it

Educational Assistance: The company provides further education or helps pay for it

A.3 Questionnaire for Managers

SUPERVISOR QUESTIONNAIRE

Work – Life Balance Benefits

Listed below is a series of statements that represent possible behaviors of individuals working under your supervision. With respect to your own judgment about the particular individual — Code_____— please indicate the degree of your agreement or disagreement with each statement by checking one of the five alternatives corresponding to each statement.

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. Helps others who have been absent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Helps others who have heavy work loads.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assists supervisor with his/her work (when not asked).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Takes time to listen to co-workers' problems and worries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Goes out of way to help new employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
6. Takes a personal interest in other employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Passes along information to co-workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Attendance at work is above the norm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Gives advance notice when unable to come to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Takes undeserved work breaks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Great deal of time spent with personal phone conversations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Complains about insignificant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

things at work.

13. Conserves and protects organizational property.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Adheres to informal rules devised to maintain order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Adequately completes assigned duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Fulfills responsibilities specified in job description.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
17. Performs tasks that are expected of him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Meets formal performance requirements of the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Engages in activities that will directly affect his/her performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Neglects aspects of the job he/she is obligated to perform.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Fails to perform essential duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EMPLOYEE QUESTIONNAIRE

Work – Life Balance Benefits**A: Work-life Balance Benefits offered by company and used by employee**

In this section, we are interested in which work-life balance benefits you are offered and which you use now.

	<u>Offered</u>		<u>Used</u>	
	Yes	No	Yes	No
Flexible hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convenient hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child care assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elderly care assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vacation convenient for you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there any other benefits offered by your company that help you to balance work in your life? Yes ☐ No ☐

If so, what other benefits are offered? Which of these benefits do you use?

B: Importance you place on work-life balance benefits

In this section, we are interested in the level of importance you place on each type of work-life balance benefit whether or not the benefit is offered.

		<i>Very Important</i>	<i>Important</i>	<i>Neither important nor unimportant</i>	<i>Unimportant</i>	<i>Very unimportant</i>	
Flexible hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convenient hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child care assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elderly care assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vacation convenient for you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there any other benefits that would help you to balance work in your life?

Yes ☐ No ☐

If so, what other benefits?

C: Distributive Justice

In this section, we are interested in how fair you feel your current work situation is as compared to your co-workers.

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
I feel that my current job responsibilities are fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, the rewards I receive here now are quite fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consider my current workload to be quite fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think that my current level of pay is fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My current work schedule is fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D: Job Satisfaction

In this section, we are interested in how satisfied you feel with your current work situation.

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
I am often bored with my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel fairly well satisfied with my present job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied with my job for the time being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most days I am enthusiastic about my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like my job better than the average worker does.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find real enjoyment in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E: Perceived Organizational Support

Listed below is a series of statements that represent possible feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the particular organization for which you are now working—NAME OF ORGANIZATION—please indicate the degree of your agreement or disagreement with each statement by checking one of the seven alternatives below each statement.

	<i>Strongly agree</i>	<i>Agree</i>	<i>Somewhat agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
The organization strongly considers my goals and values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help is available from the organization when I have a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organization really cares about my well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organization is willing to extend itself in order to help me perform my job to the best of my ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Even if I did the best job possible, the organization would fail to notice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organization cares about my general satisfaction at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organization shows very little concern for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organization cares about my opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organization takes pride in my accomplishments at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F: Organizational Commitment

Listed below is a series of statements that represent possible feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the particular organization for which you are now working—please indicate the degree of your agreement or disagreement with each statement by checking one of the seven alternatives below each statement.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Strongly agree</i>	<i>Agree</i>	<i>Somewhat agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I talk up this organization to my friends as a great organization to work for.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would accept almost any types of job assignment in order to keep working for this organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find that my values and the organization's values are very similar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am proud to tell others that I am part of this organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This organization really inspires the very best in me in the way of job performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am extremely glad that I chose this organization to work for over others I was considering at the time I joined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I really care about the fate of this organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For me, this is the best of all possible organizations for which to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G: Reciprocity

