

WHY AND WHEN EMPLOYEE PERCEPTIONS OF  
FAMILY SUPPORTIVE SUPERVISOR  
BEHAVIOURS ENRICH PARTNER  
RELATIONSHIP SATISFACTION AND  
AFFECTIVE WELLBEING

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Aston University

Why and When Employee Perceptions of Family Supportive Supervisor Behaviours Enrich  
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**Abstract**

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The management of employee work-family experience has become an important strategic human resource management topic for organisations. With the increasing emphasis of employee work-family interaction, senior management begin to examine how a leader can create positive work-family impact through practicing family-supportive behaviour. This study extends the utility of the work-home resource model and hypothesises family-supportive supervisor behaviours predict employee work-family balance satisfaction at work and social emotion to partner, which ultimately lead to partner relationship satisfaction and affective wellbeing at home. This study also draws on the social information processing theory and Lazarus transaction model of stress to examine the moderating roles of manager behaviour integrity and employee workload pressure in between family supportive supervisor behaviours and employee work-family balance satisfaction at home. Based on 133 employee-partner dyads data from a 10-day quantitative diary study design, this study reveals that family supportive supervisor behaviours improve employees' work-family balance satisfaction at work and subsequently shape partner relationship satisfaction and affective wellbeing at home. This study also revealed that manager behaviour integrity and employee workload pressure are critical in determining the effectiveness of family supportive supervisor behaviours at work. The findings contribute to the family supportive supervisor behaviours literature by demonstrating how family supportive supervisor behaviours shape the employee family outcomes effectively and provide insight to manager to develop strategic human resources management practises in the organisation.

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**Keyword of Phrases**

Family Supportive Supervisor Behaviour; Work-Family Balance Satisfaction; Behavioural Integrity; Workload Pressure; Relationship Satisfaction; Affective Wellbeing; Diary Study

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## DEDICATION

I dedicate this thesis to my love, Iris. Her unconditional love and support guided me throughout the ups and downs in this process and I would not have achieved it without her.

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# TABLE OF CONTENT

<b>LIST OF FIGURES .....</b>	<b>11</b>
<b>LIST OF TABLES .....</b>	<b>12</b>
<b>LIST OF APPENDICES .....</b>	<b>13</b>
<b>CHAPTER 1 : INTRODUCTION.....</b>	<b>14</b>
<b>1.1 Motivation of this study.....</b>	<b>14</b>
<b>1.2 Research background .....</b>	<b>15</b>
<b>1.3 Family supportive supervisor behaviour (FSSB).....</b>	<b>19</b>
<b>1.4 The research gap .....</b>	<b>20</b>
<b>1.5 Research aims and objectives .....</b>	<b>31</b>
<b>1.6 The Hong Kong research context .....</b>	<b>34</b>
1.6.1 The work-family problems in Hong Kong.....	34
1.6.2 Organisation response to the work-family problems of employees.....	35
1.6.3 Rationales of shifting the focus from policy to leader .....	38
1.6.4 The customer service sector in Hong Kong .....	40
<b>1.7 Contributions to empirical research .....</b>	<b>41</b>
<b>1.8 Contributions to theory .....</b>	<b>44</b>
<b>1.9 Contributions to practice .....</b>	<b>47</b>
<b>1.10 Summary of methodological approach .....</b>	<b>50</b>
<b>1.11 Structure of the thesis.....</b>	<b>51</b>
<b>CHAPTER 2 : LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT .....</b>	<b>53</b>
<b>2.1 Introduction.....</b>	<b>53</b>
<b>2.2 Work-family interface – definition and theoretical perspectives .....</b>	<b>54</b>
2.2.1 Role theory – The interplay of role and resources .....	54
2.2.2 Spillover theory – the transition of experience .....	58

2.2.3 Ecological system theory – work-family as a subsystem in the society .	61
<b>2.3 The work-home resource model .....</b>	<b>63</b>
2.3.1 Contextual demands and resources .....	65
2.3.2 Personal resources.....	66
2.3.3 Boundary conditions between contextual resources and demands and personal resources .....	69
2.3.4 Theoretical rationales.....	71
<b>2.4 Work-family experience of an employee – balance, enrichment and conflict</b>	<b>74</b>
2.4.1 Work-family enrichment.....	74
2.4.2 Work-family conflict .....	77
2.4.3 Comparisons between the enrichment and conflict paradigms.....	78
2.4.4 Benefits of work-family enrichment.....	81
2.4.5 Negative consequences of work-family conflict.....	82
<b>2.5 The direction of this study.....</b>	<b>83</b>
<b>2.6 Family supportive supervisor behaviour .....</b>	<b>85</b>
2.6.1 The origin of family supportive supervisor behaviour .....	85
2.6.2 A multi-dimensional construct.....	86
2.6.3 Emotional support.....	87
2.6.4 Role modelling.....	88
2.6.5 Instrumental support .....	89
2.6.6 Creative work-family management.....	89
<b>2.7 Conceptual clarification of family supportive supervisor behaviour.....</b>	<b>90</b>
2.7.1 Workplace social support and family supportive supervisor behaviour .	91
2.7.2 Idiosyncratic deals and family supportive supervisor behaviour.....	92
<b>2.8 Antecedents of family supportive supervisor behaviour .....</b>	<b>94</b>

<b>2.9 Work-family outcomes of family supportive supervisor behaviour.....</b>	<b>96</b>
2.9.1 Work-related outcomes .....	98
2.9.2 Family outcomes .....	100
2.9.3 Critique of family supportive supervisor behaviour literature.....	101
<b>2.10 Hypotheses Development.....</b>	<b>104</b>
2.10.1 Daily family supportive supervisor behaviour and daily employee work-family balance satisfaction.....	104
2.10.2 Daily employee work-family balance satisfaction at work and daily social emotion to partner at home .....	107
2.10.3 Daily employee social emotion to partner at home, daily partner relationship satisfaction and affective well-being at home.....	108
2.10.4 The mediating role of daily employee work-family balance satisfaction and daily social emotion to partner .....	110
2.10.5 The moderating role of daily employee workload pressure.....	112
2.10.6 The moderating role of daily employee perception of manager behavioural integrity .....	113
<b>2.11 Chapter summary .....</b>	<b>118</b>
<b>CHAPTER 3 : METHODOLOGY AND RESEARCH DESIGN .....</b>	<b>120</b>
<b>3.1 Introduction.....</b>	<b>120</b>
<b>3.2 Research paradigm .....</b>	<b>121</b>
3.2.1 Positivism.....	122
<b>3.3 Research Design .....</b>	<b>123</b>
3.3.1 Diary study design .....	123
3.3.2 The strengths and limitations of diary study design .....	124
<b>3.4 Participants.....</b>	<b>127</b>

3.4.1 A multinational corporation from the customer service sector.....	127
3.4.2 Sample size – details and rationales.....	128
3.4.3 Sampling procedure, method, and strategy.....	129
<b>3.5 Ethical consideration and corresponding actions .....</b>	<b>130</b>
3.5.1 Communication with the selected organisation .....	130
3.5.2 Voluntary participation .....	131
3.5.3 Reaction of participants to the study.....	132
3.5.4 Protection of data privacy .....	133
<b>3.6 Variables and measurement scales – reported by the employee .....</b>	<b>134</b>
3.6.1 Daily family supportive supervisor behaviour.....	134
3.6.2 Daily employee workload pressure.....	134
3.6.3 Daily employee perception of manager behavioural integrity.....	135
3.6.4 Daily employee work-family balance satisfaction at work.....	135
<b>3.7 Variables and measurement scales – reported by the partner .....</b>	<b>135</b>
3.7.1 Daily employee social emotion to partner at home .....	135
3.7.2 Daily partner relationship satisfaction at home .....	136
3.7.3 Daily partner affective well-being at home .....	136
<b>3.8 Control variables.....</b>	<b>136</b>
<b>3.9 Data collection .....</b>	<b>137</b>
3.9.1 Duration of data collection.....	137
3.9.2 The design of the survey .....	138
3.9.3 Data collection procedure .....	139
3.9.4 Coding and control mechanisms in data collection .....	141
<b>3.10 Analytic strategy .....</b>	<b>142</b>
3.10.1 Diary study data management.....	142



3.10.2 Coding of control variables.....	143
3.10.3 Reverse coding.....	144
3.10.4 Software used for data analysis.....	145
3.10.5 Intraclass correlation coefficient and design effect .....	145
3.10.6 Multilevel confirmatory factor analysis.....	146
3.10.7 Multilevel structural equation modelling.....	146
3.10.8 Mediation and moderation analysis .....	147
<b>3.11 Chapter summary .....</b>	<b>147</b>
<b>CHAPTER 4 : RESULTS .....</b>	<b>149</b>
<b>4.1 Introduction.....</b>	<b>149</b>
<b>4.2 Response rate and respondent profile.....</b>	<b>149</b>
4.2.1 Response rate .....	149
4.2.2 Respondent profile .....	150
<b>4.3 Preliminary analyses.....</b>	<b>151</b>
4.3.1 Reliability analysis.....	151
4.3.2 Intraclass correlation coefficient and design effect .....	153
<b>4.4 Correlation matrix – summary of major findings .....</b>	<b>154</b>
<b>4.5 Multilevel confirmatory factor analysis (MCFA) .....</b>	<b>162</b>
<b>4.6 Hypothesis testing .....</b>	<b>165</b>
4.6.1 Results of direct effect .....	166
4.6.2 Results of indirect effect .....	169
4.6.3 Results of interaction effect .....	171
4.6.4 Results of (moderated) indirect effect.....	175
<b>4.7 Result summary of hypotheses testing .....</b>	<b>179</b>
<b>4.8 Chapter summary .....</b>	<b>185</b>

<b>CHAPTER 5 : DISCUSSION .....</b>	<b>186</b>
<b>5.1 Introduction.....</b>	<b>186</b>
<b>5.2 Summary of main findings.....</b>	<b>187</b>
<b>5.3 Empirical contributions.....</b>	<b>188</b>
5.3.1 Family supportive supervisor behaviour and family outcomes .....	188
5.3.2 The boundary conditions of family supportive supervisor behaviour ..	189
<b>5.4 Theoretical contributions .....</b>	<b>192</b>
5.4.1 Mechanism between family supportive supervisor behaviour and employee family outcomes .....	193
5.4.2 The social cognitive perspective of work-family conversation .....	195
<b>5.5 Limitation and future research directions.....</b>	<b>196</b>
<b>5.6 Practical contributions .....</b>	<b>198</b>
5.6.1 Family supportive supervisor behaviour, strategic human resource management, and organisation competitiveness.....	200
5.6.2 Talent acquisition.....	203
5.6.3 Talent development – leadership development scorecard .....	204
5.6.4 Principles to become an effective family-supportive leader.....	207
5.6.5 Leader-follower daily interaction .....	208
<b>5.7 Chapter summary .....</b>	<b>209</b>
<b>CHAPTER 6 : CONCLUSION.....</b>	<b>212</b>
<b>REFERENCES.....</b>	<b>215</b>
<b>APPENDICES .....</b>	<b>277</b>

## LIST OF FIGURES

Figure 1.1 Promotion of family-friendly workplace by the Family Council.....	36
Figure 2.1 The ecological system model (Voydanoff, 2007) .....	62
Figure 2.2 The work-home resources transition process in the W-HR model (Ten Brummelhuis & Bakker, 2012).....	64
Figure 2.3 Categories of resources (Ten Brummelhuis & Bakker, 2012) .....	69
Figure 2.4 Key and macro resources as the conditional factors (Ten Brummelhuis & Bakker, 2012) .....	71
Figure 2.5 The multidimensional construct of family supportive supervisor behaviour .....	87
Figure 2.6 The theoretical model .....	104
Figure 2.7 Two-dimensional diagram of manager behavioural integrity and family-supportive supervisor behaviour .....	115
Figure 3.1 Visualisation of data collection procedure .....	141
Figure 3.2 Equation of calculating design effect .....	145
Figure 4.1 Visualisation of within-person and between-person level data .....	155
Figure 4.2 Interaction plot of manager behavioural integrity .....	174
Figure 4.3 Interaction plot of employee workload pressure .....	174
Figure 4.4 Path model result (daily partner relationship satisfaction at home as the dependent variable) .....	183
Figure 4.5 Path model result (daily partner affective well-being at home as the dependent variable) .....	184
Figure 5.1 Leadership development assessment flowchart.....	206

## LIST OF TABLES

Table 1.1 Summary of research gap in family supportive supervisor behaviour literature.....	31
Table 2.1 Resources-outcome categorisation of spillover effect.....	60
Table 2.2 Work-family enrichment and work-family conflict – similarities and differences .	81
Table 3.1 Visualisation of diary study data management.....	143
Table 3.2 Coding of control variables.....	144
Table 4.1 Reliability analysis.....	152
Table 4.2 Intraclass correlation coefficient of each variable.....	153
Table 4.3 Result of design effect.....	154
Table 4.4 Descriptive statistics and correlations (within-person level).....	156
Table 4.5 Descriptive statistics and correlations (between-person level).....	157
Table 4.6 Result of multilevel confirmatory factor analysis.....	163
Table 4.7 Multilevel modelling result of within-individual models.....	167
Table 4.8 Mediation analysis.....	169
Table 4.9 Serial mediation analysis.....	171
Table 4.10 Moderation analysis.....	172
Table 4.11 Moderated mediation analysis.....	175
Table 4.12 Moderated serial mediation analysis.....	177
Table 4.13 Result summary of hypothesis testing.....	180

## LIST OF APPENDICES

Appendix A: Previous studies on the antecedents of family supportive supervisor behaviour .....	277
Appendix B: Previous studies on the outcomes of family supportive supervisor behaviour	278
Appendix C: Summary of hypotheses .....	281
Appendix D: Research ethics application .....	284
Appendix E: Invitation letter to the employee .....	295
Appendix F: Questionnaire for the employee (Day 1, sent at 4 p.m.) .....	300
Appendix G: Questionnaire for the employee (Day 2 to Day 10, sent at 4 p.m.).....	307
Appendix H: Questionnaire for the employee (Day 1 to Day 10, sent at 9 p.m.).....	311
Appendix I: Invitation Letter to the employee’s partner .....	314
Appendix J: Questionnaire for the employee’s partner (Day 1, sent at 9 p.m.).....	319
Appendix K: Questionnaire for the employee’s partner (Day 2 to Day 10, sent at 9 p.m.) ..	324
Appendix L: Email invitation to the employee.....	327
Appendix M: Email invitation to the employee’s partner .....	329
Appendix N: Leadership development scorecard .....	331

# CHAPTER 1 : INTRODUCTION

## 1.1 Motivation of this study

The widespread of coronavirus disease started in late 2019 (i.e., the COVID-19 pandemic) has forever changed the human resource landscape in Hong Kong (Jung et al., 2021). The ways employees work, the interaction between employees and supervisors in the organisations, and the relationship between work and family were altered as a result of the COVID-19 pandemic; the work-from-home policy was extensively implemented throughout different organisations, employees were required to complete numerous work projects online at one place, and electronic communication between managers and employees became intense during and after work (Fan et al., 2023).

With the change in work arrangements and interactions that emerged as the result of the global crisis, employees in Hong Kong experienced severe difficulties in managing work and family responsibilities, thus attaining healthy work-family interactions during the pandemic (Li et al., 2022). Based on the researcher's work experience in the organisation and the constant interaction with other business practitioners in Hong Kong during the pandemic, it is observed that business organisations in Hong Kong are eager to find solutions to assist employees in achieving a positive work-family experience, so that their productivity can be maintained, and the performance of the organisation can be improved.

The foundation and idea of this research were generated when the researcher experienced immense difficulties in accommodating work and family issues, and the organisation that the researcher worked for did not provide sufficient support to handle work and family demands. This encouraged the researcher to begin exploring the role of managers (and the organisation as a whole) in helping employees navigate the challenges of balancing work and family responsibilities and shaping a better work-family interaction.

## 1.2 Research background

Vaziri et al. (2022) defined work-family balance as an individual's perception of the level of favourability, satisfaction, and involvement in combining work and nonwork roles. As such, work-family balance represents an individual's attitude towards how work and family roles can be combined to attain harmony when juggling between the two domains (Casper et al., 2018). Previous work-family balance literature has focused extensively on two strands of analysis. One strand of work-family balance literature has concentrated on understanding how the provision of resources and the presence of demands at work enhance or undermine employees' work-family balance (Vaziri et al., 2022). Grounded in job demand resources model, studies have been conducted to investigate the role of job autonomy (Nilsson et al., 2013), workplace scheduling autonomy (Thomas & Ganster, 1995), workplace social support (Hammer et al., 2009; Rhoades & Eisenberger, 2002; Thompson et al., 1999), and organisational family-friendly policy (Den Dulk et al., 2016) in helping employees attain work-family balance. Previous work-family balance studies have also suggested that the sense of job insecurity (Barbier et al., 2013), work overload (Baer et al., 2016), and prolonged work hours (Ferguson et al., 2012) hamper employees' work-family balance.

The second strand of work-family balance literature has investigated the consequences of employees' work-family balance. Specifically, studies have focused on understanding the work and nonwork related outcomes for employees. Part of the work-family balance literature in this strand drew on the role theory and organisational support theory to investigate how the level of work-family balance associates with employees' work-related outcomes, such as job performance (e.g., Johari et al., 2018; Lim et al., 2012), job satisfaction (e.g., Hassan et al., 2010; Jin et al., 2013; Jo & Lee, 2022; Rathi & Barath, 2013), organisational commitment and organisational citizenship behaviour (e.g., Aryee et al., 2013; Baral & Bhargava, 2010), and turnover intention (e.g., Mishra et al., 2014; Surlenty et al., 2014).

Another part of the work-family balance research has focused on understanding how employees' work-family balance influences social, relational, and psychological outcomes in the non-work domain. For instance, studies have been conducted by adopting the spillover theory to examine the relationship between employees' work-family balance and their ability to develop a social network (e.g., Le et al., 2020; Magoshi & Chang, 2009), family and life satisfaction (e.g., Aryee et al., 1999; Kim & Ling, 2001; Lu et al., 2009), and psychological health (e.g., Magoshi & Chang, 2009; Shimazu et al., 2013; Wong & Ko, 2009).

Notwithstanding the extensive studies that have been conducted in understanding antecedents and consequences of work-family balance, research to date concentrated in studying work-family balance is limited in comprehending the interplay of work-family experience and the positive outcomes an employee can attain (Clark, 2000; Crain & Stevens, 2018; Le et al., 2020; McNall et al., 2010). For instance, Li et al (2017) argued that work-family balance is different from other work-family related construct (e.g., work-family enrichment and work-family conflicts) as it does not imply any direction in it. For instance, both work-family enrichment and work-family conflict clearly indicate the bidirectional pathway between work and family lives, such that enrichment and conflict processes can be moved from work to family (i.e., work-to-family enrichment and work-to-family conflicts) or from family to work (i.e., family-to-work enrichment and family-to-work conflict), respectively. However, work-family balance does not imply any pathway between work and family domains but simply represents the holistic evaluation of an individual on his/her overall harmony between work and family roles and how well they fit together (Clark, 2001; Vaziri et al., 2022). Hirschi et al. (2019) argued that the construct of work-family balance fails to capture how the experience of employee in one domain improve his/her outcomes in another domain. Casper et al. (2018) further indicated that the non-directional nature of work-family balance represents the employee holistic view on the overall harmony of work-family interaction, and



it is open for interpretation to different individuals. For example, an employee may claim to have a “balance” work and family life when he/she can attain work and family responsibilities at the same location (e.g., workplace or home), whereas another employee may perceive work-family balance as his/her capability to separate and cope with work and family responsibilities independently. As work-family balance is a construct that does not specify the direction on the flow of experience, resources, and capabilities from one domain to another, this becomes the common limitation on work-family balance literature as they fail to present how the provision of resources in work (family) domain influence the outcomes of the employee in the family (work) domain (Greenhaus et al., 2003). Gordon and Hood (2021) stated that the study of work-family enrichment enable the senior management in the organisations to seek ways to promote a health work-family interaction of the employees. Previous studies also justify this argument. Chan et al (2016) study of Australian employees revealed that organisations implementing policy to promote work-family enrichment assist employees to attain family satisfaction at home. Basile and Beauregard’s (2021) study suggested that the design of office space alters the employee perception about work-family boundaries and improve his/her work-family enrichment. Based on the arguments and previous empirical studies, there is a need to switch the focus from the “balance” construct to the “enrichment” construct to understanding how one domain creates beneficial impact to another domain.

The second limitation lies in the insufficient understanding on the provision of leadership support in influencing the work-family experience of employees. Crain and Stevens (2018) suggested that research in understanding the impact of manager family support on employee work-family enrichment needs to be expanded and by studying the role of family-supportive leader in shaping the enrichment experience of employees. This creates a focal point for management scholars and practitioners to investigate how this leadership behaviour acts as a resource to create positive family impact for the employees. Recent meta-analysis in work-

family enrichment revealed that the study on the relationship between the family-support offered by the leader and the work-family experience of employees remains dormant (Lapierre et al., 2018), it is unclear that what family impact a family-supportive leader can create for the employee and how this impact can be created when the leader demonstrates family-supportive behaviour in the workplace. Although a strand of studies was implemented to evaluate the impact of workplace social support on employee work-family experience, it is argued that the concept of workplace social support is different from leader's family-support (Lapierre et al., 2018; Kossek et al., 2018; Michelet et al., 2010; Michel et al., 2011; Selvarajan et al., 2013). Kossek et al. (2011) stated that workplace social support embeds various levels of emotional and instrumental support range from co-worker, manager, department, to organisation, whereas the leader's family support focuses on the improving employee's capability in fulfilling work and family responsibilities through implementing management practices at the interpersonal level (i.e., from manager to subordinate). Therefore, it is not logical to equal the construct of workplace social support with leader's family support as it fails to single out to study the specific support rendered by the manager in affecting the work-family experience of employees (Hughes et al., 2022), and there is a substantial need to expand the research by investigate how the support offered by the leader, specifically the family support, benefits the work-family experience of employees.

Based on the limitation identified in the existing work-family literature, the present research studies how the family-support rendered by the leader helps the employees to enrich their family experience. The reasons why work-to-family enrichment is established as the direction in this research are because the studies of enrichment paradigm are comparatively limit and there is a need to enrich the understanding on how support provided in the workplace helps employees to attain positive family outcomes (Greenhaus & Powell, 2006; Lapierre et al., 2018; McNall et al., 2010; Pak et al., 2022). This research specifies family supportive

supervisor behaviours as the independent variable in this study provides a clear focus on what types of family-support should be offered by the manager to equip the employees with the capability to manage work and family demands, and subsequently lead to positive family outcomes.

### **1.3 Family supportive supervisor behaviour (FSSB)**

Family supportive supervisor behaviour is seen as a context-specific form of leadership that promotes and supports the work-family enrichment of employees, thus enabling them to achieve positive outcomes related to well-being through the fulfilment of work and family responsibilities (Hammer, et al., 2009). In essence, family supportive supervisor behaviour involves a set of family-supportive behaviours of a manager that are driven by his/her goodwill-based intention to help employees cope with work and family demands, and ultimately attain desirable family outcomes (Lee & Kim, 2022). When a manager demonstrates family-supportive behaviours to his/her subordinates, he/she acknowledges the well-being of the subordinates in the family and strives to create various management initiatives (both policies and behaviour) to shape an environment that increases the employee's capacity to manage work and family responsibilities effectively (Allen, 2001; Hammer, et al., 2009; Thomas & Ganster, 1995; Thompson et al., 1999). Hammer et al. (2009) argued that family supportive supervisor behaviour involves four dimensions of behaviour: emotional support (e.g., show encouragement to employees who are struggling with the competition of resources between work and family, eliminate employees' concerns about the career consequences if they request a family-friendly arrangement), instrumental support (e.g., permit an employee's request to leave the office early to undertake childcare responsibilities), role modelling behaviour (e.g., demonstrate the methods to cope with competing work and family demands), and creative

work-family management practices (e.g., align employees' work-family needs with the organisation's strategies and provide policy support to them). It is concluded that family supportive supervisor behaviour does not simply involve daily support activities but also emphasises the strategic congruence between employee work-family needs and the strategic agenda of the organisation.

#### **1.4 The research gap**

Crain and Stevens (2018) indicated that family supportive supervisor behaviour is a new area in work-family and leadership research that has received increasing attention from scholars recently, as one-third of the 60 related publications appeared since 2015. These publications can be divided into two streams of studies. The first stream of studies focused extensively in understanding the influence of family supportive supervisor behaviour on work-related outcomes. For instance, extant research adopted Bakker and Demerouti's (2007) job demands-resources theory to posit family supportive supervisor behaviour as a resource that improves employee work motivation and enhance organisation competitiveness in the market, such as job satisfaction, (Allen, 2001; Bagger & Li, 2014; Breugh & Frye, 2007), turnover intention (Behson, 2005; Hammer et al., 2009; Hammer et al, 2013), task performance (Odlé-Dusseau et al., 2012), work engagement (Choi et al., 2018; Koch & Binnewies, 2015; Milles et al., 2014), creativity (McKersie et al., 2019), workgroup communication (Huffman & Olson, 2017; Yang et al., 2020), and organisational competitiveness in the labour market (Bal & Dorenbosch, 2015, Wayne & Casper, 2012, 2016). The second stream of studies used the border theory to examine the effect of family supportive supervisor behaviour on the general work-family conflicts (Behson, 2005; Frye & Breugh, 2004; Hammer et al., 2009) and work-family enrichment of employees (Chamber et al., 2022; Straub et al., 2019, Yin et al., 2023).

These studies adopted resources-based theories and argued that a manager demonstrating family-supportive behaviours improves the employee's capability in crossing between the work and family domains, thus alleviating the overall conflictual experience and promoting enrichment of the employee, respectively. They did not study the specific outcomes an employee may experience as a result of the overall work-family conflict or enrichment. Notwithstanding the increasingly extensive research being done by the previous scholars, the following three major limitations have been found in current family supportive supervisor behaviour research.

First, research to date is insufficient in investigating the influence of family supportive supervisor behaviour on specific employees' family outcomes, and there is a need to expand it. Pan et al. (2021) indicated that extant research focuses extensively on the within-domain effect of family supportive supervisor behaviour. These studies strive to understand how family supportive supervisor behaviour improves the performance of employees at work but ignore the impact this leadership can create in shaping the positive family outcomes of employees (Crain & Stevens, 2018). The lack of investigation into the cross-domain effect of family supportive supervisor behaviour creates substantial ground for researchers to examine how manager behaviour fosters the positive work-family experience of employees. As family supportive supervisor behaviour is a form of leadership in which the manager exerts influence on the work and family roles of employees through providing tangible and intangible support, the family-supportive behaviours of the manager may create a favourable environment to assist employees in attaining ideal social interaction with family members. Extant research grounded in spillover theory suggested that the workplace atmosphere could directly affect the relational outcomes between the employee and his/her family member (Chou & Cheung, 2013; Masterson et al., 2021; Zhang et al., 2018). For example, Arefin et al (2021) suggested that the workplace climate shapes a specific environment that affects the feelings of employees and

thus spills over to influence the interaction of employees with their family members at home. The study conducted by Liu et al. (2023) revealed that workplace gossiping is negatively associated with employee family satisfaction at home. The empirical evidence in previous studies showed that the dynamism in the workplace may act as resources or demands that would affect the family outcomes of employees. Given that the behaviour of the manager is an essential component in shaping the work environment to support employees in pursuing positive family outcomes (Kossek & Distelberg, 2009; Ten Brummelhuis et al., 2014), it is believed that leadership support may influence the relational experience between an employee and his/her partner. Additionally, Chan et al (2016) argued that there is a need to expand the understanding of the role of a leader's behaviour in shaping other aspects of family outcomes, such as the relational interaction between employees and their family members at home. To address this research gap, the present study proposes that employees under the supervision of family supportive supervisor behaviour should be more capable of managing work and family demands than those who are not, and ultimately lead to the positive assessment of the partner on relationship satisfaction and affective well-being at home.

Second, there is an absence of a comprehensive mechanism for understanding how family supportive supervisor behaviour assists employees in achieving desirable family outcomes (Halbesleben et al., 2014; Rofcanin et al., 2017). Yu et al. (2022) argued that extant literature does not offer a thorough understanding of the mechanisms by which family supportive supervisor behaviour helps in facilitating the employee's positive interaction between work and family roles. Previous researchers mainly adopted spillover theory to investigate the influence of family supportive supervisor behaviour on the general work-family spillover effect of employees (Crain & Stevens, 2018; Straub et al., 2019). Work-family spillover effect refers to the general within-person cross-domain transmission of resources from one domain to another (Bakker et al., 2009; Rice et al., 1985). Employees who experience

work-family spillover are capable of transferring knowledge, skills, attitudes, and values directly from the work (family) to the family (work) domain. However, previous scholars simply investigated the general positive and negative spillover effect of employees instead of examining the specific set of attitudes, skills, or behaviour the employee experienced or learned from the workplace that can be transferred to foster a specific positive outcome in the family domain (e.g., Presti et al., 2020; Zhang et al., 2013). For instance, these studies measured how the work-family organisational support (Presti et al., 2020) and the overall perception of work-family enrichment and conflict in the workplace (Zhang et al., 2013) influence the work-life satisfaction of the employees. These studies lack the understanding on how employees obtain the support from one domain and transfer it to facilitate the positive outcomes in another domain. By examining the specific attitude, skills, or behaviour being transferred from one domain to another, it permits scholars to comprehend the mechanism in explaining how support being available in one domain equips employees with the capability to fulfil the demands from another domain. In light of this, extant research's lack of examination of the specific attitude, skills, or behaviour leaves a question for the researcher to comprehend the mechanism of how an employee is able to bring the experience he/she has at work and transform it into the specific pattern of interaction with family members when he/she is supervised by a family-supportive leader (Crain & Stevens, 2018; Lawson et al., 2016).

Additionally, the spillover theory assumes the isomorphic nature of knowledge, skills, and behaviour transferred from the work (family) to the family (work) domain is considered unrealistic (Hobfoll et al., 2018; Ten Brummelhuis & Bakker, 2012). This theory suggests that the emotions, skills, and attitudes being transferred between the work and family domains are identical. However, given that employee behaviour and the nature of relationships vary significantly in the work and family domains, it is not feasible for an employee to directly replicate the emotions, knowledge, skills, and behaviour from one domain to another. For

instance, an employee would undergo a cognitive process to determine the extent to which they should apply the emotions, knowledge, skills, and behaviour acquired in the work (family) domain to the family (work) domain (Poelmans et al., 2013). This process involves a careful evaluation of various factors, including the nature of the relationships in each domain and the appropriateness of transferring certain behaviours or attitudes. For instance, an employee may assess his/her romantic relationship with his/her partner before deciding the level of engagement he/she should have when interacting with him/her. If the quality of their relationship is poor or even on the brink of breaking up, the employee may not wish to engage actively in the relationship, even if he/she experiences positive feelings at work (Junker et al., 2021). This scenario illustrates the complexities of work-family interaction experienced by an employee and it is essential to consider these complexities when examining the impact of family supportive supervisor behaviour on employees' work-family dynamics.

To address this research gap, this study adopts the work-home resource (W-HR) model to study the underlying mechanism that family supportive supervisor behaviour initiates to help employees to achieve an enriched work-family experience. It is argued that the W-HR model provides a more comprehensive explanation than the spillover theory on the process of how the dynamic interaction in the work (family) domain enhances an employee perception of his/her capability to allocate time, energy, and mood to improve the performance in the family (work) domain (He et al., 2023; Ten Brummelhuis & Bakker, 2012). The spillover theory simplifies the work-family experiential transition by proposing the transfer of emotion, knowledge, skills, and behaviour between work and family domains is identical (Carlson et al., 2019); an employee experience positive emotion in the work (family) domain would transfer this positive emotion to the family (work) domain. This oversimplification of work-family transition ignores the dynamics nature in the work (family) domain and how this dynamism affects the focal employee to initiates a thought process in perceiving his/her capability to cope



with the demands and attain desirable performance in the work and family roles. On a contrary, the W-HR model transforms the conservation of resources theory into study the impact of resources and demands presented in one domain on the employee work-family experience (Hobfall, 2002; Ten Brummelhuis & Bakker, 2012). It explains how an employee perceives and utilises the support he/she receives from the work (family) domain to facilitate the performance in another domain. This model argues that resources and demands available in the work (family) domain would enrich and deplete the employee personal resources, respectively (Ten Brummelhuis & Bakker, 2012). In this model, Ten Brummelhuis and Bakker (2012) proposed the concept of personal resources to illustrate the process of how an employee assesses the support he/she receives from the work (family) domain and decides the action he/she can take in the family (work) domains. For instance, an employee would internalise the support he/she receives from one domain into a personal resource he/she owns which can be spend on whenever he/she needs to. When an employee possessing sufficient personal resources, it indicates that he/she is confident in devote into ideal emotional and behavioural interactions with his/her family members (colleagues), thus affecting his/her capability to attain positive outcomes in the family (work) domain (Aw et al., 2020; Ten Brummelhuis & Bakker, 2012; Wu et al., 2020). One of the personal resources that an employee possesses is work-family balance satisfaction (Fung et al., 2021; Ten Brummelhuis & Bakker, 2012). Employee work-family balance satisfaction represent the cognitive and affective assessment of the employee on the overall effectiveness of work-family management (Choi et al., 2018; Valcour, 2007). An employee with high level of work-family balance satisfaction at work possesses a better mood and demonstrates optimism when he/she interacts with his/her family members. Therefore, grounded with the proposition in the W-HR model, the present research argues that family supportive supervisor behaviour is a form of workplace resources that improves the employee satisfaction of work-family balance at work (a personal resource), thus affecting

his/her social emotion with his/her partner at home, which ultimately lead to the relationship satisfaction and affective well-being of the partner at home.

In addition, there were a few research being done in understanding the boundary conditions that influence the effectiveness of family supportive supervisor behaviour in the work-family resource transition of employees (Jin, et al., 2022; Lee & Kim, 2022; Paustian-Underdahl & Halbesleben, 2014). Previous family supportive supervisor behaviour research focused on studying role of the psychological and family characteristics of the manager in determining his/her effectiveness in rendering family support to the employees (Crain & Stevens, 2018). Psychological characteristics such as manager's prosocial motivation and proactive personality were investigated in the previous research to understand the effectiveness of family supportive supervisor behaviour in enhancing the overall work-family enrichment of employees (Li & Liu, 2023; Rofcanin et al., 2018). These studies suggested that the motivation and personality of the managers enhance his/her family-supportive in the workplace, thus amplify the impact to the work-family enrichment of employees. For family characteristics, previous research examined the role of manager's family responsibilities and family functioning in influencing his/her family-support effectiveness (Hammer et al., 2011; Yu et al., 2022). These studies indicated these factors enhance the employee positive evaluation of the manager's family-supportive behaviour at work and alleviate the work-family conflict of employees. It is observed that the study of boundary condition of family-supportive supervisor behaviour leans towards the psychological characteristics and the family context of the manager, instead of studying how the employee perception of the manager behaviour in the workplace influences his/her family-support effectiveness (Jin et al., 2022; Simon et al., 2022). He et al (2023) stated that an employee often engages in work-family conversation to negotiate and renegotiate with the manager on the support he/she can receive to cope with work and family demands effectively. This motivates the employee to pay attention to the manager

behaviour outside the work-family context. Paustian-Underdahl and Halbesleben (2014) argued that employee perception of manager behavioural integrity in the workplace influence employee's judgement on the support he/she receives from the manager and hence, influence the effectiveness of it. Although one may argue that there were some studies investigating the role of manager behavioural integrity in moderating the relationship between family-supportive supervisor behaviour and work-family enrichment of employees, they narrowed the focus on the manager behavioural integrity to the work-family context instead of investigating his/her overall integrity in the workplace (Rofcanin et al., 2017). For instance, the study of conducted by Paustian-Underdahl and Halbesleben (2014) suggested that a manager demonstrate behavioural integrity in the family-support enhances the effectiveness family-supportive supervisor behaviour in the workplace. It is argued that Paustian-Underdahl and Halbesleben's (2014) study ignores the totality of manager behavioural integrity in influencing the effectiveness of the manager's family support in the workplace. Lee and Kim's (2022) study of 449 employee who have worked from home during the pandemic indicated that the leader's communication of family-supportive behaviour affects employee emotion and work-family enrichment. Their study indicated that the work-family conversation between the manager and employee is affected by the overall integrity of the manager in the workplace, it is unrealistic to presume that a manager can maintain a certain level of family support for an employee as always. The manager's level of support and the effectiveness of it can possibly be affected by different conditions exist in the organisation (Rofcanin et al., 2017). For example, a manager may not always offer the same level of family-support to the employee because of the struggle in maintaining the performance of the department, he/she may have to compromise the family-support he/she promises to offer and requesting employees to work overtime (Tomlinson & Carnes, 2015). The contradiction of verbal promise and actual behaviour of the manager in different aspect of organisation operation may provoke employees to question the authenticity

of the managerial and thus, hindering the effectiveness of it (Greenbaum et al., 2015). In addition, the majority of behavioural integrity literature grounded on the justice theory to explain the impact of leadership behaviour on employee performance (e.g., Andrews et al., 2015; Simons et al., 2022; Vogelgesang et al., 2020). It is believed that a new angle is needed to understand the effect of behavioural integrity on employee. Salancik and Pfeffer (1978) argued that an employee's perception, attitude, and behaviour is influenced by the information cues (e.g., work requirements, expectation from the manager, and values in the workplace). The equivocality of the social information affects the employee tendency to clarify the information, thus demanding the employee to deploy additional time and resources to fulfil the competing message in the environment. Simons (2002) indicated that the behavioural integrity of a manager implies a social information existing the workplace. When an employee perceives the manager demonstrates high level of behavioural integrity, it represents an unequivocal social information in the workplace and he/she will believe that the family-support rendered by the manager is authentic, thus amplifying the effectiveness of family supportive supervisor behaviour.

Apart from manager behavioural integrity, it is observed that previous research in family supportive supervisor behaviour literature was limited in studying the employee experience of workplace dynamics in affecting the effectiveness of the family support offered by the manager (Rabenu et al., 2017; Smith et al., 2018). Given that previous studies emphasised on the moderating impact of the leader's psychological and family characteristics in determining the effectiveness of his/her family-supportive behaviour in the workplace, a substantial work should be extended by shifting the focus to the employees and examining how employee perception of the workplace enhances his/her tendency to seek help from the manager to cope with work and family responsibilities (Crain & Stevens, 2018; Shao et al., 2019; Smith et al., 2019). It is argued that workload pressure is an immense factor that

employees experience in the workplace that would affect their capability to tackle work and family demands effectively (Goh et al., 2015; Lazarus, 1994; Namaganda et al., 2015). Previous studies in workload pressure adopted the job demands resources model extensively in studying the negative impact of workload pressure on the psychological health and work-family interaction of employees. For instance, studies were conducted in understanding the association between workload pressure and employee burnout (Khan et al., 2017; Llanos-Contreras et al., 2023), psychological strain (Bao et al., 2022) and work-family conflict of employees (Liu & Cheung, 2015; Wong et al., 2014). Under the job demands resources model, these studies posited workload pressure as a demand that would prevent an employee from attaining positive outcomes at home. They argued that an employee experiences workload pressure would drain his/her personal resources to fulfil the demands at work and prevent him/her from coping with the demands at home (Bao et al., 2022; Khan et al., 2017; Liu & Cheung, 2015; Llanos-Contreras et al., 2023; Wong et al., 2014). However, it is believed that workload pressure may act as an enabler to motivate employees to seek additional help from the manager to cope with work and family responsibilities (Goh et al., 2015), which provide a new perspective in understanding the beneficial, instead of detrimental, role of workload pressure in enhancing the support offered by the manager and improving the work-family experience of employees. Zhang and Liu (2011) argued that an employee experiences high level of workload pressure increase his/her sensitivity to the support he/she can obtain at work to cope with multiple demands. According to the Lazarus transactional model of stress, an employee experiencing workload pressure at work motivates him/her to implement coping strategies, such as seeking emotional and instrumental support from the leader, to bounce back from the adverse situation (Lazarus, 1994). As such, this would magnify the leader's effectiveness of family support as employees are eager to seek support from the manager when they are in desperate situation.

Table 1.1 shows the summary of the research gap identified in the previous family supportive supervisor behaviour literature. Based on these research gaps, this study posits the moderating role of manager behavioural integrity and employee workload pressure in between family supportive supervisor behaviour and the work-family balance satisfaction of employees. Specifically, the present research argues that a manager with high level of behavioural integrity in the workplace increases the effectiveness of his/her family supportive supervisor behaviour. For instance, employees under such supervision would not have to confuse with the support offered by the manager and are more capable to manage the work-family demands than those who are supervised by a manager with low level of behavioural integrity. Also, this study argues that family supportive supervisor behaviour may become more effective when the employee experiences high level of workload pressure. The immense workload experienced by the employee may motivate him/her to acknowledge and recognise the support offered by the manager to alleviate his/her difficulties in the workplace, thus increasing the effectiveness of the family supportive supervisor behaviour in assisting the employee to cope with work and family demands. The following table summarises the research gap identified in family supportive supervisor behaviour literature.

Table 1.1 Summary of research gap in family supportive supervisor behaviour literature

Research gap	Description
Absence of family outcomes	<ul style="list-style-type: none"> <li>• Research to date focuses extensively on the relationship between family supportive supervisor behaviour and work-related outcomes, which fails to recognise the specific family-outcomes such leadership can foster (Crain &amp; Stevens, 2018; Pan et al., 2021)</li> </ul>
Absence of cross-domain mechanism	<ul style="list-style-type: none"> <li>• Extant research does not provide a comprehensive mechanism to understand the underlying process in linking family supportive supervisor behaviour to the family and partner outcomes of employees (Halbesleben et al., 2014; Rofcanin et al., 2017; Yu et al., 2022)</li> </ul>
Absence of boundary conditions	<ul style="list-style-type: none"> <li>• Few research has been done in examining the boundary conditions of family supportive supervisor behaviour (Jin, et al., 2022; Lee &amp; Kim, 2022; Paustian-Underdahl &amp; Halbesleben, 2014)</li> <li>• Existing research on the boundary conditions of family supportive supervisor behaviour focused on the psychological and family characteristics of the manager, ignoring the moderating role of employee perception of manager and workplace dynamics in affecting the family supportive supervisor behaviour effectiveness.</li> </ul>

## 1.5 Research aims and objectives

The aims of this study are to advance the understanding of the influence of family supportive supervisor behaviour on the family domain through the theoretical lens of the W-HR model and to examine the boundary conditions that determine the effectiveness of such

leadership behaviour. By understanding the role of family-supportive supervisor behaviours in shaping employee family outcomes, this research strives to provide practical recommendations for senior management and HR practitioners on leadership development within the organisation. The W-HR model conceptualises the interaction of demands and resources in shaping employees' behaviour in the work and family domains (Hobfoll, 2002; Ten Brummelhuis & Bakker, 2012). Ten Brummelhuis and Bakker (2012) posited that contextual factors present as resources (i.e., contextual resources) that affect the accumulation and loss of an individual's personal resources. Contextual resources are often found in the individual's social contexts, such as the leader's support from work and spousal support at home. Changes in the contextual factors in one domain influence the level of personal resources possessed by the individual, thus enhancing or undermining their capability to transfer the resources to achieve desirable outcomes in another domain (Rofcanin et al., 2018; Song et al., 2023). Grounded on the W-HR model, this study examines family supportive supervisor behaviour as a form of contextual resource at work that helps employees to achieve a high level of satisfaction with work-family balance at work (i.e., personal resources). Work-family balance satisfaction at work refers to the employee's cognitive and affective evaluation of the overall effectiveness in allocating resources to fulfil work and family responsibilities (Valcour, 2007). Choi et al (2018) indicated that for this type of satisfaction to occur, an employee should cognitively believe that they can allocate their energy and emotion to the work and family demands before feeling satisfied with possessing this capability in resource allocation, and this cognitive belief assists the employee in determining the action they can take to cope with both demands. This construct captures Ten Brummelhuis and Bakker's (2012) proposition of personal resources as an individual's thought process in judging their capability to fulfil work and family demands and take action on it. In this study, it is proposed that a high level of satisfaction with work-family balance motivates employees to frequently demonstrate positive social emotion instead of negative social emotion



to their partners, subsequently leading to the partner rating a high level of relationship satisfaction and affective well-being at home. This study echoes the call of previous scholars in seeking a new perspective to understand the role of manager behaviour and employee perception of the workplace in affecting the effectiveness of family-supportive supervisor behaviour. Different from previous studies that used the justice lens to investigate behavioural integrity and positioned workplace pressure as a deterrent, this study adopts the social cognitive perspective to investigate the moderating role of manager behavioural integrity and employee perception of workload pressure. Specifically, this research argues that manager behavioural integrity and employee workload pressure moderate the relationship between family supportive supervisor behaviour and employee work-family balance satisfaction at work. When an employee perceives the manager as demonstrating a high level of behavioural integrity and they perceive themselves as experiencing a high level of workload pressure, it strengthens the positive relationship between family supportive supervisor behaviour and employee work-family balance satisfaction. Last but not least, it is believed that the results of the present study can provide practical implications for senior management in strategic human resources management, establish direction in leadership development, and set up guidelines in regulating the family support of managers to assist employees in attaining a positive family life with their partners at home. Overall, the research objectives of this study are:

1. To identify how family-supportive supervisor behaviour helps employees achieve daily positive family outcomes;
2. Through the theoretical lens of the W-HR model, to extend understanding of family-supportive supervisor behaviour as a resource that helps employees achieve daily positive family outcomes;

3. To examine managerial behavioural integrity and employee workload pressure as boundary conditions that moderate the positive relationship between family-supportive supervisor behaviour and an employee's daily work-family balance satisfaction;
4. To provide practical recommendations to assist senior management in developing family-supportive leaders in Hong Kong.

## **1.6 The Hong Kong research context**

### 1.6.1 The work-family problems in Hong Kong

With the traditional distinction between the “breadwinner” and “homemaker” roles of men and women being eliminated, the competing demands between work and family rise to the surface and affect the quality of relationships between couples at home (Cancian, 1989; Kocka, 1981). In particular, the prolonged working hours faced by employees in Hong Kong are the main reason they have insufficient time to interact with their loved ones and fulfil their family responsibilities. The report of statistical highlights from the Legislative Council (2019) in Hong Kong indicated that the median weekly working hours in Hong Kong had decreased slightly from 45.7 hours to 44.3 hours but remained longer than in most developed countries (e.g., South Korea, Japan, United States, and the United Kingdom). Moreover, it was reported that 37% of the workforce in Hong Kong worked at least 48 hours per week, which far exceeded the International Labour Organisation's recommendation of a 40-hour workweek (Legislative Council, G. O. H. K. S., 2019, p.1). Additionally, the new and rapidly developing communication technology (e.g., video conferencing and telecommunication software) places increasing demands on employees, intensifying their difficulties in effectively allocating time between work and home responsibilities. These technologies make employees more accessible, and employers in Hong Kong usually take advantage of this. It is not uncommon for employees

in Hong Kong to complain about receiving emails, phone calls, or requests to attend teleconferences from employers beyond normal working hours regularly (Chou and Cheung, 2013). Through these practices, employees perceive a new norm in which the organisation expects them to be reachable 24 hours a day, 7 days a week. This creates a challenge for them to live an enriched work-family life (Vyas & Butakhieo, 2021).

Chou and Cheung (2013) argued that unsupportive management is detrimental to social interaction and the quality of relationships between employees and their partners. This argument is particularly relevant when applied to the interaction between employers and employees in Hong Kong. Employers often overlook the struggles of employees in fulfilling work-family responsibilities and are reluctant to provide support (Frye et al., 2020; Vyas et al., 2017). For example, employers may require employees to work overtime, dismiss their requests to leave the office early or adjust work arrangements to accommodate family matters (Chou & Cheung, 2013). Even if employees are allowed to work from home, employers expect them to be reachable at any time via phone calls, emails, and text messages (Lyttelton et al., 2022). These intense organisational arrangements prevent employees from seeking family support from managers, hindering their ability to interact with their partners and undertake additional family responsibilities. In the long run, these arrangements gradually create an atmosphere in which employees are expected to prioritise work over family matters, fostering a fear that failure to do so will have negative consequences for their career progression within the organisation (Jeffrey Hill et al., 2008). As a result, the amount of time employees can spend interacting with their partners is reduced, thereby undermining the quality of their relationships.