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
1. An employee's work effort should depend partly on how well the organization deals with his or her desires and concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. An employee who is treated badly by the organization should lower his or her work effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. How hard an employee works should not be affected by how well the organization treats him or her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. An employee's work effort should have nothing to do with the fairness of his or her pay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The failure of the organization to appreciate an employee's contribution should not affect how hard he or she works.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H: Background

- Age ranging from 18 to 24 ☐
 Age ranging from 25 to 31 ☐
 Age ranging from 32 to 40 ☐
 Age ranging from 41 to 50 ☐
 Age more than 50 ☐
- Married ☐ Single ☐ Other: _____
- Write the number of children living with you in each age category:
 Under 6 years old _____
 At least 6 but less than 12 years old _____
 At least 12 years old but less than 19 years old _____
- Your gender: Male ☐ Female ☐

Appendix B: Questionnaire Material – Greek Version

B.1 Introduction Letter to Managers

Αξιότιμε κύριε / κυρία,

Εργάζομαι για το διδακτορικό (PhD) μου με το Aston University στο Μπέρμιγχαμ του Ηνωμένου Βασιλείου. Η έρευνα μου έχει ως θέμα **‘Ωφελήματα ισορροπίας εργασίας-ζωής, και όταν αυτά προσφέρονται, πώς μπορούν να επηρεάσουν τις διάφορες συμπεριφορές και τοποθετήσεις έναντι της εργασίας’.**

Είναι γενικώς παραδεκτό ότι η καθημερινή μας ζωή γίνεται όλο και πιο σύνθετη αλλά και περίπλοκη. Πιστεύω ότι όταν παρέχονται ωφελήματα ισορροπίας εργασίας-ζωής στους εργαζόμενους, αυτοί θα έχουν πολύ λιγότερη πίεση στη ζωή τους και θα είναι πιο ευτυχισμένοι στο σπίτι και στην εργασία. Η ευτυχία αυτή πιθανόν να έχει ή να μην έχει επιπτώσεις στη εταιρική κοινωνική ευθύνη τους. Το ερωτηματολόγιό μου διερευνά αυτό ακριβώς το ζήτημα.

Βρίσκομαι στο στάδιο όπου πρέπει να συγκεντρώσω τα απαραίτητα στοιχεία, ώστε να διερευνήσω τις απόψεις αυτές. Για αυτό το λόγο ζητώ από σας να συμπληρώσετε τα ερωτηματολόγια, που βρίσκονται στο φάκελο, όσο καλύτερα μπορείτε, ανάλογα πώς εσείς κατανοείτε τις ερωτήσεις. Σας διαβεβαιώνω ότι αποκλειστικά μόνο εγώ θα έχω πρόσβαση στις απαντήσεις σας. Οι απαντήσεις που θα συγκεντρωθούν θα κωδικοποιηθούν και θα αναλυθούν χρησιμοποιώντας στατιστικό λογισμικό. Όλες οι εκθέσεις θα γίνουν με βάση τα συνολικά αποτελέσματα των μελετών. Δε θα αναφερθούν οι απαντήσεις κανενός ατόμου που θα λάβει μέρος στην έρευνα αυτή. Μόλις συμπληρωθεί το διδακτορικό μου όλα τα ερωτηματολόγια θα καταστραφούν.

Οι υπάλληλοι για τους οποίους συμπληρώνετε τα ερωτηματολόγια έχουν επίσης συμπληρώσει ερωτηματολόγια, τα οποία προσμετρούν τα ωφελήματα που τους προσφέρονται, εάν χρησιμοποιούν ή όχι τα ωφελήματα αυτά, την αξία που προσδίδουν στα διάφορα ωφελήματα και διάφορες τοποθετήσεις.

Έχει υπολογιστεί ότι η συμπλήρωση του κάθε ερωτηματολογίου παίρνει 2-3 λεπτά. Έχω προσπαθήσει να περιορίσω τον αριθμό υπαλλήλων για κάθε επικεφαλή ώστε να χρησιμοποιήσετε όσο πιο λίγο από το πολύτιμο χρόνο σας. Θα χρειαστεί να συμπληρώσετε ερωτηματολόγιο μόνο για τους υπαλλήλους που έχουν συμπληρώσει το δικό τους ερωτηματολόγιο.