#### 1.6.2 Organisation response to the work-family problems of employees

Given the increasing concern about employees' inability to manage work and family demands and the impact on the competitiveness of Hong Kong as an international city, the Hong Kong government has taken the initiative to encourage organisations to help employees

overcome challenges in the work/life interface since 2006 (see Figure 1.1) (Vyas et al., 2017). For instance, the Hong Kong government took the first step to establish a five-day workweek policy in 2006 to promote the healthy development of work and family lives for civil servants and encouraged employers in Hong Kong to follow suit. A year later, the government established the Family Council with the aim of helping organisations in Hong Kong cultivate a family-friendly workplace culture and educate management on the value of being supportive to employees and organisations (Lau, 2015).

**Family-Friendly Employment Practices**

**Family-friendly Workplace**

To promote and encourage employers to adopt more diversified and flexible family-friendly employment measures, the Family Council launched a series of new promotional videos entitled "Family-friendly Workplace". The videos introduced various family-friendly employment practices through the sharing of employers and benefitted employees of different companies/organisations.

**Episode 1:**  
Richform Holdings Ltd  
(Breastfeeding Policy, Parent Gratitude Allowance and Elderly Care Leave)

**Episode 2:**  
Hung Fook Tong  
(Summer Vacation at the Office and PAWsome Pet-friendly Day)  
\*Chinese version only

Video's transcript

Video's transcript

Figure 1.1 Promotion of family-friendly workplace by the Family Council

With the government's encouragement, organisations in Hong Kong began to implement various family-friendly policies with the aim of helping employees achieve effective management of the work-family interface (Siu, 2015). Since then, management in Hong Kong has started to perceive family-friendly policies as the “best practices” for resolving employees' work-family struggles. In general, the family-friendly policies offered by organisations in Hong Kong can be categorised into three aspects: 1) flexible work arrangements – focusing on granting varying degrees of autonomy to employees in determining their work time and location (e.g., permanent part-time employment, job sharing, and flexible

work schedules), 2) family leave benefits – benefits that comply with the government’s regulations (e.g., additional maternity leave and paternity leave), and 3) other organisational support schemes - organisation-wide perks and benefits that support employees in fulfilling family responsibilities (e.g., childcare support, employee assistance programmes, and critical incident support schemes) (Allen et al., 2013; Shockley & Allen, 2007; Vyas et al., 2017). However, despite the extensive application of family-friendly policies since 2006, employees in Hong Kong are still ranked among the top three workforces globally that have severe problems coping with work and family demands (Vyas et al., 2017).

However, the family-friendly policies in Hong Kong are not effective in helping employees cope with work and family demands. Chou and Cheung (2013) indicated that the main reason for such ineffectiveness lies in the distinction between “availability” and “utilisation”. Although many organisations in Hong Kong make family-friendly policies available to employees, it does not necessarily imply that the employees can access and utilise these policies. Allen (2001) argued that an employee often worries about the manager’s impression and the consequences for his/her career when deciding to use family-friendly policies. For instance, if an employee is supervised by a manager who rewards or promotes employees for occasionally working overtime, the manager may perceive the employee using family-friendly policies as lacking commitment to the organisation (Allen, 2001). The manager is more likely to give a lower rating to that employee in the performance appraisal despite him/her demonstrating decent performance in the organisation, eventually denying his/her opportunity for career progression. This argument is more realistic when examining the average utilisation rate of family-friendly policies among employees in Hong Kong. Siu (2015) highlighted that in a study of employees from different sectors in Hong Kong, they reported that their organisations offer an average of 2.3 to 3.2 policies to them, but they are free to utilise a maximum of only 1.5 of the policies. This figure reflects that Hong Kong employees, in

general, do not have the capacity to fully utilise the family-friendly policies that are made available to them. The reason for the under-utilisation of family-friendly policies is not simply because of the long working hours which leave them no opportunity to use the policies, but more importantly, the unsupportiveness of the organisation (Wayne et al., 2006). Employees fear that they may create a bad impression in front of the manager when using these policies and thus, undermine their career progression in the organisation (Allen, 2001; Dallos & Kovács, 2021). Therefore, it is deduced that solely relying on family-friendly policies is not enough to help employees achieve an enriched work-family experience. The behaviour of the management is more important to the healthy work-family interaction of the employee. Senior management should support employees to achieve a healthy interaction between work and family domains both verbally and behaviourally. If organisations in Hong Kong want to ensure the resources devoted to family-friendly policies are well-spent, employees can fulfil both work and family responsibilities effectively, and subsequently contribute to the performance of the organisation, senior management needs to shift their focus from policy to leadership and recognise the benefits of being a family-supportive leader to the work-family enrichment of employees.

### 1.6.3 Rationales of shifting the focus from policy to leader

A manager being family-supportive is critical in determining the effective implementation of family-friendly policies in assisting employees to cope with dual responsibilities in work and family domains, thus creating a positive atmosphere to motivate employees to manage work and family responsibilities effectively (Hammer et al., 2009; Pan et al., 2021). The dynamic and competitive nature of today's work triggers employees to request family-friendly policies (e.g., flexible work time, flexible workplace, and the informal discretion of managers in work arrangement) to support their family lives (Bal & Dorenbosch, 2015; Hammer et al., 2009; Hammer et al., 2013; Rofcanin et al., 2017; Walsh et al., 2019).

However, researchers have suggested that the availability of family-friendly policies is necessary but insufficient to alleviate the rising demands of employees' work and family responsibilities (Erdogan et al., 2022). There are three reasons why a supportive manager is critical to the positive work-family experience of employees. First, employees may be concerned about the negative consequences of utilising family-friendly policies in the organisation. Heras et al. (2021) argued that employees often worry about the manager's perception of their frequency of using family-friendly policies in the organisation, which may hinder their promotion opportunities. When a manager shows family-supportive behaviour, an employee will not have to worry about the negative impact on his/her career prospects in the company when using these policies (Allen, 2001; Hammer et al., 2009). Second, an employee may have unique family responsibilities that the existing family-friendly policies cannot cover, thus leading him/her to negotiate with the manager for a discretionary or one-off management practice to fulfil those unique demands (Graves et al., 2007; Greenhaus & Beutell, 1985). If the manager does not show any sign of being family-supportive to the employee, the employee may fear speaking up and be unwilling to discuss with the manager about the work-family issues he/she is experiencing (Cheung & Chan, 2005). Similarly, the manager will not be able to understand how difficult it is for the employee to manage work-family demands and will be unable to provide tailored support to him/her. Third, a family-supportive manager enables the organisation to constantly review the effectiveness of family-friendly policies and make necessary adjustments when needed (Greenhaus et al., 2012). Under the supervision of a family-supportive manager, an employee can negotiate with the leader about utilising the family-friendly policies freely and reflect the existing policies' limitations to him/her. This allows the leader to constantly review the effectiveness of each family-friendly policy in supporting employees to achieve a positive work-family experience and adjust the resources allocated to each policy.

Therefore, a family-supportive leader who serves as a role model and publicly supports the employee's healthy development of work and family lives can act as the “linking pin” between the family-supportive policies and the needs of individual employees (Allen, 2001; Hammer et al., 2009). Managers are in the best position to make the workplace family-friendly for employees and support them in managing work and family responsibilities effectively. Straub (2012) indicated that managers who act as the figurehead of the organisation perform as gatekeepers for the availability and effective implementation of work-family policies and as change agents to promote a family-supportive organisational culture. Given that employees have different considerations when they request permission to use family-friendly policies in the workplace, managers can clarify employees’ concerns and permit employees to use these policies to shoulder family responsibilities, thus leading the employees to achieve a positive work-family interaction (Walsh et al., 2019).

#### 1.6.4 The customer service sector in Hong Kong

The customer service sector in Hong Kong is chosen as the arena for this study. Hammon et al. (2015) indicated that in Hong Kong, organisations in the customer service sector have long been identified as a demanding sector. To provide immediate service to the customers and answer their enquiries when needed, managers and employees working in the customer service sector must work flexibly. It is common to witness that they need to work at night or during weekends. This irregular working arrangement severely affects their capacity to have regular and healthy interactions with their partners.

A multinational corporation from the customer service sector in Hong Kong is selected for this study. In this study, the researcher secures data access to this study from a large Hong Kong-based multinational corporation that delivers customer relationship management services for other multinationals around the globe. The work-family experience of employees in this organisation is a typical reflection of the aforementioned struggle of senior management



in finding alternatives to assist employees in achieving a positive work-family life in Hong Kong. This organisation has been offering a wide range of family-friendly policies to the employees since 2006, including providing additional periods of maternity and paternity leaves, offering allowances for employees to purchase childcare support services, and providing counselling services for employees who feel difficulty in fulfilling work and family demands and achieve positive family outcomes. Despite the extensive provision of family-friendly policies to the employees for a long time, the senior management and the HR director reported that employees seldom utilise this support as they do not want to be seen as incompetent in the workplace as a result of being unable to manage their work and family responsibilities, thus preventing them from having a quality relationship with their love ones and shaping a better well-being for them. As a result, this encourages both the researcher and the host organisation to investigate the role of the manager, instead of relying on the policy itself, in helping employees to achieve positive work and family lives.

## **1.7 Contributions to empirical research**

The present research enriches the empirical studies in the FSSB literature by focusing on the family outcomes that FSSB can create and the moderating role of manager behaviour integrity and employee workload pressure between FSSB and employee and family outcomes. First, this study responds to the call of previous researchers to extend the study of family supportive supervisor behaviour to the family domain by investigating its impact on relationship satisfaction and affective wellbeing at home (Crain & Stevens, 2018; Halbesleben et al., 2014; Rofcanin et al., 2017). To date, there is an insufficient of research in understanding how family supportive supervisor behaviour helps employees to experience positive partner outcomes at home (Kramer & Kramer, 2021). Therefore, to address this unexplored area in

family supportive supervisor behaviour literature, the present study examines the direct influence of family supportive supervisor behaviour on employee satisfaction with work-family balance and the indirect influence on the partner's relationship satisfaction and affective well-being at home. It is believed that this study addresses the longstanding research gap in investigating the family influence of family supportive supervisor behaviour by shedding light on the role of this behaviour in creating a positive impact on the family domain of the employees, thereby encouraging future work-family scholars to expand their research focus to examine different cross-domain impacts of family supportive supervisor behaviour.

Second, this study opens a new frontier in work-family research by analysing how the boundary conditions of the employee's subjective perception of workload pressure and the behavioural integrity of the manager influence the relationship between family supportive supervisor behaviour and the employee's work-family balance satisfaction, through angles that differ from those of previous scholars. Previous studies in family supportive supervisor behaviour have concentrated on studying the moderating role of psychological and family characteristics in influencing the effectiveness of the manager in providing family support to the employees. However, there are insufficient studies investigating the boundary impact of workplace behaviour on leadership effectiveness (Crain and Stevens, 2018; Lee & Kim, 2022; Rofcanin et al., 2017; Tomlinson & Carnes, 2015). The present study abandons the common understanding of the negative role of workload pressure and argues that employee workload pressure could serve as a driving force to motivate the employee in seeking management support to cope with work and family demands, which magnifies the family support effectiveness of the manager. Zhang and Liu (2011) stated that an employee experiencing workload pressure is desperate to obtain any assistance he/she can get to alleviate the pressure and cope with the responsibility from multiple roles. Bowling et al (2015) argued that the employee's subjective perception of workload pressure has an immediate impact on their

behaviour at the workplace, thus affecting the employee's tendency to seek support from the managers and their ability to cope with additional demands. It is hypothesised that when an employee experiences a high level of workload pressure, he/she becomes sensitive to the family-supportive behaviour of the managers and eager to seek help from them. As previous studies in workload pressure adopted the job demands resources model and positioned workload pressure as a negative factor that prevents employees from attaining desirable performance, it is believed that this study, by adopting a positive angle in investigating the role of workload pressure at work, opens a new frontier for future researchers to look at the positive side of stress in family supportive supervisor behaviour research.

Moreover, the study on the work-family impact of manager behavioural integrity has remained dormant until recent years (Engelbrecht et al., 2017; Leroy et al., 2012; Paustian-Underdahl & Halbesleben, 2014; Vogelgesang et al., 2020). Behavioural integrity refers to the level of "word-deed" alignment of an individual (Simons, 2002). Freire and Bettencourt (2020) indicated that the manager's level of behavioural integrity plays an important role in navigating employee behaviour. A manager with a high level of behavioural integrity tends to "walk the talk" in the workplace and avoid creating confusion whenever an employee needs to seek support from them or pursue certain behaviour (Davis & Rothstein, 2006). Although Paustian-Underdahl and Halbesleben (2014) conducted a study examining the moderating role of manager behavioural integrity in influencing the effectiveness of family supportive supervisor behaviour at work, they focused on the employee perception of manager behavioural integrity in the work-family conversation, instead of studying how an employee perceives the manager's overall behavioural integrity in the workplace affects the effectiveness of the family support provided by the manager. In contrast with previous research that focused on manager behavioural integrity as a behaviour limited to the work-family arena, the present study positions manager behavioural integrity as the employee's judgement of the manager's overall

“word-deed” alignment in daily management practice (e.g., performance appraisal, reward management, enacting organisation policy) which in turn, affects the employee's perception of the authenticity of the family-support offered by the manager. In the work-family arena, the overall behavioural integrity of a leader in the workplace affects how an employee judges the authenticity of the family support provided by the manager (Simons, 2002; Vogelgesang et al., 2020). If a manager acts in a way that aligns with the management practice he/she claims to implement in the workplace, the employee would perceive that the manager upholds this high integrity behaviour in providing family-support to him/her and hence, the employee becomes more confident in coping with family demands as he/she does not worry about the negative consequences of shifting focus on it (Paustian-Underdahl & Halbesleben, 2014). This research advances the study of manager behavioural integrity into the overall organisation context and argues that a manager demonstrating behavioural integrity in various aspects of management (e.g., performance appraisal, reward allocation, enacting company policy) could amplify the impact of his/her family support effectiveness. It provides an extended perspective for scholars to examine the role of manager behavioural integrity in family supportive supervisor behaviour literature.

## **1.8 Contributions to theory**

This study extends the utility of the W-HR model by explaining how family supportive supervisor behaviour at work leads to positive family outcomes for employees; partner relationship satisfaction and affective wellbeing at home. It is surprising that family supportive supervisor behaviour, as a form of leadership behaviour specifically related to work-family interaction, receives limited attention in the work-family theoretical framework in explaining how it leads to positive family outcomes (Peng et al., 2020). For instance, previous research

adopting the W-HR model simply examined the impact on the general work-family positive spillover of employees instead of differentiating the specific types of work-family positive spillover (i.e., affective, cognitive, and behavioural) the employee experienced (Carlson et al., 2010; Crain & Stevens, 2018; Kossek & Distelberg, 2009). It is argued that there is a substantial need to understand and explain how family supportive supervisor behaviours can influence the employee experience at home. Therefore, the conceptual model proposed in this study aims to extend the generalisability of the W-HR model by explaining the mechanism a family supportive supervisor initiates that permits employees to experience work-family balance satisfaction at work, subsequently leading to partner relationship satisfaction and affective wellbeing at home. According to the W-HR model, social support refers to the tangible and intangible support offered in the work (family) domain that helps employees to accumulate their personal resources and allocate these resources to the family (work) domain (Ten Brummelhuis & Bakker, 2012). The set of behaviours in family supportive supervisor behaviour, including emotional and instrumental support, role modelling behaviour, and creative work-family management strategies, are perceived by employees as a bundle of family-related tangible and intangible support in the workplace that enables them to cope with family demands effectively. By testing the effectiveness of family supportive supervisor behaviour as a support at work on partner relationship satisfaction and affective wellbeing at home in the conceptual model, this study advances the theoretical content of the W-HR model by explaining how family supportive supervisor behaviour shapes impact on the positive family outcomes of employees.

Moreover, this study expands the W-HR model by examining how the social cognitive process in the workplace amplifies the influence of family supportive supervisor behaviour on an employee's ability to manage work and family demands. Previous scholars have argued that the work-family conversation between managers and subordinates is a social cognitive process,

as the social information present in the workplace can distort the effectiveness of the conversation (He et al., 2023; Paustian-Underdahl & Halbesleben; 2014). The social cognitive process refers to how an individual perceives, interprets, and reacts to social information in a specific context, such as values, attitudes and behaviours (Berk & Andersen, 2000; Schunk & DiBenedetto, 2020). Common examples of the social cognitive process exhibited in the workplace include understanding and predicting work behaviour and interpreting information to cope with adverse situations (Eccles & Wigfield, 2020). Given that previous studies adopting the W-HR model focused on studying the moderating role of organisational context in the relationship between family supportive supervisor behaviour and an employee's personal resources (Rofcanin et al., 2017; Rofcanin et al., 2020), they lack focus on how the social cognitive interaction between managers and subordinates affects the effectiveness of such behaviour. For instance, He et al (2023) stated that the unique social information interaction between managers and an individual employee creates individual differences in perceiving the effectiveness of family support in the workplace. Simply examining the moderating role of organisational context portrays a “one size fits all” scenario in determining effective family supportive supervisor behaviour, which ignores the individuality across employees in viewing the family support offered by the manager (Shen et al., 2022). By extending the W-HR model into the social cognitive perspective, it allows scholars to examine how the social interaction between employees and managers in the workplace influences the effectiveness of the resources provided to the employees. Therefore, this study advances the W-HR model by theorising the moderating role of manager behavioural integrity and employee workload pressure through the social cognitive perspective. Specifically, the present research adopts a new angle in theorising and testing the moderating role of behavioural integrity through the lens of the social information processing perspective. Differing from previous studies in theorising and testing manager behavioural integrity through organisational justice theory

(Andrews et al., 2015), this study posits manager behavioural integrity as social information in the workplace and its equivocality affects the family support effectiveness of the manager. Furthermore, this study theorises the positive role of employee workload pressure in amplifying the effectiveness of family supportive supervisor behaviour through the Lazarus transactional model of stress, which is different from previous research adopting the job demands resources model and positioning workload pressure as a factor that creates a negative impact on the workplace (Bao et al., 2022; Liu & Cheung, 2015). Therefore, it is believed that introducing the social cognitive process into understanding the moderating role of manager behavioural integrity and employee workload pressure advances the theoretical understanding of the W-HR model by explaining how employees interpret and react to social information in the workplace affects the manager's family support effectiveness, instead of simply studying the moderating role of the overall organisational context.

## **1.9 Contributions to practice**

From a practitioner's perspective, this study contributes to various aspects of people management within an organisation. Firstly, this study aims to provide empirical evidence to correct the misunderstanding among senior management in Hong Kong regarding the assistance provided to employees to achieve work-family enrichment. Senior management in Hong Kong has reached a consensus that family-friendly policies are the best practices for helping employees to balance work and family lives. However, employees are often unable to utilise these policies due to severe workload and management impressions (Vyas et al., 2017). For instance, employees are often required to be flexible and multitask in the workplace, juggling several projects simultaneously and often suffering from long working hours or even working at weekends (Chou & Cheung, 2013). As a result, employees report that they are too

stressed or exhausted to commit to a high-quality relationship with partners, thus affecting their performance in both work and family domains. This prompts the researcher to reconsider the role of managers as the crucial link in helping employees to achieve high-quality work and family lives, rather than simply providing various family-friendly policies. Grounded in the Hong Kong context, the present study provides data to senior management and HR practitioners about the importance of a manager being family-supportive in the workplace. It is believed that this opens a new frontier for Hong Kong organisations to explore ways to develop family-supportive leaders in the workplace.

In addition, the empirical results of this study can be transformed into a guideline for senior management and HR practitioners in Hong Kong to develop strategic human resources management practices. These practices aim to cultivate the competencies of family supportive supervisor behaviour among employees, thereby enhancing the competitiveness of the workforce. Through investigating the influence of family supportive supervisor behaviour on employees' work-family experiences, it is suggested that such competencies are crucial to the psychological health and competitiveness of the workforce in a turbulent business environment. This, in turn, improves the competitiveness and financial performance of the organisation. As workplaces become more flexible and dynamic, ordinary employees may have the opportunity to lead workgroups to complete projects assigned by the supervisor (Chung et al., 2021; Garg & Agrawal, 2020). In completing these work projects, the employee leading the group may need to consider the work-family needs of group members and provide support to them occasionally. Therefore, the development of these family supportive supervisor behaviour competencies should not be limited to managers but expanded into a set of competencies applicable to all members of the organisation. If employees and managers are equipped with a set of family supportive supervisor behaviour competencies, it enables them to be sensitive to the work-family needs of others and provide support when needed, thus improving the



competitiveness of the workforce. As a result, the workforce will be able to support each other in work-family struggles, become more resilient in a competitive environment, and subsequently be more capable of overcoming challenges from competitors. It is believed that this research can generate a guideline to inform senior management and HR practitioners about the importance of including a set of family supportive supervisor behaviour competencies as key behaviours in the organisation's strategic human resources management.

Furthermore, it is anticipated that this study can generate recommendations for the design of talent management programmes that assist managers and HR practitioners in developing family supportive supervisor behaviour competencies within organisations. To date, organisations in Hong Kong are still lacking in formulating effective human resources management programmes to develop the workforce, as they do not recognise the importance of human resources management in the workplace and the benefits to workforce competitiveness in the labour market (Mathias et al., 2021). In light of this, there is a substantial need for Hong Kong organisations to address this issue. Management and HR practitioners need to improve their ability to systematically identify the HR needs of the organisation and develop human resource management practices to fulfil them (Liu et al., 2020). Instead, managers often prefer using their subjective judgement of the workplace to identify and satisfy these needs without conducting a scientific study. This results in the creation of many redundant HR programmes that do not improve the performance or quality of the workforce within organisations, while simultaneously wasting organisational resources. Given that concerns about employee work-family experiences have become a corporate trend in Hong Kong since the outbreak of the COVID pandemic, this study presents a perfect starting point for senior management and HR practitioners. The results of this study provide a toolkit for them to recruit and develop the family-supportive competencies of the workforce, enabling them to respond to the needs of the labour market.

## **1.10 Summary of methodological approach**

The current study adopted a 10-day quantitative diary study design (two consecutive weeks, excluding Saturdays and Sundays) as the methodological approach. The researcher collected data from employee-partner dyads within a multinational corporation in Hong Kong. Prior to the commencement of the data collection process, the researcher sent invitation emails to the employees and their partners to introduce the research objectives, explain the data collection process, and address any concerns regarding confidentiality in the data collection procedure.

The researcher sent out a survey to the employee each evening (at 4 p.m.) and a survey to his/her partner each night (at 9 p.m.) via email over the 10 days. On the first day of data collection, both employees and their partners were required to report background information, including gender, age group, education level, job level, work experience, and tenure in the organisation. Throughout the 10-day data collection period, employees were asked to repeatedly report their rating on family supportive supervisor behaviour and the behavioural integrity of the manager, as well as their workload pressure and satisfaction with work-family balance. The partners were asked to rate the social emotion demonstrated by the employee and their assessment of relationship satisfaction and affective well-being at home. Once the data were collected from the employees and the partners, the researcher then matched and combined their responses based on the pre-assigned code they filled in accordance with the instructions in the survey. The combined responses were then used for data analysis.

Given that the data were nested within individuals, the researcher adopted the multilevel modelling approach to analyse the relationship between the variables (Mehta & Neale, 2005). In this study, the researcher used R software to perform the analysis. Before conducting the

multilevel modelling, the researcher tested the reliability of each measurement scale, calculated the mean and standard deviation of each variable, and established the correlation matrix. Then, the researcher calculated the intra-class correlation coefficient of each variable and the design effect of the dataset to determine if a cluster effect could be seen in the responses from the participants. The model fit was tested through multilevel confirmatory factor analysis to determine the level of consistency between the model and the data (Ganesh & Srivastava, 2022). After testing the model fit, the researcher proceeded with the multilevel modelling and the mediation and moderation analysis.

## **1.11 Structure of the thesis**

The purpose of this thesis is to demonstrate the importance of family supportive supervisor behaviour in enhancing the employee capability in managing the work and family demands and thus, achieving positive outcomes in the family domain. It is believed that this thesis helps senior management and HR practitioners to consider including the development of family supportive supervisor behaviour competencies as the organisation's HR strategy and commit the HR functional practices to develop the workforce with these competencies.

This thesis is being divided into six chapters; the introduction chapter describes and explains the background of this study and the value it contributes to the academia and industry practitioners. The second chapter includes a systematic literature review on the constructs that establish the foundation of the research model (i.e., work-family interface and family supportive supervisor behaviour). The literature review also critically evaluates the previous theoretical perspectives of the work-family interface and the studies being done in family supportive supervisor behaviour to justify the theoretical model adopted in this study. Building upon the work-home resource model proposed by Ten Brummelhuis and Bakker (2012), the

researcher then develops a theoretical model with seven hypotheses to illustrate how resources can be transferred from work to the family domain under the family supportive supervisor behaviour and the specific family outcomes that family supportive supervisor behaviour can eventually create. The thesis then follows with the third chapter that describes and explains the methodology adopted, including the research paradigms, the study design, and the sampling and analytic strategy. After the methodology section, the researcher presents the result of the study and the summary of the hypothesis testing. In chapter five of this thesis, the researcher discusses the theoretical and empirical contributions to the academia, and the practical contributions to the senior management and HR practitioners. Also, the researcher discusses the limitation and recommend research direction to future scholars. The final chapter of this thesis summarises the research objectives and major findings of this study and reiterate the importance of family supportive supervisor behaviour to the organisation competitiveness in the labour market.

# **CHAPTER 2 : LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT**

## **2.1 Introduction**

The first part of this chapter includes a literature review of the body of knowledge related to family supportive supervisor behaviour and work-family interface to shed light on the value of this study and the construction of the theoretical model. Based on the research objectives written in chapter 1, the literature review examined the key constructs in the work-family interface to establish the approach of this study, the major theories used in work-family research to justify the application of the work-home resource model in this study, and the previous studies in family supportive supervisor behaviour to support the rationale of the proposed research model in this thesis. The aims of this review were to systematically answer the call of the previous scholars in studying the cross-domain mechanism and impact of family-supportive behaviour of the manager and to provide a comprehensive theoretical foundation of the research model.

In the second part of this chapter, the researcher established a research model with ten hypotheses through the theoretical lens of the work-home resources (W-HR) model. Grounded on the understanding of the work-home resource model, the researcher built up a theoretical model to present the cross-domain mechanism and impact that family supportive supervisor behaviour can attain and the boundary conditions that determine the effectiveness of this behaviour in supporting the employee accumulation of personal resource, and subsequently the positive outcomes the employee can attain in the family domain.

## **2.2 Work-family interface – definition and theoretical perspectives**

The work-family interface of an employee refers to the broad concept of myriad ways in which work and family lives interact (Frone et al., 1992). Previous scholars made the key assumption that the work and family domains influence each other in mutual and bidirectional ways, either from work to family or from family to work (Frone et al., 1997). These interactive processes can be positive or negative, resulting in the improvement or damage to the interaction between work and family. An employee juggles between these two domains and attains positive or negative experiences from these domains, which affect his/her performance and interaction in either one of them. For example, the capability of an employee to juggle between the work and family domains has implications for the quality of a romantic relationship with his/her partner (Amstad, et al., 2011; Kanter, 1989; McAllister et al., 2012), individual well-being (Holmes et al., 2012; Petts, 2018), and the overall function of the family (Hill et al., 2014; Wayne et al., 2022).

The purposes of reviewing the theoretical perspectives of the work-family interface were to synthesise the major theories being adopted in studying the resource transition mechanism of employees between work and family domains, and to justify the reasons why the work-home resources model is believed to be the best fit for developing the theoretical model of this study. In this section, the researcher reviewed three dominant theories in studying the work-family interaction – the ecological system theory, the role theory, and the spillover theory – and commented on the limitations of each of them.

### **2.2.1 Role theory – The interplay of role and resources**

Role theory focuses on how the interplay between multiple roles can create either a facilitative or conflictual experience for an employee. A role refers to the set of behavioural expectations placed on individuals based on their societal position, with individuals often

exhibiting predictable and context-specific behaviour tied to that role (Anglin et al., 2022; Desrochers & Sargent, 2004). Individuals typically perform a "role" in society, acting in a manner that aligns with societal expectations of that role. Understanding these roles is crucial in explaining why an individual behaves in a certain way and how role expectations shape their behaviour or judgement, as well as the behaviour of others (Biddle, 1986). For instance, an individual in the role of a family's breadwinner may expect themselves to commit fully to their work to achieve better financial results and create a superior living environment for their family (Franke et al., 1997). In such cases, they may empathise with others at work who are in a similar role with similar concerns. Role theory proposes two perspectives, role strain and role enhancement, to explain how enrichment or conflict arises in the work-family interaction (Barnett & Gareis, 2000).

The role strain perspective posits that an employee experiences conflict and stress when attempting to meet the demands of multiple roles (Goode, 1960). This perspective presupposes that an individual's resources, such as time and energy, are limited and fixed, necessitating the allocation of these scarce resources to meet the demands of different roles (Barnett et al., 1992; Marks, 1977; Sieber, 1974). The more roles an individual occupies, the greater the demand on their energy and the quicker their resources deplete. For instance, when an employee must fulfil multiple roles simultaneously, the time and energy they can devote to one role is reduced by the demands of another. As time and energy are stretched thin to meet the demands of multiple roles, the employee may experience stress and a deterioration in their performance in other roles (Hergatt Huffman et al., 2014).

The role enhancement perspective offers a contrasting viewpoint on the implications of an individual's resources in relation to their work-family interaction. Unlike the role strain perspective, which views resources as finite and limited, the role enhancement perspective posits that an individual has the capacity to expand their resources to fulfil the expectations of

multiple roles (Barnett, & Hyde, 2001). This perspective suggests that the experience of participating in one role can yield rewards and privileges that can, in turn, enhance an individual's performance in other roles (Greenhaus & Beutell, 1985; Greenhaus & Powell, 2006; Voydanoff, 2002). For example, an employee who is committed to their work and receives recognition from their supervisor may find that this recognition not only boosts their morale but also enhances their energy levels and motivation in their family life. The reward received from the supervisor can serve as a motivational factor, encouraging the employee to invest similar levels of commitment in their family life. This positive reinforcement can lead to a virtuous cycle, where success in one role fuels success in the other (Ollo-López & Goñi-Legaz, 2017).

Role theory seeks to establish a connection between an individual's resource expansion and depletion and the number of roles they are required to fulfil within a specific timeframe (Anglin et al., 2022). This theory posits that when an individual is tasked with satisfying multiple roles simultaneously, one domain (either work or family) can either drain or expand their resources. This, in turn, can affect the individual's capability to meet the demands of the other role. In other words, the demands and rewards of one role can either enhance or diminish the individual's ability to perform in another role (Goode, 1960). For instance, an individual who is heavily invested in their work role might find their resources (such as time, energy, and attention) drained, making it challenging for them to meet the demands of their family role. Conversely, the rewards and satisfaction derived from successful performance in one role could lead to an expansion of resources, enhancing the individual's capacity to perform effectively in another role. While role theory provides valuable insights into how the interaction between work and family roles occurs, it also highlights the potential for both enrichment and conflict as a result of fulfilling role expectations. However, despite its contributions, role theory has three limitations when it comes to addressing the causal process in work-family interaction.



First, the theory is insufficient in discussing the indicator of role strain and enhancement to occur within an individual (Ten Brummelhuis & Bakker, 2012). When an individual performs a specific role in society, his/her interaction with other people enables him/her to become more competent or less competent in fulfilling the expectation of different roles (Barnett et al., 1992; Barnett, & Hyde, 2001; Marks, 1977; Sieber, 1974). Under the role theory, a single event experienced by an individual is open to be interpreted as role strain or role enhancement experience. For example, an employee who works in the organisation receiving extensive support from colleagues and supervisors may feel confident in handling work-related matters while fulfilling the expectations as a parent at home (i.e., role enhancement) (Jackson, 1998). However, the workplace supports this employee receives may also symbolise an expectation of his/her incapability to work effectively in the workplace, thus draining his/her resources to perform multiple roles simultaneously. For instance, the employee may feel pressure to work harder than before to repay the generous help from his/her colleagues and supervisors, thus reducing his/her time to spend with his/her family members (i.e., role strain) (Barnett, & Hyde, 2001).

Second, the role theory lacks explanations on the causal process between roles and the work-family experience of the employees. This theory argued that resources can be expanded or depleted where there is an increasing number of roles that the individual needs to fulfil, thus leading them to have positive or negative experiences in work-family interaction (Greenhaus & Beutell, 1985; Goode, 1960). It is argued that this theory lacks the discussion on the linking pin that demonstrates how the individual transfers the resources he/she obtains from one role to another (Ten Brummelhuis & Bakker, 2012). For instance, the role theory suggests that an individual is capable to expand his/her resources to fulfil the demands of one role through receiving rewards from committing to another role (Voydanoff, 2002). However, it does not explain the condition or the scenario where the individual is able to make use of the resources

expanded in one role and transferred into another role (Grandey & Cropanzano, 1999). According to Hobfoll (2002), resources available in one role creates a favourable condition to generate new resources that enable him/her to transfer to another domain. The new resources possess by the individual can be transferred to facilitate the quality, performance, and experience in another role (Halbesleben et al., 2014). In this sense, it is argued that the role theory lacks explanations on the condition for the resources being expanded in one role and facilitating the performance in another role.

### 2.2.2 Spillover theory – the transition of experience

The spillover theory focuses on the transition of resources as the result of the objective conditions in work and family domains (Carlson et al., 2019). This theory overthrows the longstanding concept that work and family roles are separated from each other and believes that a linkage can be established between them to visualise the experience of an individual throughout his/her life (Lambert, 1990). The spillover effect illustrates the linking mechanism by which work and family influence each other (Edwards & Rothbard, 2000). The spillover effect occurs in both directions such that an individual work experience affects his/her performance in the family (work-to-family spillover) and his/her home experience influences his/her performance at work (family-to-work spillover) (Cho & Tay, 2016). The theory argued that the spillover effect occurs when an individual would bring his/her emotions, attitudes, skills, behaviours, and values established or experienced at work to family, and vice versa (Heller & Watson, 2005). In general, previous scholars categorised the understanding of spillover effect into the process and outcomes dimensions; the affective spillover (e.g., emotions and attitudes) and instrumental spillover (e.g., values, skills, and behaviours) represent the types of resources transition between the work and family domain, whereas positive and negative spillover refer to the outcome of the spillover that constitutes to the work-

family enrichment or conflict of an employee, respectively (Cho & Tay, 2016; Edwards & Rothbard, 2000; Lambert, 1990; Straub et al., 2019).

Table 2.1 illustrates the resources-outcome categorisation in the spillover effect. Affective and instrumental spillover effects are defined as the different types of resources being transferred from one domain to another. Affective spillover refers to the emotions and attitudes an employee possesses in one domain being carried to another domain (Hanson et al., 2006). For example, an employee being praised by the supervisor may experience positive feelings and such feelings are reflected in his/her interaction with the partner (i.e., better mood and more engaged when he/she is having a conversation with his/her partner). Instrumental spillover represents the skills, values and behaviours being transferred from one domain to another such that the employee becomes competent in handling matters in another domain (Edward & Rothbard, 2000; Zhou et al., 2019). An employee who is being invited to frequently engage in decision-making in the organisation may intend to adopt these newly trained decision-making skills to handle the matters that occur at home.

Positive and negative spillover represent two outcomes that an employee experiences as the result of the spillover effect (Martinez-Corts et al., 2015). Positive spillover refers to the experiences of an individual being carried from one domain to enhance performance in another domain (Straub et al., 2019). For example, the positive mood an employee experiences at work as the result of the helping behaviour from colleagues will motivate him/her to be more positive in the interaction with the family members, hence leading to the overall harmony in the family relationship (Carlson et al., 2019; Edward & Rothbard, 2000). Conversely, negative spillover happens when experiences in one domain are transferred and decline performance in another domain. For example, an employee who constantly argues with his/her partner may experience a bad mood at home. This negative mood can be brought to the workplace, leading the

employee to remain silent or not engaged in communicating with his/her colleagues (Du et al., 2018).

Table 2.1 Resources-outcome categorisation of spillover effect

	<b>Affective</b>	<b>Instrumental</b>
<b>Positive</b>	The transfer of positive emotion, attitudes, and feelings from work (family) to family (work) domain.	The skills, values, and behaviours acquired from work (family) domain benefit the performance or functioning of family (work) domain.
<b>Negative</b>	The transfer of negative emotion, attitudes, and feelings from work (family) to family (work) domain.	The skills, values, and behaviours acquired from work (family) domain harm the performance or functioning of family (work) domain.

The spillover theory postulates that resources generated from one role can be transferred to improve the performance of another role (Lambert, 1990). The major limitation of the spillover theory is the presumption of isomorphism in the resources being transferred from one domain to another, which is unrealistic when reflecting how an employee allocates and transfer his/her resources (Hobfall, 2011; Hobfoll et al., 2018; Lambert, 1990). Isomorphism refers to the similarity in patterns, structures, and policies across organisations due to economic or regulatory pressure (Deephouse, 1996; Marquis et al., 2007; Rauch & Evans, 2000). The meaning of isomorphism in the work-family spillover refers to the similar patterning of skills and behaviour being transferred from one domain to another (Chapman et al., 2018; Rapoport & Rapoport, 1965). The spillover theory assumes that the specific emotions, skills, and behaviours experience or learn in the work (family) domain can be transferred to the family (work) domain directly (Bakker et al., 2009; Heller & Watson, 2005; Watson & Clark, 1984). For example, an employee who has gone through several stages of negotiation to close

a business deal may obtain a set of negotiation skills and apply this skill in negotiating the division of family responsibilities with his/her family member. However, the assumption of isomorphism may not reflect the reality of how employees juggle between the two domains. An employee may not necessarily copy the skills and behaviour he/she obtains from one domain to another, given that the context and the relationship with others in each domain are different (Hobfoll et al., 2018; Ten Brummelhuis & Bakker, 2012). The relationship with others within a domain affects the focal individual's preference to interact in a certain way (Cho & Tay, 2016; Edwards & Rothbard, 2000; Rodgers, 1992). For instance, an employee may not apply the newly learned negotiation skills at work into coping with family matters as his/her family members are not his/her colleagues. This argument is also valid in the scenario of affective spillover. An employee experiences positive emotion at work may not necessarily project this emotion in the interaction with his/her family because of the recent arguments they had (Martinez-Corts et al., 2015). Hence, the oversimplification of work-family resources transition is the spillover theory may not capture the dynamics of how the resources interplay within an individual across domains.

### 2.2.3 Ecological system theory – work-family as a subsystem in the society

The ecological system theory conceptualises the work-family interface as a societal subsystem (see Figure 2.1) (Bronfenbrenner, 1994; Hill, 2005; Voydanoff, 2002). This theory posits that individual development occurs within the context of various environmental systems: the microsystem (the interpersonal relationships and social roles that facilitate an individual's interaction with the social context), the mesosystem (the conglomerate of two systems), and the chronosystem (the life stage and history) (Bronfenbrenner, 1986; Ten Brummelhuis & Bakker, 2012; Voydanoff, 2002). The theory suggests that work and family belong to the microsystem, and their interaction can be identified as the mesosystem. Ecological system theorists further assert that the work-family relationship is bidirectional; work impacts the

family and vice versa. Voydanoff (2005) indicated that this bidirectional interaction between work and family domains leads employees to experience either enrichment or conflicts in their daily life. For example, work, family, and individual characteristics are seen to directly affect the work, family, and individual outcomes that a person may experience. Furthermore, the strength of the work-family relationship is influenced by the broader national and cultural context in which both work, and family domains are embedded. This includes the level of industrialisation, economic development, and cultural values in that country (Aryee et al., 1999; Joplin et al., 2003).

The ecological system theory expands the understanding of how the development of macro factors (i.e., economic development, cultural value, and government policy) over time affects an individual's experience in both work and family domains (Ten Brummelhuis & Bakker, 2012). Unlike the role theory and the spillover theory which merely focus on how the development of the context that is closely related to an individual affects his/her work-family experience, the ecological system provided the contextualised understanding of the work-family experience an individual has when he/she lives under a specific societal framework (Pocock et al., 2012; Vieira et al., 2018).

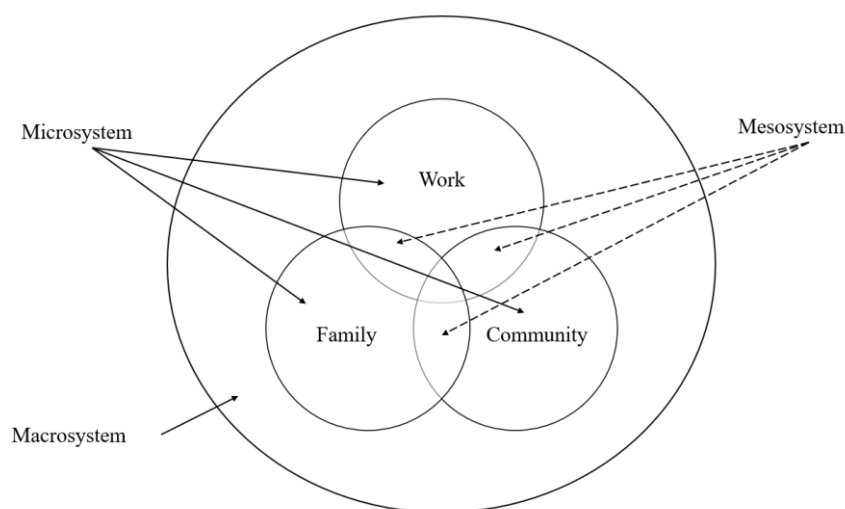


Figure 2.1 The ecological system model (Voydanoff, 2007)

However, the strength of the ecological system in looking at the impact of broader contextual factors on employee work-family experience is also the weakness of the theory. Ten Brummelhuis and Bakker (2012) criticised that the ecological system perspective only provides explanation of how the wider contextual factor affects the microsystem of which the work and family lives of an employee falls into, without discussing how the linkage between work and family is being affected by the macro system. For example, the economic development of a country would undoubtedly influence the living quality of the family in the society and their income level in general, but how does such economic development influence the interaction of an individual in his/her work and family lives (Ten Brummelhuis & Bakker, 2012; Wayne et al., 2007)? The ecological systems theory lacks explanations on the interaction between work and family of an individual (which leads to a specific work-family experience he/she has) and how the factors in the macro system are being treated as the causes of work and family situations that an individual has (Leventhal & Brooks-Gunn, 2000).

### **2.3 The work-home resource model**

This study is grounded on the W-HR model developed by Ten Brummelhuis and Bakker (2012). The W-HR model transforms the conservation of resources theory into focusing on the impact of the interaction between workplace and family resources on the work-family experience of employees (Hobfoll, 2002; Ten Brummelhuis & Bakker, 2012). The W-HR model proposes that the interaction of individual and contextual resources is critical to direct individual's behaviour in the work and family domains, thus affecting the outcomes they achieve in either one of these two roles (Halbesleben et al., 2014; Hobfoll et al., 2018). The central notion of the W-HR model is the concept of resources that exists in both individuals and the context. Greenhaus and Powell (2006) defined resources as the asset that an individual

utilises to solve a problem or tackle a challenging situation. In the W-HR model, Ten Brummelhuis and Bakker (2012) argued the demands and resources co-exist in the work (family) domain and they will deplete and enrich the accumulation of personal resources respectively. Hence, individuals experience two work-family outcomes when they receive resources or cope with the demands in either the work or family domain: work-family enrichment and work-family conflicts (see Figure 2.2). Work-to-family conflict exists when the contextual demands in the work domain draw the individual to focus their energy and time to cope with it, which reduces their capability to fulfil the responsibilities in the family role and leads to negative family outcomes (Aw et al., 2020; Wu et al., 2020). Similarly, work-to-family enrichment emerges when there are sufficient contextual resources available at work assist the development of personal resources and thus, foster positive outcomes for individuals in the family domain (Ten Brummelhuis & Bakker, 2012; Russo, 2015). Based on the understanding of the resources transition process that the W-HR model explains, it is observed that the availability and accumulation of resources are vital to the individual's work-family interface experience.

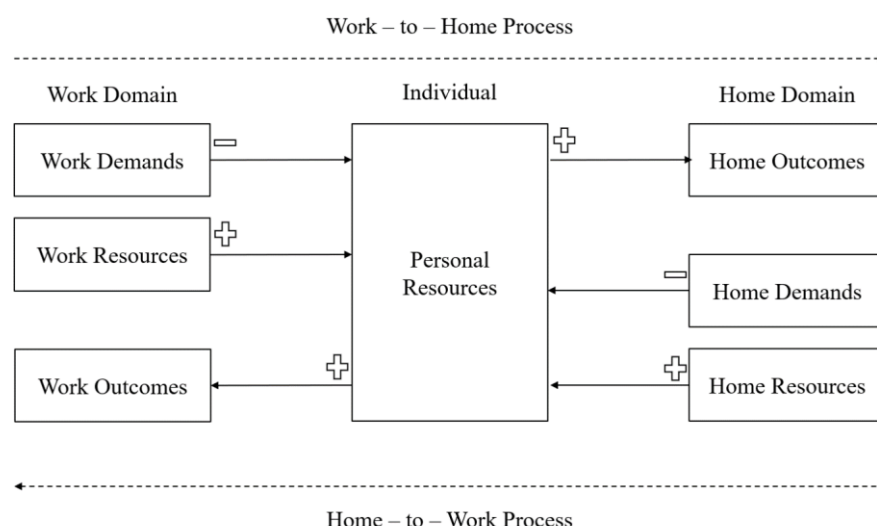


Figure 2.2 The work-home resources transition process in the W-HR model (Ten Brummelhuis & Bakker, 2012)



### 2.3.1 Contextual demands and resources

In the W-HR model, contextual demands and resources are presented in both work and home domains and they influence the depletion and enrichment of an individual's personal resources (Ten Brummelhuis & Bakker, 2012). Contextual demands refer to the conditions in one domain that drain the personal resources of the individual and decline his/her capability to fulfil the responsibilities in another domain (Thompson et al., 2020). Demands in one domain drain the personal resources of an employee and decline his/her capability to deliver desirable performance in another domain (Ten Brummelhuis & Bakker, 2012; Song et al., 2023). Contextual demands can be categorized into four types: quantitative, emotional, physical, and cognitive demands (Bakker & Demerouti, 2007; Peeters et al., 2005). Overload is a type of quantitative demand, and it occurs when one needs to perform various tasks simultaneously at a high pace (Ten Brummelhuis & Bakker, 2012). At work, this refers to the competing demands of meeting different project deadlines; in the home domain, this could be the competing demands of household responsibilities (e.g., preparing breakfast for the children, taking the children to school) that need to be completed in a hurry. Emotional demands, on the other hand, refer to the affective issues that influence an individual personally and are emotionally draining (Peeters et al., 2005). For example, an individual may engage in conflict with family members or experience discrimination at work in which they may suffer emotional distress from these events. Physical demands, however, refer to the work or family tasks that require an individual to exert physical effort, such as running errands or taking care of an elderly relative. Finally, cognitive demands are the tasks and responsibilities that require the utmost concentration of an individual, such as multitasking at work or coordinating different household tasks (e.g., taking care of children's homework and preparing dinner at the same time) at home (Demerouti et al., 2001).