Θα εκτιμήσω πολύ τη συνεργασία σας για στη συμπλήρωση του ερωτηματολογίου. **Τα ερωτηματολόγια που συμπληρώνονται από τους υπαλλήλους δεν έχουν καμιά αξία χωρίς τις πρόσθετες πληροφορίες που παρέχονται στα δικά σας ερωτηματολόγια.** Τα ερωτηματολόγια πρέπει να σφραγιστούν στο φάκελο που σας παρέχεται και να επιστραφούν σε μένα.

Σας ευχαριστώ για τη συνεργασία.

Μετά τιμής,

Τζανέλ Κωμοδρόμου

B.2 Introduction Letter to Employees

Αξιότιμε κύριε / κυρία,

Εργάζομαι για το διδακτορικό (PhD) μου με το Aston University στο Μπέρμιγχαμ του Ηνωμένου Βασιλείου. Η έρευνα μου έχει ως θέμα **‘Ωφελήματα ισορροπίας εργασίας-ζωής, και όταν αυτά προσφέρονται, πώς μπορούν να επηρεάσουν τις διάφορες συμπεριφορές και τοποθετήσεις έναντι της εργασίας’.**

Είναι γενικώς παραδεκτό ότι η καθημερινή μας ζωή γίνεται όλο και πιο σύνθετη αλλά και περίπλοκη. Πιστεύω ότι όταν παρέχονται ωφελήματα ισορροπίας εργασίας-ζωής στους εργαζόμενους, αυτοί θα έχουν πολύ λιγότερη πίεση στη ζωή τους και θα είναι πιο ευτυχισμένοι στο σπίτι και στην εργασία. Η ευτυχία αυτή πιθανόν να έχει ή να μην έχει επιπτώσεις στη εταιρική κοινωνική ευθύνη τους. Το ερωτηματολόγιό μου διερευνά αυτό ακριβώς το ζήτημα.

Βρίσκομαι στο στάδιο όπου πρέπει να συγκεντρώσω τα απαραίτητα στοιχεία, ώστε να διερευνήσω τις απόψεις αυτές. Για αυτό το λόγο ζητώ από σας να συμπληρώσετε το ερωτηματολόγιο, που βρίσκεται στο φάκελο, όσο καλύτερα μπορείτε, ανάλογα πώς εσείς κατανοείτε τις ερωτήσεις. Σας διαβεβαιώνω ότι αποκλειστικά μόνο εγώ θα έχω πρόσβαση στις απαντήσεις σας. Οι απαντήσεις που θα συγκεντρωθούν θα κωδικοποιηθούν και θα αναλυθούν χρησιμοποιώντας στατιστικό λογισμικό. Όλες οι εκθέσεις θα γίνουν με βάση τα συνολικά αποτελέσματα των μελετών. Δε θα αναφερθούν οι απαντήσεις κανενός ατόμου που θα λάβει μέρος στην έρευνα αυτή. Μόλις συμπληρωθεί το διδακτορικό μου όλα τα ερωτηματολόγια θα καταστραφούν.

Το ερωτηματολόγιο θα χρησιμοποιηθεί για να καθορίσει τα ωφελήματα που σας προσφέρονται, εάν χρησιμοποιείτε ή όχι τα ωφελήματα αυτά, η αξία που προσδίδετε στα διάφορα ωφελήματα και οι διάφορες στάσεις και τοποθετήσεις σας, όσο αφορά την εργασία, όπως επίσης και ορισμένα στοιχεία για σας. Ένα επιπρόσθετο ερωτηματολόγιο θα δοθεί στον επικεφαλής σας σχετικά με τη γενική στάση σας στο χώρο της εργασίας και την εταιρική κοινωνική σας ευθύνη. Το

ερωτηματολόγιο που θα συμπληρωθεί από τον επικεφαλής σας, επίσης θα παραμείνει εμπιστευτικό, και θα καταστραφεί και αυτό μόλις ολοκληρωθεί το διδακτορικό μου. Έχω υπολογίσει ότι η συμπλήρωση του ερωτηματολογίου παίρνει 10-15 λεπτά. Θα εκτιμήσω πολύ τη συνεργασία σας για στη συμπλήρωση του ερωτηματολογίου.