Contextual resources refer to positive support which is available in work (family) domains that help individuals to accumulate personal resources to undertake family (work) responsibilities (see Figure 2.3). Different from contextual demands, contextual resources in one domain enhance the personal resources of an employee and build up his/her capacity to deliver desirable performance in the other domain (Ten Brummelhuis & Bakker, 2012; Song et al., 2023). Ten Brummelhuis and Bakker (2012) identified four types of contextual resources in the W-HR model that are beneficial to the development of personal resources: social support, autonomy, opportunities for development, and feedback. Social support refers to the emotional and instrumental aid that is offered by significant others, such as co-workers, supervisors, and family members (Demerouti et al., 2001). Autonomy refers to the discretionary effort that individuals implement in deciding when and how tasks are performed (Du et al., 2020). For example, an individual may experience a high level of autonomy at work when he/she has complete control over his/her work design, or at home when he/she has a high level of discretion in planning for leisure time and allocating various family tasks to family members (Song et al., 2023). Opportunities for development is another type of contextual resource which can be defined as new, challenging yet meaningful tasks at work or the opportunities to participate in sports activities in their leisure time (Van Daalen et al., 2006). Finally, performance feedback refers to the evaluation and reflection that individuals receive at home or in the workplace, such as the evaluation and comments made by the supervisor, communication at home, and reflection with friends (Ten Brummelhuis & Bakker, 2012).

### 2.3.2 Personal resources

Personal resources refer to the psychological and physiological capability that an individual possesses which allows him/her to cope with the challenges in a specific domain (see Figure 2.3) (Du et al., 2020). Ten Brummelhuis and Bakker (2012) argued that personal resources represent an employee's cognitive process in judging how he/she can utilise the

resources received from one domain and deploy them to another. That is, the psychological and physiological capability of an employee is developed through the cognitive judgement and behavioural response to the resources or demands he/she encounters in one domain. Personal resources are seen as the linchpins that explain how and why resources in one domain are accumulated, replenished, and transferred to another domain (Heras et al., 2021; Ten Brummelhuis & Bakker, 2012). The accumulation and depletion of personal resources relate to the favourability in the context. For example, the increase in demands of the work domain drains the personal resources of the individual, which requires him/her to devote his/her psychological and physiological capability to fulfilling work demands and thus, reduces his/her competency to perform an effective family role (Ten Brummelhuis & Bakker, 2012). Similarly, the supply of resources in the work domain assists the individual to accumulate psychological and physiological capabilities and foster his/her superior performance in the family role. Various personal resources were identified in the work-family literature, including physical, psychological, intellectual, affective, and capital resources (e.g., Carlson et al., 2006; Edwards & Rothbard, 2000; Graves et al., 2007; Greenhaus & Powell, 2006). Ten Brummelhuis and Bakker (2012) defined that an individual who owns these types of personal resources would allow him/her to allocate them to fulfil the work and family demands. Physical resources refer to the physical energy and health that an individual possesses. An individual with abundant physical resources is less likely to feel fatigued when juggling between work and family roles (Perry et al., 2023). Intellectual resources include the knowledge, skills, and experiences that enable an individual to be competent in their task. A highly intellectual individual in the work-family interface implies that he/she would be able to utilise the knowledge and skills he/she learned from the work (family) domain and apply them to the family (work) domain (Wattoo et al., 2020). For example, an individual may transfer the negotiation skills that he/she learned from the workplace into bargaining with his/her partner in the allocation of family

responsibilities (Czakert & Berger, 2023; Piftman, 1994). Affective resources comprise the emotions and feelings that are experienced by an individual, such as being optimistic about work-family lives and feelings of fulfilment. Capital resources include the materials and instrumental resources that allow an individual to facilitate his/her performance in different roles and psychological resources are the tools that assist individuals to tackle work and family tasks in proactive and efficient manners (Ten Brummelhuis & Bakker, 2012).

Previous studies adopting the W-HR model have investigated the relationship between contextual demands and resources and the personal resources an individual accumulates. One strand of literature examined how the workplace and family present favourable conditions to grow the personal resources of an employee. In the work domain, for example, studies were administered to investigate how the leader's characteristics (Matias et al., 2017; Wang et al., 2022), positive workplace social interaction (He et al., 2023), and the provision of organisational family-supportive policies (Song et al., 2023) present as contextual resources to grow the personal resources of employees. In the family domain, studies were conducted to investigate the relationship between family support (Chan et al., 2020; Ren, 2022) and family life events (Bakker et al., 2019) and the personal resources of employees. The other strand of literature studied the demands that appear in the work and family domain that deplete the personal resources of the employees. For example, studies in the work domain investigated how sexual harassment (Chen et al., 2023), job demands (Liu et al., 2020), and workplace stress (Chen & Hou, 2021) drain the personal resources of employees. On the other hand, research in the family domain focused on understanding how family incivility (Vincent et al., 2022), elderly care responsibilities (Rofcanin et al., 2020), and family role overload (Erickson et al., 2010; Matthews et al., 2006) reduce the capability of the employee in transferring his/her personal resources to attain positive work outcomes.

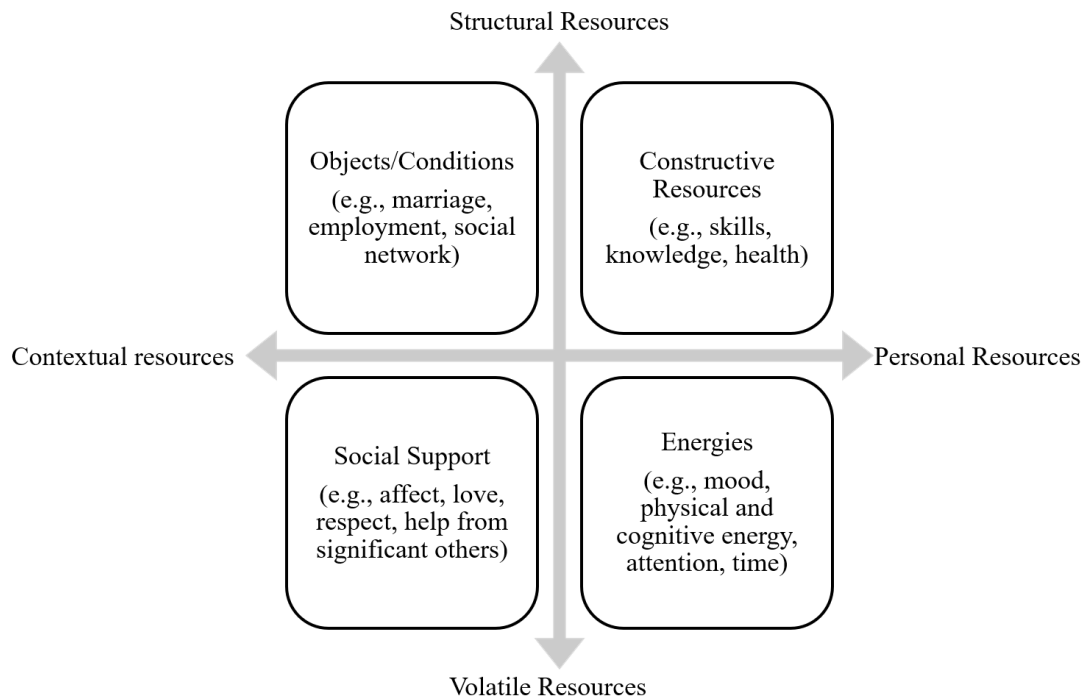


Figure 2.3 Categories of resources (Ten Brummelhuis & Bakker, 2012)

### 2.3.3 Boundary conditions between contextual resources and demands and personal resources

In the W-HR model, key and macro resources are seen as the boundary conditions between the contextual resources and demands and the personal resources of an employee (see Figure 2.4) (Ten Brummelhuis and Bakker, 2012). Key resources are defined as the personal characteristics of an employee that allow him/her to maximise the benefit from contextual resources to grow his/her personal resources or buffer the negative impact of contextual demands to prevent the loss of personal resources (Russo, 2015). According to Ten Brummelhuis and Bakker (2012), the level of key resources obtained by an individual creates a difference in the accumulation of personal resources between him/her and others. An individual who possesses more of these resources is more competent at problem-solving and coping with stress (Chen & Hou, 2021). For example, individuals who are more intrinsically motivated have a proactive coping style when encountering work stress, which drives them to be more sensitive to the resources available at work and transfer them to the accumulation of

personal resources to deal with stressors (Ten Brummelhuis et al., 2011). Moreover, individuals who own sufficient key resources facilitate their capability to exploit favourable contextual conditions and deploy personal resources effectively. For example, individuals who are high in conscientiousness are generally well-organised and hardworking (Chen et al., 2018; McCrae & Costa, 1986). These individuals may plan and organise their work activities more efficiently, thereby reserving time to shoulder family responsibilities.

On the other hand, macro resources are defined as the macro-level facilitators that surround the work-family interface of an individual, such as economic development, government regulations, social equality, and the cultural values of society (Lambert, 1999). When an individual lives in a society with a specific level of economic development and cultural values, these contextual characteristics affect the individual in deriving more resources to fulfil demands from multiple roles or accumulating more personal resources than others who live in a completely different society (Ten Brummelhuis & Bakker, 2012). For example, an individual who lives in a wealthy country does not necessarily suffer from economic pressure due to the higher chance of securing a well-paid job. As a result, this individual could derive more resources from work to fulfil family demands while having a sufficient buffer to tackle stress from the job. Similar logic can be understood in cultural dimensions. An individual who lives in a collectivist country may consider long working hours as a stressor and reduce their ability to reserve more time to spend with their family members (Spector & Jex, 1998). In general, the existence of key and macro resources serves as the conditional factors that affect the work-family conflict and enrichment of an individual.

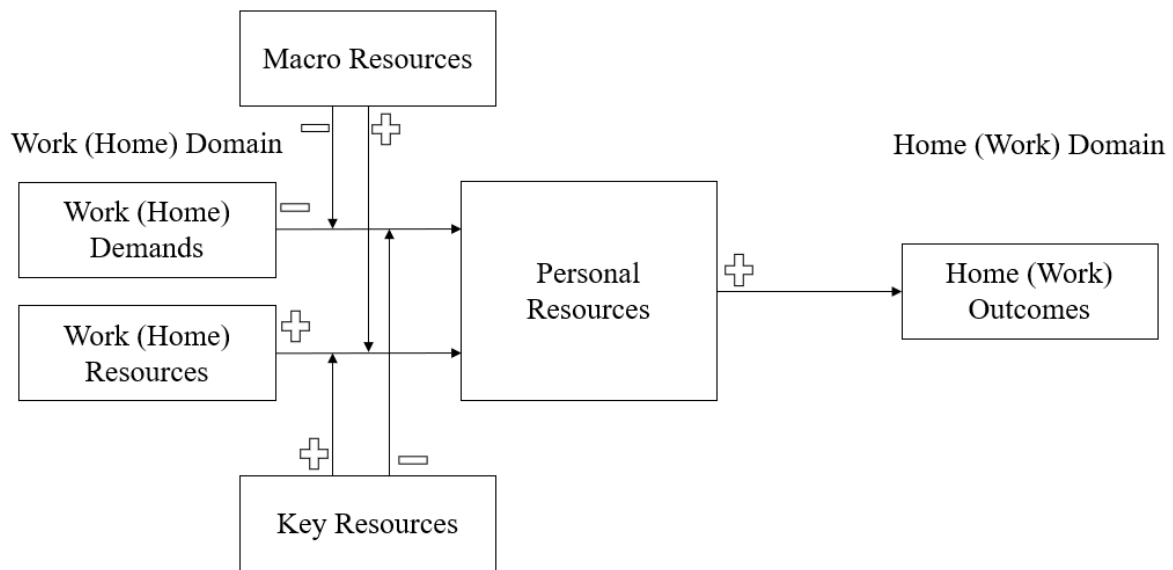


Figure 2.4 Key and macro resources as the conditional factors (Ten Brummelhuis & Bakker, 2012)

#### 2.3.4 Theoretical rationales

Based on the discussions and critiques of various resources-base theoretical perspectives of the work-family interface earlier in this chapter, this research identifies the work-home resource model proposed by Ten Brummelhuis and Bakker (2012) as the theoretical foundation of this study. There are three reasons for adopting this theory to build the research model in this study.

Firstly, the W-HR model addresses the limitations of role theory in clarifying the work-family interaction by explaining the facilitative and conflictual experiences an employee has when juggling between work and family domains. Role theory is insufficient in explaining the causes of an employee experiencing role strain and enhancement, and the causal process between roles and the work-family experiences of employees. The W-HR model addresses this limitation by explaining why and how an employee experiences enrichment when juggling between work and family roles. Ten Brummelhuis and Bakker (2012) argued that from the theoretical standpoint of the W-HR model, the work-family enrichment of an employee refers

to the positive outcome he/she achieves in the family (work) domain as a result of the accumulation of personal resources from experiencing favourable conditions in the work (family) domain. Similarly, the work-family conflict of an employee refers to the negative outcomes he/she attains in the family (work) domain due to the depletion of personal resources when he/she suffers from high demand in the work (family) domain. The W-HR model centres on personal resources as the indicator of work-family experience, and the robustness of it predicts whether an employee can attain positive performance in one domain or not (Song et al., 2023).

Secondly, the W-HR model compensates for the limitations of ecological system theory by connecting the relationship between the contextual factor and the resourcefulness of an employee, thus leading to an outcome achieved in one domain. Ten Brummelhuis and Bakker (2012) argued that the ecological system theory fails to explain how the contextual factor affects the work-family relationship of an employee. To address this limitation, the W-HR model indicates that the dynamism of the context in which an employee resides would affect his/her ability to accumulate personal resources and transfer them to another domain (Halbesleben et al., 2014; Muskat & Reitsamer, 2020; Tremmel & Sonnentag, 2008). In this model, the positive elements in the work (family) domain are framed as the resources available in the context, which encourage the accumulation of personal resources of the employee that can be transferred to improve performance in the family (work) domain (Matias et al., 2017). The negative elements in the work (family) domain are framed as the demands that occur in the context, which deplete the personal resources of the employee and undermine his/her performance in another domain (Kossek et al., 2021). This illustration of the interaction between contextual factors and personal resources provides a clear explanation of why an employee is capable of coping with the demands of one domain despite having to devote time to commit to another domain.



Furthermore, the W-HR model also tackles the limitation of the spillover theory in presuming isomorphism in the work-family resource transition process of an employee. Spillover theory assumes that knowledge, skills, and behaviour can be identically transferred from one domain to another. For example, an employee who acquires negotiation skills from work may apply these skills in negotiating the allocation of family tasks with his/her partner (Cho & Tay, 2016). However, this assumption is unrealistic as an individual often has to alter the way he/she behaves when interacting with different people. Ten Brummelhuis and Bakker (2012) posited that the resource transition process is not necessarily identical between the work and family domains. That is, the attitudes, skills, values, and behaviours an employee obtains from the work (family) domain are not necessarily projected in the same way when he/she interacts with others in the family (work) domain. The W-HR model specifies a set of personal resources, such as emotions, skills, attitudes, values, and behaviours, that an employee may accumulate as a result of the resources or demands received in one domain (Heras et al., 2021). An individual possessing personal resources would transform them into a pattern of attitude and behaviour demonstrated in one domain. This set of personal resources serves as the linking pin between the work and family contexts and allows us to understand how the resources and demands that appear in one context can be transferred to improve performance or proper functioning in another context (Kossek et al., 2021; Ten Brummelhuis & Bakker, 2012). Overall, the W-HR model provides a realistic illustration of work-family interaction by considering the unique nature and surroundings of the employee.

## **2.4 Work-family experience of an employee – balance, enrichment and conflict**

Given the increasing number of dual-career couples in society and the advancement of telecommunication technology in the past decades, individuals have begun to develop a close interaction between work and family domains as they can work anywhere and anytime (Ashforth et al., 2000; Heskiu & McCarthy, 2020). The study of the work-family interface of individuals has become a topic that is receiving increasing attention from researchers in organisational behaviour and human resource management, as they seek to address management concerns about finding alternatives to help employees succeed in both work and family domains (Allen & Martin, 2017; Bhende et al., 2020; Shockley & Singla, 2011). In the systematic review conducted by Li et al. (2017), they indicated that enrichment and conflict are the two dominant paradigms used by previous scholars in describing the two competing types of work-family experiences of an employee. Each of these paradigms describes a specific scenario about the work-family interaction of an employee, implies his/her resourcefulness, his/her capability to distribute resources into work and family domains, and subsequently the outcomes he/she can enjoy in these domains (Carlson et al., 2010; Greenhaus & Powell, 2006; Nilsson et al., 2013).

### **2.4.1 Work-family enrichment**

Work-family enrichment refers to the extent to which the experience of an employee in the work (family) role improves the quality and performance in the family (work) role (Greenhaus & Powell, 2006; Mao et al., 2016). Previous scholars have employed several constructs to represent work-family enrichment, such as fit (Ruderman et al., 2002), facilitation (Thompson & Werner, 1997; Wayne et al., 2004), and positive spillover (Starub et al., 2019) to describe the positive dimension of the work-family interface. However, Zhang et al. (2018)

indicated that the meaning of these constructs is not necessarily the same as work-family enrichment.

The positive spillover effect refers to the effects of work and family on one another that generate similarities in qualities (i.e., affective, skills, and behaviour) between the two domains (Edwards & Rothbard, 2000). For example, an employee who recently learned how to negotiate a business deal with clients might apply this skill to discussing family arrangements with his/her partner at home. In other words, the result of the spillover effect focuses on the increasing similarities between the work and family domains but not necessarily the performance improvement in either of the domains. The improvement of performance or the achievement of positive outcomes in a specific domain is a side effect of these similarities (Zhang et al., 2018).

Work-family facilitation, on the other hand, is defined as the engagement in one domain that benefits the individual's functioning in another domain (Wayne et al., 2004). Unlike work-family enrichment, which defines the improvement of the work (family) domain as the result of the experience in the family (work) domain, Zhang et al. (2018) argued that work-family facilitation focuses on how individual performance benefits the functioning of the larger social system (e.g., improvement of overall interpersonal relationships in the workplace or at home) instead of looking at the influence on the social interaction between two individuals.

Finally, work-family fit leans towards the integration of work and family roles as it studies the overall assessment of an individual's capability to integrate work and family life, rather than understanding how one role of an individual benefits his/her performance or experience in another role (Erickson et al., 2010). A person with a high level of fit implies that he/she is capable of integrating and fulfilling responsibilities in the work and family domain simultaneously (Piffman, 1994). Based on these definitions, work-family fit differs from work-family enrichment as it primarily focuses on the capability of an individual to combine work

and family roles to achieve an overall positive experience, rather than understanding how the performance, quality, and experience in the work (family) domain improves the performance, quality, and experience in the family (work) domain (Jones et al., 2020).

Unlike these constructs, work-family enrichment emphasises how each domain improves the individual's quality or performance in the other (Greenhaus & Powell, 2006). Work-family enrichment is perceived to be bi-directional, in which work and family domains are compatible with each other. In short, the individual's quality, performance, and experience in the work (family) domain may improve the quality, performance, and experience in the family (work) domain (Chan et al., 2016; Kalliath et al., 2020). An employee who experiences work-family enrichment is capable, therefore, of achieving positive outcomes in one domain by transferring and distributing resources from another (Cui & Zhang, 2022). Greenhaus and Powell (2006) developed a comprehensive model to illustrate how an employee promotes quality and performance from one domain to another through two types of resource allocation mechanisms: the instrumental and the affective pathways. The instrumental pathway refers to the resources generated from one domain influencing the quality and performance in another domain directly (Greenhaus & Powell, 2006; Jamil & Shah, 2022). For example, an employee receiving training on problem-solving skills at work may enable him/her to take new perspectives in understanding and solving family-related issues, such as allocating family tasks and resolving arguments with their partner (Siu et al., 2010). The affective pathway, on the other hand, represents an indirect influence of resources generated from one domain to another. Greenhaus and Powell (2006) posited that when an employee receives extensive resources from a work (family) role, it enhances his/her positive emotion. This improvement in emotional interaction with others facilitates the employee's functioning in the family (work) role. This pathway emphasises that resources being available in one domain nurture the positive emotions of an employee and improve the socio-emotional exchange with his/her partner, which

motivates him/her to take an optimistic attitude in viewing the other domain and his/her willingness to shape a better outcome in it (Greenhaus & Powell, 2006; Heskiu & McCarthy, 2020).

#### 2.4.2 Work-family conflict

Work-family conflict refers to the inter-role conflict in which demands from one domain diminish the quality, performance, and proper functioning of an employee in another domain (Byron, 2005; Liao et al., 2019; Michel et al., 2011; Netemeyer et al., 1996). Although work-family conflict, like work-family enrichment, also defines the work-family interface as a bidirectional interaction within an employee, it represents the concept that work and family domains are not always compatible. The participation of an employee at work (family) can make it difficult for him/her to participate in the family (work) domain (Frone et al., 1992). Similar to work-family enrichment, the incompatibility and the bidirectional nature between work and family domains lead to two concepts in work-family conflict: work-to-family and family-to-work conflict.

Greenhaus and Beutell (1985) provided a clear categorisation of different types of work-family conflicts to understand how work and family interfere with each other. Work-family conflict can be seen as time-based, strain-based, and behaviour-based (Byron, 2005). Time-based conflict refers to the imbalanced allocation of time and attention across domains, such as inflexible work schedules and time demands from work or family, that hinder the performance of an employee in a specific domain (Bagger et al., 2014). Strain-based conflict focuses on the increased stress in one domain, such as workload pressure, that declines the quality and functioning in another domain (Griggs et al., 2013). Behaviour-based conflict is defined as the behaviour expectation from one domain, such as role expectation, undermining the performance in another domain (Buonocore & Russo, 2013).

### 2.4.3 Comparisons between the enrichment and conflict paradigms

Similarities and differences are observed throughout the literature search on work-family enrichment or work-family conflicts (see Table 2.2). Similarities between work-family enrichment and work-family conflict are found in the underlying factors leading to such interaction and the direction of influence. The conflict and enrichment paradigms clearly indicate that resources and demands are the underlying factors that lead to an employee experiencing enrichment and interference between work and family roles, respectively (Grzywacz & Marks, 2000; Kirchmeyer, 1992). Li et al. (2017) summarised that both work-family enrichment and work-family conflict can be distinguished into two directions: work-to-family (i.e., work-to-family enrichment and work-to-family conflict) – the study of how the experience in the work domain affects the quality, performance, and effective functioning of the family, and family-to-work (i.e., family-to-work enrichment and family-to-work conflict) – the study of how the experience in the family domain affects the quality, performance, and effective functioning of the employee at work.

Work-family enrichment and work-family conflict represent the interaction of resources and demands in the work and family domains within an individual. Work-family enrichment focuses on the provision of resources in the work (family) domain enhancing the personal resources accumulated by an employee in one domain, enabling him/her to perform better in another domain. It indicates that the work-family enrichment of an employee occurs when he/she can accumulate personal resources from receiving resources in the work (family) domain and transfer these personal resources to facilitate performance in the family (domain) (Li et al., 2017). Typical examples of resources in the work and family domains being studied in the work-family enrichment literature include factors related to the contextual characteristics at work (e.g., social support at work and provision of family-friendly policies) and family (marital status and family support) and the personal characteristics associated with the work

(e.g., work involvement and engagement) and family domain (e.g., family involvement) (Lapierre et al., 2018).

Work-family conflict focuses on how an employee's engagement in one domain prevents him/her from effectively committing to another domain. It necessitates concern about the demands that may create such interference. Previous meta-analytic reviews suggested that work demands, such as inflexible work schedules, job stress, and increasing hours spent at work, and family demands, such as family conflicts and lack of family support, may increase the likelihood of the employee experiencing work-family conflict (Li et al., 2017). Similarly, work-family conflict prescribes the flow of resources in a negative way (i.e., resource depletion process). Greenhaus and Powell (2007) argued that an employee experiences work-family conflict when the demands in one domain increase and drain his/her resources, such that he/she does not have the capacity to maintain desirable performance in another domain. Although work-family enrichment and work-family conflict present two different scenarios in the work-family interaction of an employee, they collectively represent the complete linking mechanism between work and family (Carlson et al., 2006; Carlson et al., 2010; Hanson et al., 2006). Both work-family enrichment and work-family conflict emphasise that the outcome occurs in one domain depending on the capability of the employee in allocating resources and improving his/her performance (Adkins & Premeaux, 2012; Baral & Bhargava, 2010). An employee receiving support from one domain permits him/her to grow resources, which motivates him/her to engage in another domain. Similarly, the increasing demand from one domain drains the resources of the employee, and his/her capability to engage in another domain reduces (Valcour, 2007; Wayne et al., 2017).

Work-family enrichment and work-family conflict differ in their scope of understanding the work-family interaction. Work-family enrichment focuses on the pathways employees undergo when channelling resources from one domain to another (Greenhaus &

Powell, 2006). The instrumental and affective pathways represent the two specific channels through which resources from the work (family) domain transmit to the family (work) domain (Lapierre et al., 2018). The instrumental pathway represents an employee growing a specific set of competencies through their experience in one role and transferring those competencies to facilitate performance in another role (Wayne et al., 2007). The affective pathway indicates an improvement in an employee's emotions as a result of their experience in one domain and transforming this improvement into positive interaction with others in the other domain (Zhang et al., 2018). In essence, different processes of resource transformation occur when an employee experiences work-family enrichment.

However, the predominant focus of work-family conflict leans towards identifying and examining the different natures of conflicts experienced by employees (Amstad et al., 2011). Unlike work-family enrichment, which focuses on the processes that lead to an employee experiencing enrichment in one domain, work-family conflict focuses on understanding the types of interference that may occur between the work and family domains (French et al., 2018). Work-family conflict can be categorised into time-based, strain-based, and behaviour-based (Greenhaus and Beutell, 1985). These represent the difficulties employees experience in allocating sufficient time to fulfil both demands (time-based conflict), balancing the tension between work and family roles (strain-based conflict), and the incompatibility of role expectations in the work and family domains (behaviour-based conflict) (Byron, 2005). Based on the understanding of this construct, work-family conflict focuses on the result for employees when their work and family roles are incompatible with each other, instead of the specific type of resource depletion process employees experience when work and family interact with each other.



Table 2.2 Work-family enrichment and work-family conflict – similarities and differences

	<b>Work-family enrichment</b>	<b>Work-family conflict</b>
<b>Direction of influence</b>	Bidirectional; resources (demands) accumulate at work (family) affects the quality, performance, and effective functioning in family (work) domain (Grzywacz & Marks, 2000; Kirchmeyer, 1992)	
<b>Factors focused</b>	The contextual factors that an employee experience in the work (family) domain (Byron, 2005; Lapierre et al., 2018)	
<b>Focuses of work-family interaction</b>	The pathways an employee has to undergo when transferring the resources from one domain to another (Greenhaus and Powell, 2006 Wayne et al., 2007; Zhang et al., 2018)	The results of difficulties an employee experiences when work and family interfere each other, which are time-based, strain-based, and behaviour-based (Byron, 2005; French et al., 2018; Greenhaus and Beutell, 1985)

#### 2.4.4 Benefits of work-family enrichment

Previous research indicates that employees experiencing positive work-family experiences create various benefits for the organisation. These studies draw upon various theories, including work-family enrichment theory (Greenhaus & Powell, 2006), information processing theory (Forgas & Bower, 1987), and conservation of resource theory (Hobfall, 2002), to illustrate the beneficial impact of work-family enrichment on the performance and motivation of employees. These studies suggest that employees experiencing positive emotions, improved work performance and motivation, and generating more personal resources at work if they can handle both responsibilities simultaneously (Balmforth & Gardner, 2006; Forgas &

George, 2001; Madjar et al., 2002; McNall et al., 2010; Rothbard, 2001; Zhang et al., 2018). For instance, the meta-analytic study conducted by McNall et al. (2010) discovered that employees are more likely to be satisfied with their job and demonstrate a higher commitment to the organisation when they experience a high level of work-family enrichment. Moreover, employees with a high level of work-family enrichment are likely to deliver superior in-role and extra-role performance (Zhang et al., 2018). For work performance, research has shown that work-family enrichment promotes the attention and creativity of employees, which in turn leads to stronger in-role performance (Forgas & George, 2001; Madjar et al., 2002; Rothbard, 2001). In addition to in-role performance, employees with high work-family enrichment accumulate more resources in which they are more capable and willing to perform different extra-role behaviours (Zhang et al., 2018), such as organisational citizenship behaviours (Balmforth & Gardner, 2006). Moreover, Greenhaus and Powell (2006) argued that when employees experience positive outcomes in one domain, they are likely to generate personal resources that have a positive effect on their performance within the current domains. The study administered by Eldor et al. (2020) on the positive relationship between work-family enrichment and work engagement and life satisfaction further supports this notion. Based on these research findings, it is observed that the management of employees' work-family interface becomes vital to the organisation as it can enhance performance and create unique competitive advantages for the organisation.

#### 2.4.5 Negative consequences of work-family conflict

Previous studies suggest that employees experiencing work-family conflict create various detrimental impacts on the organisation. These studies draw upon border theory (Clark, 2001), spillover theory (Lambert, 1990), and conservation of resource theory (Hobfoll, 2002) to illustrate the negative impact of work-family conflict on the performance and motivation of employees. These studies suggest that employees experiencing a high level of work-family

conflict have a higher intention to turnover from the organisation than those who do not, a reduced tendency to demonstrate organisational citizenship behaviour, and are prone to burnout (Amstad et al., 2011; French et al., 2018; Rabenu et al., 2017). For instance, the meta-analytic study conducted by Amstad et al. (2010) discovered that employees are more likely to resign from the organisation when they experience a high level of conflict between work and family roles. Moreover, employees with a high level of work-family conflict are less likely to demonstrate organisational citizenship behaviour in the workplace (Yu et al., 2018). Other than work behaviour in the workplace, previous research also indicates that a high level of conflict between work and family roles has a detrimental impact on the psychological health of the employee. For example, employees with a high level of work-family conflict are likely to experience burnout in the workplace (French et al., 2018). The research conducted by Aazami et al. (2016) indicates that an employee could experience sleep disturbance when they suffer conflict demands from work and family roles. These research findings suggest that the organisation would suffer from a poorly performed and less resilient workforce if it does not help employees alleviate the conflict between work and family roles.

## **2.5 The direction of this study**

The work-family enrichment pathway of employees is adopted as the overarching direction of this study. There are two reasons for choosing this approach. First, previous research in positive psychology, organisational behaviour, and human resources management emphasised the value of a favourable organisational context in enhancing the work-family enrichment of employees and demonstrates that work-family enrichment has a strong prediction of employees' positive outcomes in both work and family domains, over and above work-family conflict (McNall et al., 2010; Van Steenbergen et al., 2007).

Indeed, scholars have been continuing to urge future researchers to expand the understanding of how different contextual factors contribute to the development of positive synergy across work and family domains of employees (Carlson et al., 2010; Crain & Stevens, 2018; Li et al., 2017). As work-family enrichment argues that the level of support stemming from the work domain, such that employees who experience enrichment are more likely to utilise their personal resources to cope with the competing work and family demands (Chan et al., 2016; McNall et al., 2010), it provides a good entry point for researchers to understand how the contextual characteristics of the workplace, such as the specific dimensions and the level of support it creates, contribute to the positive employee work-family experience. The majority of previous studies positioned work-family enrichment as the antecedent that leads to the family outcomes of employees (Lapierre et al., 2018; Shockley et al., 2011; Zhang et al., 2018). There are only a handful of studies investigating the organisation-wide support in helping employees to achieve positive family outcomes, such as family-friendly policies (Lapierre et al., 2018), a family-friendly work culture (Wayne et al., 2007), and workplace social support (Tang et al., 2014). These organisation-wide supports are often applicable to everyone and ignore the unique individual needs in undertaking work and family responsibilities (Kossek et al., 2011). As family support offered by leaders is contingent on the individual work-family needs of employees, it provides a focal point to understand how such tailoring of individual work-family needs influences the work-family enrichment of employees. Echoing the objectives of this research and the call from previous researchers, the approach of studying the enrichment experience of employees allows researchers to understand how and what level of family support that managers offer can enhance the employees' capability to cope with work and family demands.

Second, studying work-family enrichment provides insight for management in developing strategies and policies that proactively enhance the capability of employees to

manage work and family roles effectively. Radcliffe and Cassell (2014) argued that studying work-family conflict provides insight for management in preventing employees from suffering interference between work and family roles, instead of assisting management in developing policies that create a positive impact on employees and benefit the long-term development of the organisation. According to Herzberg's two-factor theory of motivation, employees may possess a neutral attitude towards their job instead of clearly showing their level of satisfaction at work (Ewen et al., 1996). To motivate employees and sustain their performance at work, managers have to utilise hygiene factors (to remove the variables that create dissatisfaction) and motivators (to impose variables that create satisfaction) to motivate employees. Applying this concept to the work-family context, work-family conflict posits that work and family domains are incompatible and may create detrimental consequences for the health and well-being of employees (Aboobaker & Edward, 2019). Strategies and policies developed to help employees deal with the conflict aim to ease the tensions between work and family responsibilities but not enhance their capability of managing it (Frye & Breugh, 2004). Hence, to help employees achieve a positive interaction between the two domains, managers must focus on work-family enrichment strategies that help employees take advantage of the way they juggle between work and family roles and facilitate performance in each of the domains.

## **2.6 Family supportive supervisor behaviour**

### **2.6.1 The origin of family supportive supervisor behaviour**

The concept of family supportive supervision originates from research on psychological social support (Cohen & Wills, 1985). Social support is defined as the interpersonal interactions that are related to emotional caring, instrumental help with problems, and sharing of information to help others in decision-making (House, 1981). Kossek (2006) indicated that the

idea of providing family-supportive supervision to employees originates from the United States as the business environment encouraged this concept to emerge and be studied. The United States takes a market-minimalist approach to intervene in organisation support of work-family management, and there are relatively few government regulations to mandate employers to address the needs of employees to manage work-family roles (Kossek, 2006). This is different from other industrialised countries where governments pass laws to regulate organisations in flexible working arrangements (e.g. flexible working hours and flexible workplace) and paid leave for family care (e.g. after giving birth to a child or taking care of the elderly) (Kossek & Ollier-Malaterre, 2013). Given that employees' access to family-supportive policies in the United States is organisation-driven instead of government-driven and managers often serve as the gatekeepers to the use of family-supportive policies (Kossek, 2005), these organisation policies often go under-utilised by employees due to organisational culture (Thompson et al., 1999), an unsupportive workplace climate (Kossek, 2006), and the perception of managers towards employees when they request these policies (Kossek et al., 1999). It can be seen that a manager being family-supportive or not greatly influences the climate and culture in the workplace and affects the employee tendency to seek support from the organisation to manage work-family demands. The study of family-supportive supervisor behaviour and the impact on employees and the organisation becomes critical to scholars and HR practitioners.

### 2.6.2 A multi-dimensional construct

Family supportive supervisor behaviour is conceptually defined as the supervisor's acknowledgement of their subordinate's family lives and demonstrates a variety of support to them in facilitating the management of work and family responsibilities (Hammer et al., 2009; Hammer et al., 2007; Thomas & Ganster, 1995). Hammer et al. (2009) indicated that family supportive supervisor behaviour is a multidimensional construct that can be categorised into four dimensions, namely emotional support (i.e. communication indicating care and concern

regarding employees' family lives), role modelling (i.e. demonstrating behaviour on effective management of work and family responsibilities), instrumental support (i.e. reactive provision of resources and services through management transactions to support employees with managing work and family responsibilities on an individual and as-needed basis), and creative work-family management practices (i.e. innovative, proactive, and strategic efforts initiated by supervisors to improve employees' competencies to manage family demands while promoting employee performance at work) (see Figure 2.5). These behaviours enable the manager to provide all-round support to employees and thereby foster their positive experience in the work-family interface.

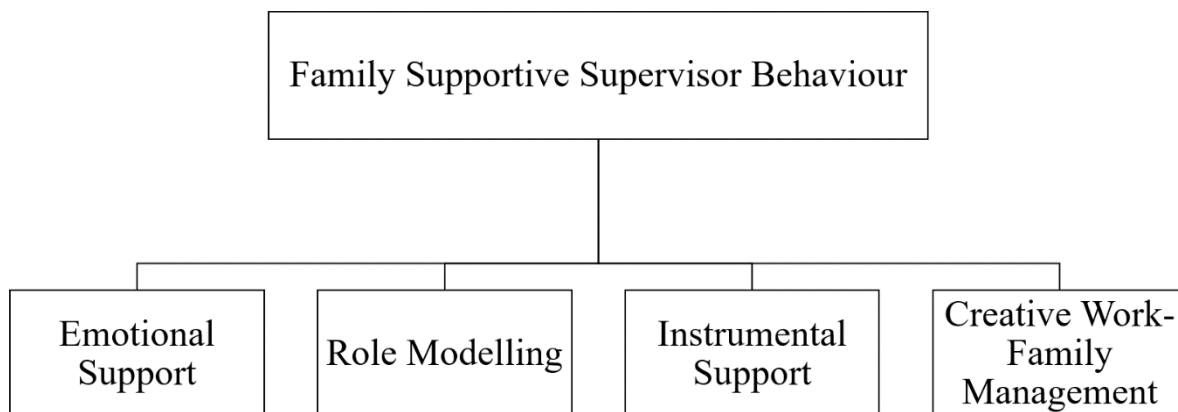


Figure 2.5 The multidimensional construct of family supportive supervisor behaviour

### 2.6.3 Emotional support

The first dimension of family supportive supervisor behaviour is emotional support. Emotional support refers to the perceptions of employees in receiving care and consideration from the manager and their willingness to communicate with their supervisor about the source of support when needed (Clark, 2001; Thompson et al., 1999). The provision of emotional support enables employees to express their frustration in managing work-family demands and encourages them to obtain assistance from the manager to improve the situation (Uysal Irak et al., 2020). For example, a supervisor may show a sign of emotional support by openly

communicating and being aware of his/her subordinates' family commitments (Mathieu et al., 2019). When a supervisor exhibits a high level of emotional support, he/she acknowledges the need for employees to seek support from him/her in managing work-family demands and makes his/her subordinates feel comfortable discussing family-related issues (e.g. difficulties in sparing time with his/her partner or children, the necessity of adjusting job arrangements), expresses extensive concern for the way that job responsibilities affect family, and shows respect and empathy regarding family responsibilities (Crain & Stevens, 2018; Hammer et al., 2009).

#### 2.6.4 Role modelling

In the context of family supportive supervision, role modelling is defined as the demonstration of supervisors on the method of integrating work and family responsibilities through modelling behaviours in the workplace (Hammer et al., 2009). Role modelling behaviour reflects the essence of social learning theory, which states that learning of employees at work occurs through observation and imitation, instead of direct experience of the behaviour towards them (Frayne & Latham, 1987; Hammer et al., 2009). The mentoring literature offers a good illustration of how supervisory role modelling behaviour helps employees to manage work-family responsibilities effectively (Kwan et al., 2010). For instance, a supervisor who practices modelling behaviours extensively in the company is likely to provide solid examples of strategies and behaviours that employees can refer to in coping with work-family demands and lead themselves to desirable work-family outcomes. Kirby and Krone (2002) argued that supervisors' role modelling behaviours are critical to enact family-friendly policies in the organisation and encourage employees to utilise these policies to cope with the dual demands in the work and family domains. That is, if a manager takes the initiative to utilise family-friendly policies and succeeds in tackling the work-family demands, his/her subordinates



perceive such enactment as support to them in using the resources at work to cope with their family responsibilities.

#### 2.6.5 Instrumental support

Instrumental support refers to the reactive response of supervisors to an individual employee's work and family needs through daily management activities (Hammer et al., 2009). A manager offers instrumental support to employees after he/she witnesses their difficulties in managing work and family responsibilities. Such support is reactive but flexible as it serves as ad hoc practices to help employees fulfil family responsibilities through everyday management practices (Colbert et al., 2015; Hammer et al., 2009). For example, a supervisor may permit an employee to leave the office early to pick up his/her children for after-school tutorials every Friday or interpret the company's family-friendly policies when an employee is confused by them. Therefore, it is perceived that instrumental support is the extent to which supervisors provide daily resources or services to support employees in their efforts to effectively manage their work and family responsibilities.

#### 2.6.6 Creative work-family management

Creative work-family management refers to the proactive, innovative, and strategic effort initiated by the supervisor to restructure the workplace to facilitate employees' performance at work and capabilities to cope with family demands simultaneously (Kossek et al., 2011). It implies that supervisors recognise the strategic importance of work-family issues to the organisation, which leads the supervisors to develop management practices at the strategic level to equip employees with the capability to manage work and family responsibilities (Straub, 2012). Examples of creative work-family management include job redesign and cross-training within and between departments. Hammer et al. (2009) stated that supervisors often have to challenge the longstanding assumptions of organisational terminal

and instrumental values when designing creative work-family management strategies. In essence, creative work-family management practices involve management in implementing major changes in the time, place, and the way that work is done to balance the sensitivity to employees' work-family responsibilities with company, customer, and co-worker needs simultaneously, such that employees undertaking work responsibilities do not undermine their relationship and performance at home, and vice versa (Hammer et al., 2007). On most occasions, these changes often clash with the established values and ways of doing things in organisations. For instance, a manager working in a bureaucratic organisation may find it difficult to design and implement a flexible work schedule as his/her subordinates have already become accustomed to a normal Monday to Friday, nine-to-five workweek, and thus, their performance in both work and family spheres might be deteriorated.

## **2.7 Conceptual clarification of family supportive supervisor behaviour**

Crain and Stevens (2018) argued that the concept of family-supportive supervisor behaviour is similar to other support-related constructs. Sargent et al. (2021) further acknowledged that it is critical to distinguish different dimensions of family supportive supervisor behaviour from the existing workplace support-related literature. For instance, most of the workplace support literature focused on social support at work, which, to a certain extent, conceptually overlapped with the emotional and instrumental support dimensions of family-supportive supervisor behaviour (French et al., 2018; Kossek et al., 2018; Sargent et al., 2021). Liao et al. (2016) indicated that there are overlaps between family supportive supervisor behaviour and the concept of idiosyncratic deals. Echoing the recommendations from previous scholars, the researcher clarified family-supportive supervisor behaviour with two other support-related constructs, workplace social support and idiosyncratic deals, in this section.

### 2.7.1 Workplace social support and family supportive supervisor behaviour

The concept of family-supportive supervisor behaviour is similar to other constructs that are support-, supervisor-, and organisation-related (Crain & Stevens, 2018). One of the constructs that is often mixed with it is workplace social support. Workplace social support is defined as the extent to which an employee perceives that management is concerned with the overall well-being of individuals within the organisation and the organisation itself by offering useful resources to them (Eisenberger et al., 2002; Ford et al., 2007). Kossek et al. (2011) argued that workplace social support is a multi-source and content-general construct. Under this construct, the provision of support comes from different parties in the workplace, such as co-workers, supervisors, or the organisation itself. The party who provides support to the focal employee focuses on improving his/her general well-being by providing sufficient resources for the focal employee to engage in social interaction in the workplace. This illustration denotes that workplace social support captures the picture of how different parties in the organisation provide support to enhance the well-being of the employees in a general sense.

Unlike workplace social support, family-supportive supervisor behaviour is characterised by unidirectional support and framed in specific content. Given that family-supportive supervisor behaviour is conceptualised as the practices and behaviours demonstrated by the supervisor with the aim of supporting employees to perform effectively in the family domain, such provision of support takes a top-down approach in which the resources originate from a supervisor and are channelled to the employee (Crain & Stevens, 2018; Straub, 2012). When a manager practices in the workplace, he/she may provide support or exercise discretion to help an employee cope with family responsibilities effectively. Therefore, conceptually speaking, the support offered from co-workers or the organisation itself cannot be framed under the construct of family-supportive supervisor behaviour. Support from co-workers in the workplace adopts a lateral approach in channelling the support to the focal

employee, which is against the distinctive flow of resources in family-supportive supervisor behaviour (Crain & Stevens, 2018; Kossek et al., 2011; Kossek et al., 2021). Although organisation-wide support tends to adopt the same top-down approach in aiding employees, such support is often elaborated as collective organisation policies (e.g., family-friendly policies) instead of applying to a small group of employees or even a single individual (Vyas et al., 2017). Moreover, family-supportive supervisor behaviour is characterised as "content-specific" support compared with workplace support that has a content-general nature. Family-supportive supervisor behaviour enacted by the manager focuses on the well-being and satisfaction of the employee in the family domain (Hammer et al., 2009; Straub, 2012). This argument can be justified in the four dimensions of family-supportive supervisor behaviour: emotional support, instrumental support, role modelling behaviour, and creative work-family management, which are defined clearly as helping employees to thrive in the family domain.

### 2.7.2 Idiosyncratic deals and family supportive supervisor behaviour

The second area that often leads to confusion in literature is the concept overlaps between idiosyncratic deals (I-deals) and the instrumental support and creative work-family management in family-supportive supervisor behaviour. I-deals are defined as voluntary, non-standardised, and personalised arrangements between employees and their managers regarding terms and work conditions that benefit both parties (Liao et al., 2016; Rousseau et al., 2006). I-deals involve negotiation between the individual employee and his/her manager in a work arrangement that matches the needs of the employees without jeopardising the organisation's performance. Examples of I-deals in the work-family context include different types of flexible work arrangements, such as compressed workweek, flexible workplace, or special work allocation for an employee. Although both concepts emphasise making necessary arrangements for the workplace such that the employee and organisation can benefit from it, they are distinct from each other. In the systematic review conducted by Crain and Stevens (2018), they argued

that there are two differences when examining the concept of I-deals and the instrumental support and creative work-family management dimensions of family-supportive supervisor behaviour.

First, they are initiated by different parties in the organisation. I-deals are the job arrangements negotiated by the employees instead of managers. For example, an employee may bargain with the manager individually on changing the working conditions or job responsibilities that fit his/her personal agenda (Rousseau et al., 2006). Instrumental support and creative work-family management are the actions initiated by the supervisor that aim to build a workplace that supports employees to handle family-related issues. Specifically, instrumental support is a form of reactive behaviour demonstrated by the manager (Crain & Stevens, 2018). The manager would exercise his/her discretion in work arrangements (e.g., permitting the employees to leave early, relieving him/her from job tasks) when he/she witnesses an employee having difficulty coping with family demands (Hammer et al., 2009). On the other hand, creative work-family management refers to the proactive effort from the manager that attempts to restructure the workplace to enhance employee performance at work and their capabilities to cope with family demands effectively (Kossek et al., 2011). Unlike the reactive and spontaneous basis of instrumental support, a manager attempts to design management practices that alter the major workplace operation and enhance the employee skills in collaboration to support each other's needs in fulfilling work and family responsibilities when he/she engages in creative work-family management action (Hammer et al., 2007; Marescaux et al., 2020).

The second difference between these concepts lies in the motives for demonstrating such behaviour. I-deals are customised work arrangements proposed and negotiated by the employees based on their values. They are eager to negotiate distinctive work arrangements because they have substantial needs that have to be fulfilled (Crain & Stevens, 2018; Liao et

al., 2016; Probst et al., 2021). However, instrumental support and creative work-family management are not value-driven by the employees but engaged by the manager based on the need to support employee work-family management capacity and maintain effective workplace operation (Hammer et al., 2013; Rofcanin et al., 2017). For instance, a manager is considered to provide instrumental support when he/she observes the need of an employee to deal with family responsibilities and provides a one-off discretionary arrangement for him/her (Rofcanin et al., 2018). Creative work-family management practices focus on strategic and innovative efforts that benefit the organisations and all employees equally (Crain & Stevens, 2018; Duan et al., 2022). In essence, neither instrumental support nor creative work-family management involves negotiation between the manager and the individual employee but is initiated by the manager based on the need of the employee he/she observes or the workplace operation only.

## **2.8 Antecedents of family supportive supervisor behaviour**

A stream of studies focused on the factors predicting family supportive supervisor behaviour in the workplace (see Appendix A). These studies categorise four groups of antecedents in the organisation, including family-related benefits, family-supportive organisational culture, leaders' behaviours, and the demographic characteristics of leaders and subordinates (Crain & Stevens, 2018; Sargent et al., 2021).

Family-related benefits are the first category of factors predicting family supportive supervisor behaviour in the workplace. It is believed the provision of family-related benefits enables the manager to take advantage of the existing policies to amplify his/her support to the employee in fulfilling family demands (Ezerdi et al., 2023). In the study conducted by Matthew et al. (2014), they found that organisations offering family-supportive policies (e.g., elderly and childcare support) to the employees predict high level of family supportive supervisor

behaviour in the workplace. Similarly, the study conducted by Allen (2021) revealed that there is a positive correlation between flexible work arrangements and the family supportive behaviour demonstrated by the manager.