Οι ορισμοί των ωφελημάτων που συμπεριλαμβάνονται στη μελέτη δίνονται πιο κάτω:

Διακοπές: Ο οργανισμός παρέχει πληρωμένες άδειες διακοπών.

Ελαστικό Ωράριο: Ο οργανισμός επιτρέπει να κανονίσετε την εργασία σας, ώστε να βολεύει το πρόγραμμά σας.

Βολικές Ώρες: Οι ώρες που εργάζεστε είναι ως επί το πλείστον βολικές με το πρόγραμμά σας.

Βοήθεια Παιδικής Μέριμνας: Ο οργανισμός παρέχει φύλαξη των παιδιών ή βοηθά στην πληρωμή της.

Βοήθημα Φροντίδας Ηλικιωμένων: Ο οργανισμός παρέχει φροντίδα ηλικιωμένων ή βοηθά στην πληρωμή της.

Βοήθημα εκπαίδευσης: Ο οργανισμός παρέχει περαιτέρω εκπαίδευση ή βοηθά στην πληρωμή της.

Διευθετήσεις για ελαστική εργασία: Η επιχείρηση επιτρέπει καταμερισμό εργασίας με άλλους υπαλλήλους μερικής απασχόλησης, ή εργασία από το σπίτι, ή άλλες παρόμοιες ρυθμίσεις, ώστε οι εργαζόμενοι αυτοί να απολαμβάνουν το μέρος των ωφελημάτων, που αναλογούν στο μέρος της εργασίας που κάνουν.

Σας ευχαριστώ για τη συνεργασία.

Μετά τιμής

Τζανέλ Κωμοδρόμου

B.3 Questionnaire for Managers

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΕΠΙΚΕΦΑΛΗ

Ωφελήματα Ισορροπίας Εργασίας--Ζωής

Πιο κάτω παρατίθενται μια σειρά προτάσεων, που αντιπροσωπεύουν πιθανές συμπεριφορές ατόμων που εργάζονται υπό την επίβλεψή σας. Με βάση τη δική σας κρίση για το συγκεκριμένο άτομο – Κωδικός_____ – παρακαλείστε να δείξετε το βαθμό συμφωνίας ή διαφωνίας με κάθε πρόταση σημειώνοντας μια από τις πέντε επιλογές κάτω από κάθε πρόταση.

	Διαφωνώ Έντονα	Διαφωνώ	Ούτε Συμφωνώ Ούτε Διαφωνώ	Συμφωνώ	Συμφωνώ Έντονα
1. Βοηθά άλλους όταν απουσιάζουν.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Βοηθά άλλους που έχουν μεγάλο φόρτο εργασίας.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Βοηθά τον προϊστάμενο στις εργασίες του/της (όταν δε του ζητηθεί).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Παίρνει το χρόνο να ακούσει τα προβλήματα και τις ανησυχίες των συναδέλφων του/της.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Κάνει επιπλέον προσπάθεια ώστε να βοηθήσει νέους υπαλλήλους.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Δείχνει προσωπικό ενδιαφέρον για άλλους υπαλλήλους.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Διαφωνώ Έντονα	Διαφωνώ	Ούτε Συμφωνώ Ούτε Διαφωνώ	Συμφωνώ	Συμφωνώ Έντονα
7. Μοιράζεται πληροφορίες με τους συναδέλφους του/της.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Η παρουσία του στην εργασία είναι πέραν της κανονικής.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ειδοποιεί εγκαίρως όταν αδυνατεί να	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

έρθει στην εργασία του/της.