Another category is family supportive organisational culture. Heras et al. (2021) argued that the two elements of family supportive organisational culture, time demand and career support, represent the value and commitment of the organisation to help employees in seeking healthy growth between work and family lives. Employees do not have to worry about being penalised by the organisation in performance appraisal or career progression when they wish to put their family matters as priorities (Crawford et al., 2010; Hammer et al., 2009; Thrasher et al., 2022). Under this culture, managers may align with this value by demonstrating family supportive behaviour when managing subordinates. For example, the studies conducted by Mills et al. (2014) and Las Heras et al. (2015) found a positive relationship between employee perception of family-supportive organisational culture and the family-supportive behaviour demonstrated by the manager.

Previous research has also examined the predictive impact of leadership behaviour on the extent of the manager being family supportive in the organisation. Kailasapathy and Jayakody (2018) studied 368 managers and found that both transformational and transactional leadership predicted the occurrence of family-supportive behaviour. The study of 765 information technology employees administered by Morganson et al. (2017) demonstrated a positive relationship between leader-member exchange and the perception of family support from the manager. Pan (2018) examined the relationship between supervisor workaholism and the level of family-supportive supervisor behaviour and found that the relationship is positive when it is moderated by the supervisor's perception of subordinate family-to-work conflict. Sianoja et al. (2020) studied 180 military personnel and found a positive relationship between sleep leadership and family supportive supervisor behaviour.

The last part of the study focused on examining the relationship between demographic characteristics of leaders and subordinates and family supportive supervisor behaviour. Part of the previous studies being categorised into this factor concentrated on understanding the demographic characteristics of employees, whereas others examined which dimensions of demographic similarity predict the emergence of family supportive supervisor behaviour in the workplace (Crain & Stevens, 2018). Regarding employee demographic characteristics, Huffman and Oslan (2017) studied military personnel and found that women were less likely to perceive the family supportive behaviour of the manager than men in the workplace. On the other hand, several studies examined the demographic similarities between supervisors and employees and revealed a positive relationship between gender similarity (Basuil et al., 2016; Foley et al., 2006), family status similarity (Basuil et al., 2016), racial similarity (Foley et al., 2006), and family-supportive supervisor behaviour but failed to obtain any empirical evidence to support marital status similarity (Basuil et al., 2016).

## **2.9 Work-family outcomes of family supportive supervisor behaviour**

Compared with the research on the antecedents, most of the studies to date have focused on the downstream effects of family-supportive supervisor behaviour (Crain & Stevens, 2018). In general, these empirical studies focused on four main areas of outcomes: work-family outcomes, work outcomes, family outcomes, and health outcomes (see Appendix B).

Previous empirical studies on work-family outcomes can be divided into understanding the impact of work-family conflicts and the work-family enrichment of employees (Crain et al., 2014; Crain & Stevens, 2018). Research on these impacts attempted to understand how different types of family supportive behaviour shape the interaction between managers and employees and thus lead employees to anticipate whether they would have a positive (i.e.,



enrichment) or negative (i.e., conflict) experience between work and family domains (Chambel et al., 2022; Cohen & Bailey, 1997; Yu et al., 2022). The majority of the studies found that there is a negative relationship between family-supportive supervisor behaviour and work-family conflicts (Behson, 2005; Beham et al., 2014; Breaugh & Frye, 2007; Breaugh & Frye, 2008; Frye & Breaugh, 2004; Hammer et al., 2009; Hammer et al., 2013; Yu et al., 2022). Past empirical studies on family supportive supervisor behaviour also found distinctive impacts on work-family conflicts under different contexts. For instance, the empirical studies conducted by Breaugh and Frye (2008) revealed a negative relationship between self-reported and other-reported family supportive supervisor behaviour and the work-family conflict of employees, with the relationship becoming significant between other-reported family-supportive supervisor behaviour and the work-family conflict of employees. The study administered by Beham et al. (2014) also indicated that family supportive supervisor behaviour is more effective in reducing work-family conflict among non-professional employees than professional employees.

In contrast with the studies of work-family conflicts, there are comparatively few studies that examine the beneficial effects of family supportive supervision on the non-work experience of employees (Campbell et al., 2015; Crain & Stevens, 2018; Hammer et al., 2009; Hammer et al., 2013). The studies of employees from certain sectors have shown a positive relationship between family-supportive supervisor behaviour and employee work-family enrichment. For example, Straub et al. (2019) used spillover theory to study information technology employees and suggested that work engagement mediated the relationship between family-supportive supervisor behaviour and work-family enrichment. Empirical studies on grocery store and information technology employees have also revealed a positive relationship between family-supportive supervisor behaviour and the work-family enrichment of employees (Hammer et al., 2009; Hammer et al., 2013). Additionally, the study implemented

by Li and Liu (2023) on a group of university teachers suggested that family supportive supervision improved the leader-member exchange between teachers and their supervisors, resulting in work-family enrichment for them.

### 2.9.1 Work-related outcomes

Work-related outcomes were the most common factors of considered in the literature and they can be divided into four categories: job attitude, job behaviour, job state.

#### Job Attitude

In terms of job attitude, the majority of the research has focused on the impact of family-supportive supervisor behaviour on the job satisfaction of employees and found a positive relationship between them (e.g., Allen, 2001; Bagge & Li, 2014; Breugh & Frye, 2007). A number of studies have included mediators of this relationship. Common mediators being studied include family-supportive organisation perceptions (Allen, 2001), work-to-family conflict and family-to-work conflict (Frye & Breugh, 2004; Hwang & Ramados, 2017), and perceptions of control (Thompson & Prottas, 2006). Thomas and Ganster (1995) examined employees in the healthcare sector and found evidence for work-family conflict acting as a mediator between family-supportive supervisor behaviour and job satisfaction. It has also been shown to explain more variance in job satisfaction than the availability of work-family benefits and work schedule flexibility (Behson, 2005; Crain & Stevens, 2018).

In addition to job satisfaction, research to date on work-related outcomes has also studied the relationship between family-supportive supervisor behaviour and job commitment. These studies have presented a positive association between family supportive supervisor behaviour and different types of employee commitment. For example, Thompson et al. (2004) conducted a multilevel, 18-month longitudinal study suggested a positive association between family supportive supervisor behaviour and the affective commitment of an employee. Allen (2001) suggested a positive relationship between family-supportive supervisor behaviour and

organisational commitment. Muse and Pichler (2011) studied the job dedication of employees, a related construct of job commitment, and also revealed a positive relationship with family-supportive supervisor behaviour.

In contrast to commitment, the negative relationship between family supportive supervisor behaviour and the turnover intention of employees has been researched (Crain & Stevens, 2018; Hammer et al., 2009; Hammer et al., 2013). Previous articles have provided empirical evidence for the indirect relationship between family supportive supervisor behaviour and the turnover intention of employees. For example, these studies include work-to-family conflicts (Hill et al., 2016), perceptions of control (Thompson & Prottas, 2006), and leader-member exchange (Bagge & Li, 2014) as mediators between family-supportive supervisor behaviour and turnover intention.

### Job Behaviour

Most of the job behaviours that have been studied in previous literature include performance and the counterproductive work behaviour of employees. Work performance has been commonly studied in the literature. For example, the longitudinal study conducted by Odle-Dusseau et al. (2012) found that family supportive supervisor behaviour predicted three different dimensions of performance (organisational support performance, conscientious performance, and supervisor ratings of task performance) at work. A number of studies have also examined the indirect effect on employee performance. Major mediators include organisational self-esteem (Aryee et al., 2013), work-to-family enrichment (Odle-Dusseau et al., 2012), work engagement (Rofcanin et al., 2017), satisfaction with work-family balance (Choi et al., 2018), and affective commitment (Mills et al., 2014).

A few articles in the family supportive supervisor behaviour literature have studied the relationship between family supportive supervisor behaviour and the counterproductive behaviour of employees. For instance, the findings in the study conducted by Aryee et al. (2013)

revealed that organisational-based self-esteem mediated the negative relationship between family-supportive supervisor behaviour and work withdrawal. In contrast, Thomas and Ganster (1995) found no significant relationship between family-supportive supervisor behaviour and the level of absenteeism of employees.

### Job State

Other than job behaviour and job state, a number of articles in the literature have examined the relationship between family-supportive supervisor behaviour and the work engagement of employees, which can be classified as job state outcomes. Previous studies on employees from various occupations have revealed a positive association between family-supportive supervisor behaviour and work engagement (Matthews et al., 2014; Straub et al., 2019). The longitudinal study implemented by Qing and Zhou (2017) suggested that employee gender moderated the relationship between family-supportive supervisor behaviour and work engagement, such that men had a stronger relationship than women. In contrast, Koch and Binnewies (2015) collected responses from supervisor-employee dyads and found that family-supportive supervisor behaviour is an effective measure in alleviating the likelihood of employee disengagement in the workplace.

### 2.9.2 Family outcomes

It is observed that research on the family outcomes that can be created through family supportive supervisor behaviour remains a minority in the literature. There is a significant absence of studies on the specific work-family spillover effect that can have on employees themselves (Crain & Stevens, 2018). Studies have been conducted to understand the role of family supportive supervisor behaviour in helping employees attain family cohesion (Saleem et al., 2023), family satisfaction (Thompson & Prottas, 2006), and life satisfaction (Yucel & Minnotte, 2017) through the work-family enrichment theory. Given that family supportive supervisor behaviour is a unique leadership style that aims to enrich the work-family

experience and foster positive family outcomes for employees, the severe lack of studies on specific family outcomes urges scholars to expand the study of family supportive supervisor behaviour into this area.

### 2.9.3 Critique of family supportive supervisor behaviour literature

The review of the family supportive supervisor behaviour literature showcases the strong interest of scholars in the family supportive behaviour of manager and there is a rapid development of the empirical work being done around this construct. Although the burgeoning of family supportive supervisor behaviour literature continues to develop and appears to cover a wide range of areas, it is observed that the empirical studies to date remain incomplete and there is a need to advance the theory and empirical study of family supportive supervisor behaviour.

The existing research does not focus on investigating the impact of family supportive supervisor behaviour in helping employees to achieve specific family outcomes. It is argued that research to date concentrates on examining the influence of family supportive behaviour in the work domain instead of attempting to understand the cross-domain influence that managers can foster when demonstrating family supportive behaviour in the workplace (Crain & Stevens, 2018; Pan et al., 2021). Researchers have long been urging academia to understand what managerial behaviour in the workplace can create impacts on the interaction between employees and their partners at home (Wu et al., 2021). As a manager demonstrating family supportive supervisor behaviour attempts to support the employee to achieve a positive family experience through providing additional tangible and intangible management support, it is deduced that employees are effective in juggling between work and family domains under this supervision (Kossek & Distelberg, 2009; Ten Brummelhuis et al., 2014). By revisiting the true nature of managerial impact on employees in being family supportive, the investigation on the work-family cross-domain effect of family supportive supervisor behaviour creates a

substantial area for future researchers to examine how management can facilitate work-family enrichment of employees.

Moreover, research to date lacks a comprehensive understanding of the specific resource transition mechanism (e.g., affective resources) that family supportive supervisor behaviour initiates and ultimately leads to positive family outcomes for employees (Halbesleben et al., 2014; Rofcanin et al., 2017). Yu et al. (2022) indicated that previous empirical studies did not present a comprehensive understanding of the resource transition mechanism that family supportive supervisor behaviour can channel through to result in specific positive family outcomes for employees. This argument is especially true when examining the research on work-family outcomes conducted by previous scholars. It is discovered that they simply adopted the spillover theory to investigate how general positive (i.e., work-family enrichment) and negative (i.e., work-family conflict) spillover effects occur among employees under family supportive supervisor behaviour, without researching the specific affective, cognitive, or instrumental resources that lead to such work-family experience transitions (Presti et al., 2020; Chang et al., 2013). However, it is argued that the spillover effect fails to capture the underlying thought process of an employee when perceiving the support he/she receives from the workplace and how he/she utilises the support to facilitate performance in the family domain. To capture the cognitive process of how an employee perceives, interprets, and reacts to the family support received from the manager, there is a need to specify the mechanism to reflect how family-supportive behaviour can channel from work to family and create positive family outcomes.

In addition, limited research has been conducted on family supportive supervisor behaviour in investigating the boundary conditions in determining the effectiveness of this behaviour in the workplace from the employee perspective. Previous family supportive supervisor behaviour research focused on studying how psychological and family

characteristics of the manager affect his/her family supportive effectiveness in the workplace (Crain & Stevens, 2018), instead of understanding the employee determinants of the effectiveness of this behaviour. For instance, Crain and Stevens (2018) suggested that the study of employee perception of manager behavioural integrity in determining the family supportive supervisor behaviour effectiveness in the workplace is limited. Lee and Kim (2022) further argued that employee perception of manager behavioural integrity should be expanded to the perception of the manager's overall behavioural integrity in the workplace instead of his/her "word-deed" alignment in the work-family conversation. This sheds light on the expanded investigation of manager behavioural integrity in this study. Additionally, previous family supportive supervisor behaviour literature lacked an understanding of how employee experience of workplace dynamics determines the family supportive supervisor behaviour effectiveness in the workplace (Crain & Stevens, 2018; Smith et al., 2018). Goh et al. (2015) indicated that employee experience of workload pressure represents an immense workplace dynamic and encourages the employee to seek additional support from the manager to balance multiple responsibilities, providing an alternate perspective in perceiving how employee perception of the workplace influences the family supportive supervisor behaviour effectiveness.

Overall, this critique reveals the limitations of the research to date in studying the work-family interface of the employee under the leadership of a family-supportive manager. It is observed that there is a lack of mechanism to explain how family supportive supervisor behaviour shapes the family outcomes of employees and a limited understanding of the employee determinants of the effectiveness of this behaviour. These critiques, alongside the discussion of the work-family theories in the previous section, pave the way for the establishment of the theoretical model for this study.

## 2.10 Hypotheses Development

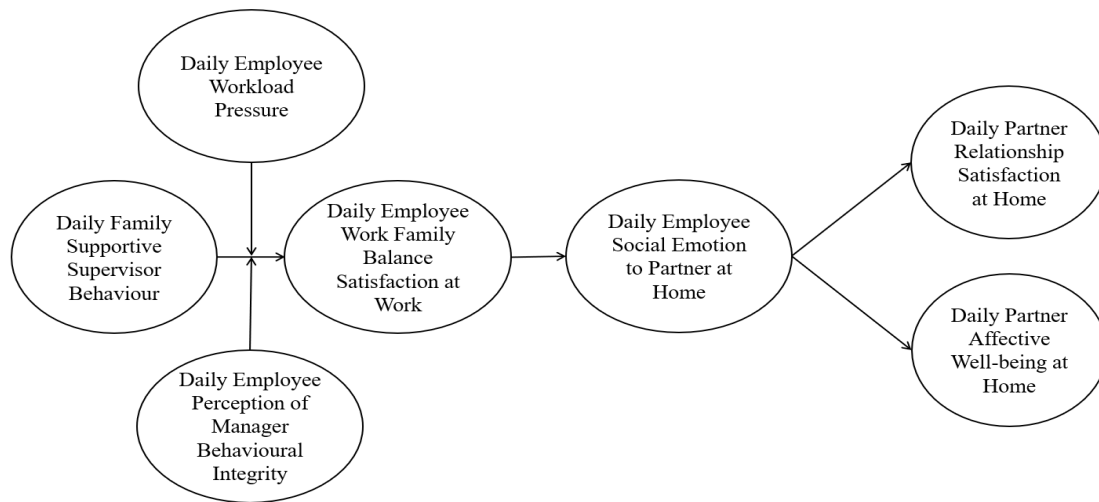


Figure 2.6 The theoretical model

This study examines the process of how daily family supportive supervisor behaviour shapes the daily positive family outcomes of employees through the theoretical lens of the W-HR model, and the boundary conditions of daily employee perception of manager behavioural integrity and daily employee workload pressure determine the effectiveness of this behaviour. The theoretical model presented in Figure 2.6 depicts the relationship between the variables that illustrate the hypotheses below.

### 2.10.1 Daily family supportive supervisor behaviour and daily employee work-family balance satisfaction

According to the W-HR model, contextual resources available at work can help employees accumulate personal resources, which can be used to improve daily relationship quality and overall well-being at home (Ten Brummelhuis & Bakker, 2012). Shockley and Singla (2011) suggested that contextual resources in the work domain create favourable conditions for employees to accumulate personal resources, which can influence their behaviour in the family domain. The support available at work is a favourable condition for



employees to accumulate personal resources (Beehr et al., 2003; Berkman et al., 2010; Rubenstein et al., 2020). In the organisational context, managers' emotional and instrumental support is perceived as a form of social support for employees. Kwan et al. (2020) indicated that organisations often provide various types of leadership support to employees to help them manage their work and family roles. Previous empirical studies confirm this linkage. For example, managers who demonstrate empowering leadership can enhance employees' resourcefulness in managing work and home demands, resulting in work-family enrichment (Berkman et al., 2015; Kim & Beehr, 2020; Kwan et al., 2020). Hildenbrand et al. (2018) found that transformational leadership enables employees to be more engaged at work and avoid burnout. Therefore, it is hypothesised that leaders' support plays a vital role in helping employees accumulate personal resources for work-family management.

The study of family supportive supervisor behaviour extends the utility of the W-HR model by including this behaviour as a factor affecting the growth of employee personal resources. Although previous studies investigated the association between workplace social support and employee personal resources, they did not clearly distinguish the impact of different workplace support on employees' feelings and experiences (Carlson et al., 2010; Crain & Stevens, 2018; Kossek & Distelberg, 2009). This study posits family supportive supervisor behaviour as a contextual resource and proposes that a manager who demonstrates this behaviour helps employees accumulate a form of personal resource - work-family balance satisfaction. This provides a clear indication of how a specific leader's family supportive behaviour could influence the level of personal resources an employee possesses. As personal resources refer to the development of an employee's psychological and physiological capability through cognitive judgement on the resources/demands they receive (Ten Brummelhuis & Bakker, 2012), the construct of work-family balance satisfaction captures how employees judge and react to the resources they receive from work and develop the capability to achieve

desirable outcomes in the family domain. Work-family balance satisfaction is defined as the cognitive and affective appraisal of an individual on the overall effectiveness of allocating resources to fulfil work and family responsibilities (Choi et al., 2018; Valcour, 2007). In the workplace, cognitive appraisal indicates the objective assessment of employees on the investment of their personal resources in work and family domains, whereas affective appraisal refers to the emotions that arise from the efforts and overall performance in both domains as a result of the resources allocation (Marks & MacDermid, 1996; Wayne et al., 2020). When an employee objectively assesses that he/she has sufficient personal resources to fulfil the competing demands in work and family roles, he/she will demonstrate positive affective outcomes (e.g., positive emotion, enthusiasm) to others. For example, an employee feels less frustrated when he/she needs to complete several projects at work and handle enquiries from his/her partner on family matters. Given that demonstrating family-related support to employees is the cornerstone of the meaning of family supportive supervisor behaviour, a manager who practices family-supportive behaviour facilitates subordinates' capability to cope with family issues (Choi et al., 2018; Vandello et al., 2013). For instance, when managers show empathy for employees' difficulties (i.e., emotional support) and permit them to leave the office early to take care of family issues (i.e., instrumental support), they enable subordinates to feel supported and more confident in utilising time and energy to accommodate family demands without worrying about negative consequences to their career. Furthermore, a manager who provides guidance to employees on how to manage work and family demands (i.e., role modelling behaviour) and develops specific intervention programmes to support employees to cope with the dual demands under existing policies (i.e., creative work-family management) would enhance their confidence in tackling work and family responsibilities. Vandello et al. (2013) postulated that employees under family supportive supervisor behaviour feel less strain in shouldering family demands as they are less afraid of negative career consequences resulting

from seeking flexible arrangements. Henceforth, it is posited that when managers demonstrate family-related support to employees, they create a favourable condition for them, allowing them to build up personal resources for deployment and experience positive affective outcomes from it.

*Hypothesis 1: The daily family supportive supervisor behaviour is positively related to the daily employee work-family balance satisfaction at work.*

#### 2.10.2 Daily employee work-family balance satisfaction at work and daily social emotion to partner at home

In the work-family interface, employees often need to allocate their personal resources to fulfil the competing demands of work and family roles, and the availability of such resources determines their performance and interaction with others (Fung et al., 2021; Demerouti & Geurts, 2004; Lambert, 1990). When an employee experiences support from their manager in the workplace, it triggers them to initiate a resources transformation process to transfer personal resources from the favourable work context and deploy those resources to foster a positive impact on the family domain (Heras et al., 2021). In this process, the employee transforms his/her inner personal resources into observable patterns of interaction and behaviour in one domain (Bai et al., 2016). An employee's work-family balance satisfaction refers to the positive affective outcomes resulting from the effective allocation of personal resources to both work and family domains. It is contended that employees with a high level of work-family balance satisfaction are more likely to feel positive and demonstrate positive social emotions, and avoid exhibiting negative social emotions towards partners (Greenhaus et al., 2003; Valcour, 2007). For instance, when an employee is capable of coping with work and family responsibilities, they will be less likely to feel frustrated and overwhelmed by those responsibilities, and more engaged in their romantic relationship (Vieira et al., 2018). This line of reasoning suggests that

a high level of work-family balance satisfaction motivates an employee to demonstrate positive instead of negative emotions towards their partner.

*Hypothesis 2: The daily employee work-family balance satisfaction at work is positively related to the daily employee social emotion to partner at home.*

### 2.10.3 Daily employee social emotion to partner at home, daily partner relationship satisfaction and affective well-being at home

Social emotion refers to the discrete emotional expression in the social exchange between individuals using facial expression, vocalization, and body language (Van Kleef, 2009). It is a part of daily interpersonal interaction that influences the relationship quality with a partner in the family domain (Brennan & Shaver, 1995; Cross & Parker, 2004; Quinn & Dutton, 2005). Van Kleef (2009) argued that how an individual expresses emotion affects how others develop their impression of the focal person and influences the relationship quality. The partner holds a positive assessment of the relationship quality when they experience frequent positive emotional interaction with the employee, and vice versa (Alam et al., 2019). According to the W-HR model, one of the attitudinal outcomes in the home domain is relationship satisfaction (Ten Brummelhuis & Bakker, 2012). Relationship satisfaction refers to the assessment of the relationship quality between two individuals in a romantic relationship (Carlson et al., 2010; Glenn, 1990; Hendrick, 1988). The key criteria for a person to evaluate his/her level of satisfaction in a romantic relationship include commitment, trust, love, communication, a sense of security, and emotional support he/she feels in the relationship (Fletcher et al., 2015; Hendrick et al., 1998). It is believed that the social emotion expressed by an employee towards his/her partner influences whether the partner would formulate a positive assessment of the relationship quality (McNall et al., 2015; Waldinger et al., 2004). This argument aligns with previous research on emotional interaction between couples. The research conducted by Van Steenbergen et al. (2014) on 215 dual-career couples revealed the correlation

between social emotion demonstrated by an individual and relationship quality. They reported that when an individual expresses positive emotion when interacting with his/her partner, the partner has a positive assessment of their romantic relationship. Similarly, the partner's positive evaluation of the intimate relationship with the individual occurs when negative social emotion is absent in the interaction between them.

The impact of family on social emotion is not limited to relationship quality, but also influences the partner's affective well-being at home. Affective well-being refers to an individual's overall life experience and self-described happiness (Diener et al., 1999; Le et al., 2018; Warr, 1990; Yragui et al., 2017). While the partner's rating of relationship satisfaction reflects the assessment of the relationship quality with the focal employee, measuring affective well-being reveals the partner's inner feelings resulting from frequent emotional interaction. Previous researchers have advocated for the interaction between emotion and an individual's affective well-being. For example, Wang et al. (2019) postulated that emotions affect the level of healthy communication and interaction patterns between couples, thus influencing the spousal perception and assessment of the overall experience. In line with the W-HR model, which proposes that family outcomes result from an individual's resourcefulness and the capability to transfer personal resources, it is argued that affective well-being at home is another outcome influenced by social emotion expressed to partners.