10. Κάνει διαλείμματα που δεν δικαιολογούνται	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Σπαταλά αρκετό χρόνο σε προσωπικές τηλεφωνικές συνομιλίες.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Εκφράζει παράπονα για ασήμαντα θέματα στην εργασία.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Συντηρεί και προστατεύει την ιδιοκτησία του οργανισμού.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Ακολουθεί τους άτυπους κανόνες για διατήρηση της τάξης.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Ολοκληρώνει επαρκώς τα καθήκοντα που του/της ανατίθενται.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Εκπληρώνει τα καθήκοντα όπως διευκρινίζονται στην περιγραφή εργασίας του/της.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Εκτελεί τα καθήκοντα που αναμένονται από αυτόν/αυτήν.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Καλύπτει τις επίσημες απαιτήσεις απόδοσης της εργασίας.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<div>Διαφωνώ Έντονα</div>	<div>Διαφωνώ</div>	<div>Ούτε Συμφωνώ Ούτε Διαφωνώ</div>	<div>Συμφωνώ</div>	<div>Συμφωνώ Έντονα</div>
19. Συμμετέχει σε δραστηριότητες που θα επιφέρουν θετικές επιπτώσεις στην απόδοσή του.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Παραμελεί πτυχές της εργασίας που είναι υποχρεωμένος/η να εκτελεί.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Αποτυγχάνει να εκτελεί ουσιαστικά καθήκοντα.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΥΠΑΛΛΗΛΟΥ

Ωφελήματα Ισορροπίας Εργασίας--Ζωής

A: Ωφελήματα ισορροπίας εργασίας και ζωής που προσφέρονται από την επιχείρηση και που χρησιμοποιούνται από τον υπάλληλο

Στο τμήμα αυτό ενδιαφερόμαστε για τα ωφελήματα ισορροπίας εργασίας και ζωής που σας προσφέρονται και ποια από αυτά χρησιμοποιείτε τώρα.

	<u>Προσφέρονται</u>		<u>Χρησιμοποιείτε</u>	
	Ναι	Όχι	Ναι	Όχι
Ευέλικτο ωράριο	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Βολικές ώρες	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Βοήθημα φροντίδας παιδιού	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Βοήθημα φροντίδας ηλικιωμένων	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Βοήθημα εκπαίδευσης	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Διευκολύνσεις διακοπών	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Υπάρχουν οποιαδήποτε άλλα οφέλη που προσφέρονται από την επιχείρησή σας, που σας βοηθούν να ισορροπήσετε την εργασία στη ζωή σας; Ναι ☐ Όχι ☐

Εάν ναι, τι άλλα ωφελήματα προσφέρονται; Ποιά από αυτά τα ωφελήματα χρησιμοποιείτε;

B: Σημασία που δίνετε στα ωφελήματα που αφορούν την ισορροπία εργασίας-ζωής

Στο μέρος αυτό, ενδιαφερόμαστε για το βαθμό σπουδαιότητας, που δίνετε σε κάθε τύπο ωφελήματος ισορροπίας εργασίας και ζωής έστω και αν το ωφέλημα δεν προσφέρεται.

	<i>Πολύ Σημαντικό</i>	<i>Σημαντικό</i>	<i>Ούτε Σημαντικό ούτε Ασήμαντο</i>	<i>Ασήμαντο</i>	<i>Πολύ Ασήμαντο</i>
Ευέλικτο ωράριο	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Βολικές ώρες	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Βοήθημα φροντίδας παιδιού	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Βοήθημα φροντίδας ηλικιωμένων	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Βοήθημα εκπαίδευσης	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Διευκολύνσεις διακοπών	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Γ: Αμεροληψία

Στο μέρος αυτό, ενδιαφερόμαστε πόσο δίκαια εσείς πιστεύετε είναι η σημερινή κατάσταση εργασίας σας σε σύγκριση με αυτή των συναδέλφων σας.

	<div>Συμφωνώ Πολύ</div>	<div>Συμφωνώ</div>	<div>Ούτε συμφωνώ ούτε διαφωνώ</div>	<div>Διαφωνώ</div>	<div>Διαφωνώ πολύ</div>
Θεωρώ ότι οι τρέχουσες ευθύνες εργασίας μου είναι δίκαιες.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Συνολικά, οι ανταμοιβές που λαμβάνω στην παρούσα εργασία μου τώρα είναι αρκετά δίκαιες.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Θεωρώ τον φόρτο εργασίας μου τώρα αρκετά δίκαιο.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Θεωρώ ότι το τωρινό επίπεδο αμοιβής μου είναι δίκαιο.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Το τωρινό πρόγραμμα εργασίας μου είναι δίκαιο.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Δ: Ικανοποίηση εργασίας

Στο μέρος αυτό, ενδιαφερόμαστε για το πόσο ικανοποιημένοι αισθάνεστε με την υφιστάμενη κατάσταση εργασίας σας.

	<div>Συμφωνώ Πολύ</div>	<div>Συμφωνώ</div>	<div>Ούτε συμφωνώ ούτε διαφωνώ</div>	<div>Διαφωνώ</div>	<div>Διαφωνώ πολύ</div>
Συχνά βαριέμαι την εργασία μου.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Αισθάνομαι αρκετά ικανοποιημένος με την παρούσα εργασία μου.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Είμαι ικανοποιημένος με την εργασία μου προς το παρόν.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Τις περισσότερες μέρες είμαι ενθουσιώδης για την εργασία μου.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Μου αρέσει η εργασία μου περισσότερο από το μέσο εργαζόμενο.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Πραγματικά απολαμβάνω την εργασία μου.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ε: Αντίληψη Οργανωτικής Υποστήριξης

Πιο κάτω παρατίθεται μια σειρά προτάσεων, που αντιπροσωπεύουν πιθανά συναισθήματα, που έχουν τα άτομα για την επιχείρηση ή τον οργανισμό για τον οποίο εργάζονται. Όσον αφορά τα συναισθήματά σας για τον οργανισμό στον οποίο εργάζεστε, παρακαλούμε όπως δηλώσετε το βαθμό συμφωνίας ή διαφωνίας σας με κάθε πρόταση, σημειώνοντας μια από τις επτά εναλλακτικές απαντήσεις κάτω από κάθε πρόταση.

	Διαφωνώ Έντονα	Διαφωνώ	Διαφωνώ Αρκετά	Ούτε Συμφωνώ Ούτε Διαφωνώ	Συμφωνώ Αρκετά	Συμφωνώ	Συμφωνώ Έντονα
Ο οργανισμός μου λαμβάνει σοβαρά υπόψη τους στόχους και τις αρχές μου.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Υπάρχει διαθέσιμη βοήθεια από τον οργανισμό όταν έχω ένα πρόβλημα.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ο οργανισμός ενδιαφέρεται πραγματικά για την ευημερία μου.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ο οργανισμός είναι πρόθυμος να επεκτείνει τις προσπάθειες του, προκειμένου να με ενισχύσει ώστε να εκτελώ την εργασία μου καλύτερα, στα πλαίσια των δυνατοτήτων μου.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ακόμα κι αν έκανα την καλύτερη πιθανή εργασία, ο οργανισμός θα αποτύγχανε να το παρατηρήσει.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ο οργανισμός ενδιαφέρεται για τη γενική ικανοποίησή μου στην εργασία μου.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ο οργανισμός δείχνει πολύ λίγο ενδιαφέρον για μένα.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ο οργανισμός ενδιαφέρεται για τις απόψεις μου.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ο οργανισμός νιώθει υπερηφάνεια για τα επιτεύγματα μου στη εργασία μου.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Z: Δέσμευση προς τον οργανισμό

Πιο κάτω παρατίθεται μια σειρά προτάσεων που αντιπροσωπεύουν πιθανά συναισθήματα που έχουν τα άτομα για την επιχείρηση ή τον οργανισμό για τον οποίον εργάζονται. Όσον αφορά τα συναισθήματά σας για τον οργανισμό στον οποίον εργάζεστε παρακαλούμε όπως δηλώσετε το βαθμό συμφωνίας ή διαφωνίας σας με κάθε πρόταση σημειώνοντας μια από τις επτά εναλλακτικές απαντήσεις κάτω από κάθε πρόταση.

	Διαφωνώ Έντονα	Διαφωνώ	Διαφωνώ Αρκετά	Ούτε Συμφωνώ Ούτε Διαφωνώ	Συμφωνώ Αρκετά	Συμφωνώ	Συμφωνώ Έντονα
Είμαι πρόθυμος να καταβάλω μεγάλη προσπάθεια, πέρα από αυτήν που αναμένεται κανονικά, προκειμένου να συμβάλω στην επιτυχία του οργανισμού αυτού.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Όταν μιλώ στους φίλους μου, τους τονίζω πόσο καλός είναι ο οργανισμός αυτός για να εργαστεί κάποιος.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Θα δεχόμουν ανάθεση σχεδόν οποιασδήποτε εργασίας προκειμένου να συνεχίσω να εργάζομαι για τον οργανισμό αυτόν.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Διαπιστώνω ότι οι αρχές μου και οι αρχές του οργανισμού μου είναι παρόμοιες.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Νιώθω υπερήφανος όταν αναφέρω σε άλλους ότι είμαι μέρος αυτού του οργανισμού.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ο οργανισμός αυτός πραγματικά με εμπνέει πολύ και αναδεικνύει τον καλύτερο μου εαυτό, σε σχέση με την απόδοση μου στην εργασία.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Είμαι εξαιρετικά ευτυχής που επέλεξα τον οργανισμό αυτό για να εργαστώ σε σύγκριση με άλλους που εξέταζα κατά τη χρονική στιγμή που εργοδοτήθηκα.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Νοιάζομαι πολύ για τη πορεία του οργανισμού.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Για μένα αυτός είναι ο καλύτερος οργανισμός, από όλους τους πιθανούς οργανισμούς, για τους οποίους θα μπορούσα να εργαστώ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Η: Ιδεολογία της Ανταλλαγής

	<div>Συμφωνώ Πολύ</div>	<div>Συμφωνώ</div>	<div>Ούτε συμφωνώ ούτε διαφωνώ</div>	<div>Διαφωνώ</div>	<div>Διαφωνώ πολύ</div>
1. Η προσπάθεια στην εργασία ενός υπαλλήλου πρέπει να εξαρτάται εν μέρει από το πόσο καλά ο οργανισμός χειρίζεται τις επιθυμίες και ανησυχίες του/της.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ένας υπάλληλος που τυγχάνει άσχημης αντιμετώπισης από τον οργανισμό του θα πρέπει να μειώσει την προσπάθεια που καταβάλλει στην εργασία του/της.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Το πόσο σκληρά εργάζεται ένας υπάλληλος δεν θα πρέπει να επηρεάζεται από το πόσο καλά ο οργανισμός τον/την αντιμετωπίζει.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Η προσπάθεια που καταβάλλει στην εργασία του ένας/μια υπάλληλος πρέπει να μην έχει καμία σχέση με το πόσο δίκαια αμείβεται.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Η αποτυχία του οργανισμού να εκτιμήσει τη συνεισφορά ενός/μιας υπαλλήλου δεν θα πρέπει να επηρεάζει το πόσο σκληρά εργάζεται.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Θ: Ιστορικό

- Ηλικία από 18 μέχρι και 24 ☐

Ηλικία από 25 μέχρι και 31 ☐

Ηλικία από 32 μέχρι και 40 ☐

Ηλικία από 41 μέχρι και 50 ☐

Ηλικία μεγαλύτερη από 50 ☐
- Παντρεμένος ☐

Ελεύθερος ☐

Άλλο : _____
- Γράψτε τον αριθμό παιδιών που ζουν με σας σε κάθε κατηγορία ηλικίας:

κάτω των 6 ετών _____

τουλάχιστον 6 ετών αλλά μικρότεροι από 12 ετών _____

τουλάχιστον 12 ετών αλλά μικρότεροι από 19 ετών _____
- Το φύλο σας:

Άρρεν ☐

Θήλυ ☐