*Hypothesis 3a: The daily employee social emotion to partner at home is positively related to the daily partner relationship satisfaction at home.*

*Hypothesis 3b: The daily employee social emotion to partner at home is positively related to the daily partner affective well-being at home.*

#### 2.10.4 The mediating role of daily employee work-family balance satisfaction and daily social emotion to partner

In the W-HR model, personal resources serve as the linking pin for the resources transition between work and family domains within individuals (Fung et al., 2021; Ten Brummelhuis & Bakker, 2012). Employees often encounter different contextual circumstances that may enhance or deplete their personal resources, thus affecting their ability to deploy their personal resources to fulfil work and family demands. Under this notion, work-to-family enrichment exists when employees have sufficient personal resources accumulated after receiving support from work and deploy them to their family to facilitate optimal functioning in the family domains (Aw et al., 2020; Ten Brummelhuis & Bakker, 2012). For instance, employees under favourable work contexts are likely to accumulate more personal resources, enabling them to assess appropriate alternatives to manage work-family demands and distribute time and energy to implement those alternatives effectively. Based on the theoretical explanation, the level of personal resources that employees accumulate plays a central role in determining their capability to demonstrate effective performance in both work and family roles (Lischetzke & Eid, 2003; Zhang et al., 2018).

In this study, work-family balance satisfaction is posited as the personal resource that employees can accumulate when they receive family supportive supervisor behaviour, and are more likely to demonstrate positive than negative social emotions to partners when they utilise these resources. Under the construct of work-family balance satisfaction, employees with a high level of satisfaction cognitively believe that they have sufficient time and energy to maintain optimal performance in work and family domains, and this optimistic perception drives employees to demonstrate positive emotions and avoid negative emotions towards their partners (Choi et al., 2018; Hobfoll, 2011). Based on this line of reasoning, it is postulated that the reception of family-related support from managers in the organisation magnifies the linking

pin function of work-family balance satisfaction. This means that employees will be more confident in handling work and family demands, resulting in proactive engagement in emotional interaction with their partners at home. Hence, it leads to the fourth hypothesis:

*Hypothesis 4: The daily employee work-family balance satisfaction at work mediates the relationship between the daily family supportive supervisor behaviour and the daily employee social emotion to partner at home.*

According to the W-HR model, the personal resources that an individual accumulates in one domain affect their behaviour and performance in the other domain (Ten Brummelhuis & Bakker, 2012). Employees with a high level of work-family balance satisfaction are resourceful and confident in coping with work and family responsibilities, and thus feel more satisfied juggling between these two roles (Heras et al., 2021). The positive or negative judgement of employees on the surrounding environment affects their tendency to choose a specific approach in interacting with others, thus influencing the patterns and quality of interaction between them (Huffman et al., 2017; Kitayama et al., 2006). This line of reasoning aligns with the theoretical proposition of the W-HR model, in which personal resources serve as the linking pin between contextual resources and employee performance in two domains (Ten Brummelhuis & Bakker, 2012). Employees who accumulate sufficient personal resources from the work context are capable of engaging in positive interaction with their partners and achieving ideal performance in the family domain. Henceforth, it is posited that employees with a high level of work-family balance satisfaction are more likely to demonstrate positive social emotion and avoid expressing negative social emotions towards their partners, which impacts the satisfaction of the partner in the relationship.

*Hypothesis 5a: The daily employee social emotion to partner at home mediates the relationship between the daily employee work-family balance satisfaction and the daily partner relationship satisfaction at home.*

*Hypothesis 5b: The daily employee social emotion to partner at home mediates the relationship between the daily employee work-family balance satisfaction at work and the daily partner affective well-being at home.*

#### 2.10.5 The moderating role of daily employee workload pressure

The W-HR model argues that key resources explain why certain employees are more capable of collecting resources from the environment to generate personal resources than others (Ten Brummelhuis & Bakker, 2012). This study posits that an employee experiencing a high level of workload pressure enhances their tendency to obtain support from the manager to generate personal resources, thus amplifying FSSB effectiveness. This is different from previous studies, as they identified workload pressure as a factor that deteriorates employee performance in the workplace (Ismail & Gali, 2017; Kaya et al., 2010; Llanos-Contreras et al., 2023; Shao et al., 2019). Bowling et al. (2015) defined workload pressure as an indicator that includes any variable reflecting the amount of difficulty of one's work. Workload pressure can be categorised into both quantitative and qualitative dimensions, as well as both mental and physical sub-dimensions (Dwyer & Ganster, 1991; Janssen et al., 2001), and it can be evaluated as either a subjective perception or an objective characteristic of one's work (Ganster et al., 2001; Spector & Jex, 1998). When an employee faces a huge amount of workload and is required to complete it efficiently, they experience a high level of workload pressure (Bakker et al., 2004; Vaishnavi et al., 2007; Voydanoff, 2005). In this study, the employee's workload pressure will be studied exclusively. The underlying reason is that within many occupational stress theories, the subjective perception of stressors is the primary factor that influences employee behaviour in the workplace (Lazarus, 1994).

According to the Lazarus transactional model of stress, the stress that an employee undergoes is the result of the interaction between the focal employee and the environment (Lazarus, 1994; Perrewé & Zellars, 1999). Given that the personal resource of an employee is



finite, he/she needs to preserve the personal resources to allocate them in fulfilling work and family demands (Ten Brummelhuis & Bakker, 2012). It is argued that the workload pressure an employee experiences would deplete his/her personal resources and motivate him/her to execute strategies to preserve these resources. For instance, when an employee experiences stress in the workplace, it motivates him/her to evaluate and choose different coping strategies to bounce back from the adverse situation (Zhang & Liu, 2011). According to the Lazarus model, one of the coping strategies that an employee will choose is the problem-focused strategy, which is defined as the direct management effort of an employee to cope with stress encounters (e.g., better time management, seeking social and instrumental support from the manager; Biggs et al., 2017; Folkman & Lazarus, 1984, p.460). In line with this reasoning, it is believed that an employee under a high level of workload pressure would be encouraged to preserve his/her finite personal resources by seeking family support from the manager. Hence, family supportive supervisor behaviour becomes more effective in helping the employee to cope with work and family responsibilities.

*Hypothesis 6: The daily employee workload pressure moderates the relationship between the daily family supportive supervisor behaviour and the daily employee's work-family balance satisfaction at work, such that the relationship is stronger when the daily employee workload pressure is high.*

#### 2.10.6 The moderating role of daily employee perception of manager behavioural integrity

The present research argues that, from the employee's perspective, the behavioural integrity of the manager represents the workplace environment they live in. As an employee has to frequently interact with his/her manager, the actions taken by the manager may shape a specific workplace environment that affects the employee's capability to seek support to grow their personal resources (Andrews et al., 2015). The manager's behavioural integrity refers to the perceived credibility of a manager in the workplace (Simons, 2002; Vogelgesang et al.,

2020). The level of behavioural integrity of a manager is determined by the alignment of his/her espoused and enacted values, that is, the level of word-deed alignment. The present study posits manager behavioural integrity as the overall credibility in the workplace, which is different from Paustian-Underdahl and Halbesleben's (2014) definition of manager behavioural integrity as the credibility in family-supportive guidance in the workplace. Lee and Kim (2022) stated that work-family conversations between managers and subordinates are affected by the overall credibility of the manager in the workplace. That is, an employee may recognise the variation between the manager's overall behavioural integrity in the workplace and his/her tendency to demonstrate family supportive supervisor behaviour. In this sense, employees may perceive four situations when taking into account the overall behavioural integrity of the manager and their family supportive supervisor behaviour in the workplace (see Figure 2.7): 1) low behavioural integrity and low FSSB – the employee does not perceive the manager as a credible person in the workplace and he/she is not willing to demonstrate family supportive behaviour, 2) low behavioural integrity and high FSSB – the employee does not perceive the manager as a credible person in the workplace but he/she is willing to demonstrate family supportive behaviour, 3) high behavioural integrity and low FSSB – the employee perceives the manager as a credible person in the workplace but he/she does not support the employee in coping with family demands, and 4) high behavioural integrity and high FSSB – the employee perceives the manager as a credible person in the workplace and he/she is willing to support the employee in coping with family demands.

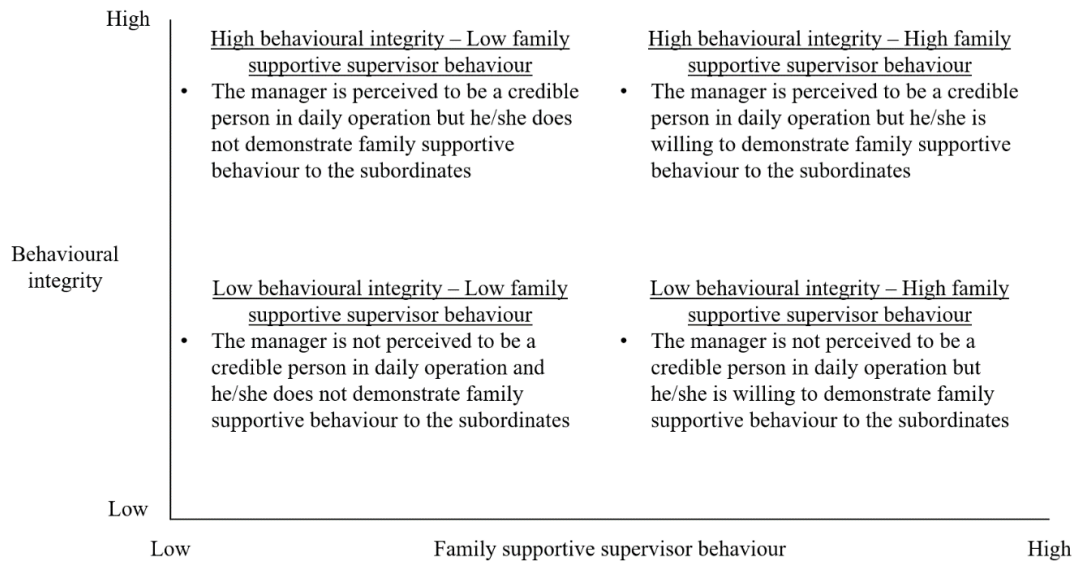


Figure 2.7 Two-dimensional diagram of manager behavioural integrity and family-supportive supervisor behaviour

According to the social information processing theory, an individual's perception, attitudes, and behaviours are shaped by the information cues presented in the environment, such as values, work requirements, and expectations from the social environment (Salancik & Pfeffer, 1978). When social information becomes equivocal to employees, it increases the demand on their use of resources, such as time and energy, and affects their capability to undertake work and family responsibilities (Voydanoff, 2005). The behavioural integrity of the manager represents whether the social information is equivocal in front of the employee, thus affecting the tendency of the employee to seek additional resources to fulfil the competing expectations of the manager. When a manager demonstrates high level of behavioural integrity, his/her subordinates feel less constrained to manage their work as they clearly understand the manager's expectations. On the contrary, a manager with a low level of behavioural integrity confuses his/her subordinates on his/her true expectations, and thus, subordinates would have to guess the underlying expectations of the manager and devote additional time and energy to fulfil the manager's demands instead of reserving the time and energy to fulfil family responsibilities. Consistent with previous literature, the level of word-deed alignment of a

manager shapes the employees' attitudes and behaviours towards their manager and organisation (Palanski et al., 2015). For instance, a manager demonstrating a high level of behavioural integrity in the organisation increases trust from employees (Kannan-Narasimhan & Lawrence, 2012; Simons et al., 2015), job performance (Palanski & Yammarino, 2011), and commitment to the organisation (Simons et al., 2007; Vogelgesang et al., 2013).

In line with the theoretical understanding of social information processing theory, it is argued that employee perception of the overall behavioural integrity of the manager acts as a boundary condition in determining the FSSB effectiveness of the manager. When a manager demonstrates family-supportive behaviour in the workplace but is perceived to have a low level of overall behavioural integrity, this equivocal social information in the workplace demands the employee to use additional time and resources to clarify the true expectation of the manager in the work-family context and thus, reducing the effectiveness of the family support offered by the manager. For example, a manager may provide family support to his/her subordinates to cope with family responsibilities but he/she does not act on the promise he/she makes with them in the daily operation. This contradictory behaviour represents an equivocal message that elicits employees to question the authenticity of the manager on the family support he/she provides and worry that they may suffer negative consequences on their career progression or performance appraisal if they decided to utilise the family support from the manager, thus reducing the effectiveness of family supportive supervisor behaviour in shaping employee work family balance satisfaction at work.

On the other hand, when a manager demonstrates family supportive supervisor behaviour at work while being perceived by the employee as an overall credible person in the workplace, this represents unequivocal social information in the workplace. For example, a manager may act on their promises in daily operations while delivering family support to their subordinates. When the social information is unequivocal in the workplace, employees can

clearly understand the true value of the manager and do not question the authenticity of the manager when receiving his/her family support. Thus, they are confident that putting more time and energy into taking care of their significant other will not result in punishment on their career progression in the organisation. Henceforth, employees can fully participate at work and home, enhancing their work-family balance satisfaction.

*Hypothesis 7: The daily employee perception of manager behavioural integrity moderates the relationship between the daily family supportive supervisor behaviour and the daily employee work-family balance satisfaction at work, such that relationship is stronger when the daily employee perception of manager behavioural integrity is high.*

Given that the research model is a moderated mediation model, three additional hypotheses were established to illustrate the moderated mediation effect.

*Hypothesis 8a: The daily employee work-family balance satisfaction at work mediates the relationship between the daily family supportive supervisor behaviour and the daily employee's social emotion to partner at home, but this is weakened when the daily employee perception of manager behavioural integrity is low.*

*Hypothesis 8b: The daily employee work-family balance satisfaction at work mediates the relationship between the daily family supportive supervisor behaviour and the daily employee's social emotion to partner at home, but this is weakened when the daily employee workload pressure is low.*

*Hypothesis 9a: There is a serial mediation effect of daily employee work-family balance satisfaction at work and daily employee social emotion to partner at home between the daily family-supportive supervisor behaviour and the daily partner relationship satisfaction at home, but this is weakened when the daily employee perception of manager behavioural integrity is low.*

*Hypothesis 9b: There is a serial mediation effect of daily employee work-family balance satisfaction at work and daily employee social emotion to partner at home between the daily family-supportive supervisor behaviour and the daily partner relationship satisfaction at home, but this is weakened when the daily employee workload pressure is low.*

*Hypothesis 10a: There is a serial mediation effect of daily employee work-family balance satisfaction at work and daily employee social emotion to partner at home between the daily family-supportive supervisor behaviour and the daily partner affective wellbeing at home, but this is weakened when the daily employee perception of manager behavioural integrity is low.*

*Hypothesis 10b: There is a serial mediation effect of daily employee work-family balance satisfaction at work and daily employee social emotion to partner at home between the daily family-supportive supervisor behaviour and the daily partner affective wellbeing at home, but this is weakened when the daily employee workload pressure is low.*

## **2.11 Chapter summary**

In this chapter, a thorough literature review is being done to illustrate relevant constructs in this study. This chapter first discusses the nature of the work-family interface and the two competing concepts of the work-family experience of employees (i.e., work-family enrichment and work-family conflict). Then, it reviews the theoretical perspective of the work-family interface. This chapter then dives into the review of the constructs of family supportive supervisor behaviour and the previous studies conducted in this area. The aims of the review are to present the two major research gaps that exist in the family supportive supervisor behaviour literature to date, reiterate the direction of the study, and justify the choice of theory in building the theoretical model. These reviews lay the foundation for the second half of this chapter, the formulation of the theoretical model and hypotheses. Through the theoretical lens

of the work-home resource model, the second half of this chapter seeks to build a theoretical model and develop ten testable hypotheses to align with the approach of this study and address the research gaps identified. The summary of the hypotheses is presented in Appendix C.

## **CHAPTER 3 : METHODOLOGY AND RESEARCH DESIGN**

### **3.1 Introduction**

This study follows a positivist approach. The hypotheses developed in the last chapter to form the foundation of the research design and the analytic strategy employed in this study. This study adopted a 10-day quantitative diary study of employee-partner dyads (two weeks, excluding Saturday and Sunday) as the methodology to study the relationship among variables in the theoretical model. In line with the proposed theoretical model and previous family supportive supervisor behaviour literature, variables included daily family supportive supervisor behaviour, daily employee work-family balance satisfaction at work, daily employee social emotion to partner at home, daily partner relationship satisfaction at home, daily partner affective well-being at home, and other control variables were studied in this thesis. Data was collected by distributing online surveys to the employee and their partner, respectively.

The researcher approached a Hong Kong-based multinational corporation that provides customer relationship management services to other multinational corporations. The invitation was sent to all employees in the organisation, and eventually, 133 employees (and their partners) participated in this study. The 10-day quantitative diary study generated a total of 1330 data points for data analysis. This chapter also outlines the measurement items used for each variable and the statistical software and analytical strategy employed to best reflect the results of the data.



### 3.2 Research paradigm

The philosophical worldview and field of interest influence the researcher's choice of method in the research design (Gioia & Pitre, 1990). Understanding the philosophy of research assists the researcher in making research-related decisions, including the choice of research strategy and method adopted in the research (Ma & Yu, 2010; Panhwar et al., 2017). Guba and Lincoln (1994) defined paradigm as metaphysics that with the innate principles. It presents the worldview that defines the underlying nature of the world, the individual lives in it, and the possible relationships that can be found in those parts of the world. Ivankova and Creswell (2009) indicated that paradigm is defined as the general orientation of the researcher holds in viewing the world and the nature of research. These two definitions bring out the notions that paradigms are connected to the researcher and his/her choice of research methodology. It also outlines the definition of knowledge that is yet to be discovered and the beliefs that the researcher holds regarding the discovery of knowledge. Wahyuni (2012) viewed the research paradigm as ontological, methodological, and epistemological, which provides guidance to the research process. According to Guba and Lincoln (1994), the research paradigms deal with three fundamental research questions:

1. Ontological question: What is the nature of reality? Is there a reality in the world that is independent from the knowledge the researcher knows, which he/she can use to establish foundations? Or is that world established on a social basis that relies on a particular time and culture?
2. Epistemological question: How do we know what we want to know? This question addresses the nature of relationship between the research and the knowledge that the researcher intends to know.

3. Methodological question: How does the researcher locate the knowledge and become knowledgeable of the world? This question addresses the choice of research methods and the instruments used in data collection.

Romani et al. (2018) stated three reasons why it is critical for researchers to understand the research paradigm in respect to research methodology. First, the research paradigm helps the researcher to refine and specify the research methods that can be adopted in the study. Second, it increases the capability of the researcher in evaluating different methodologies, including their strengths and limitations, and thereby avoid choosing inappropriate research methods and presenting a waste of effort in research design and implementation. In addition, understanding research paradigms permits the researcher to incorporate creativity in the selection of research methods outside of his/her experience. According to Ma and Yu (2010), in the process of conducting research, the researcher begins by exercising critical perception as to how they perceive the world. These views, and the underlying assumptions he/she makes, would eventually influence the research strategy and methodology applied.

### 3.2.1 Positivism

Positivism proposes the application of the research methods of the natural sciences into the study of social reality (Johnson et al., 2006). This paradigm suggests that factual knowledge is gained through measurable observation of activity, action, or reaction (Donaldson, 1997; Park et al., 2020). Under the positivist approach, researchers use theoretical perception to formulate hypotheses that can be tested with the aim of finding general laws and principles to explain the behaviour committed by an individual (Gioia & Pitre, 1990; Ivankova & Creswell, 2009). As far as methodology is concerned, positivists utilise the quantitative approaches in their studies to reveal the knowledge. They emphasise on data collection from the empirical perspective with its cause and effects usually based on existing theories and the results they obtain can be replicable and generalisable (Wahyuni, 2012).

Many studies relating to leadership and the work-family interface tend to follow the positivist tradition (Buonocore & Russo, 2013; Carlson et al., 2010; Casper et al., 2018). Researchers in these studies use the positivist tradition to guide their study by adopting a quantitative approach to conduct their research. These studies involve the extensive use of different statistical measurement tools to objectively interpret the data collected from respondents and reach conclusions from the data itself. As a result, work-family and leadership research adopts the hypothetico-deductive method, which is a common research design format that follows a specific sequence: 1) literature review and hypothesis development, 2) methodology, 3) data analysis, 4) discussion of results, and 5) conclusion and recommendations. This research aligns with the positivist approach and adopts the hypothetico-deductive method to guide the study. The current study is not attempting to generate new theory from the existing data but aims to test and extend the existing theory. This study aims to create an understanding of how family-supportive supervisor behaviour under the W-HR model builds the personal resources of employees and thus influences their outcomes in the family domain, and the boundary conditions in determining the effectiveness of this behaviour in the workplace.

### **3.3 Research Design**

#### **3.3.1 Diary study design**

This study adopted a quantitative diary study design to examine how the daily change of family-supportive supervisor behaviour increases employees' work-family balance satisfaction and leads to improvements in demonstrating social emotion to their partners at home, subsequently resulting in partner relationship satisfaction and affective well-being at home. The diary study method involves intensive, repeated self-reports that aim to capture changes in feelings, moods, attitudes, and experiences over time (Iida et al., 2012). This

complex quantitative diary study design involves participants answering the same survey over a period of consecutive days (such as days in a week) regarding the variables concerned in the research model, which provides a more in-depth analysis of how the everyday experience and behaviour of an individual varies over time (Ren et al., 2022; Van Gelderen et al., 2017). In this study, the rationale for utilising a quantitative diary study design to collect data over a period instead of simply delivering surveys to collect data at a single point in time is that the work-to-family process fluctuates over time (Haar et al., 2018). Du et al. (2020) argued that the everyday context and events an employee encounters change how they perceive the support received in the work domain and affect their interaction and behaviour with other members in the family domain. Bolger et al. (2003) further argued that diary studies allow for a more accurate measurement of how the change of context experienced by an individual alters their emotional states and interaction patterns with others over time. For example, an employee's work-family balance satisfaction is likely to change over time when they receive various extents of support from their manager, which can influence their emotions towards their partner. Since the objectives of this study focus on understanding how the daily change of family-supportive supervisor behaviour affects employees' daily emotional interaction with their partners at home, adopting a simple survey design to collect data at a single point in time does not provide an understanding of how the variation of family supportive supervisor behaviour over time affects the work-family experience of employees. Hence, the diary study offers a strong and reliable measurement of what employees experience.

### 3.3.2 The strengths and limitations of diary study design

Like other research methods, the diary study design adopted in this study offers various advantages and obstacles to the researcher, respectively. First, the diary study provides an opportunity for the researcher to examine the change in participants' work-family experiences over time and the associated emotions and behaviours. The work-family experience of an

employee is not static in nature but fluctuates over time (Murphy et al., 2021). To obtain a clear understanding of the fluctuation of the employee work-family experience over time, it is necessary to conduct a study to record the daily change in experience, attitude, and behaviour of the employees (Iida et al., 2012; Ilies et al., 2007). The diary study design adopted in this research requires participants to make a daily report on their perception and behaviour, which fits into one of the research objectives of understanding the daily change of work-family experience of employees. The variables in this study are highly dynamic and vary over time. For instance, the satisfaction of work-family balance changes over time when employees have different perceptions of the family-supportive behaviour of the manager. An employee may report that he/she can allocate resources to balance work and family demands (i.e., high level of work-family balance satisfaction) once his/her manager demonstrates all dimensions of family support in the workplace on one day and report having a low level of work-family balance satisfaction when his/her manager does not demonstrate all dimensions of family support on another day. Similarly, relationship satisfaction reported by the employee's partner varies over time when the social emotions exhibited by the focal employee change. Therefore, the diary study design allows the researcher to capture and understand the variation of the work-family experience of employees over time.

Second, if a researcher uses a simple survey to collect participants' responses to their experience at a single point in time, the researcher cannot understand how the change of different contexts and events experienced by the employee contributes to their variation in the daily work-family experience (Iida et al., 2012). The present study adopts the diary study design, which allows the researcher to understand how the daily transition of resources from work facilitates positive outcomes in the family domain. The diary study allows researchers to examine how changes in the level of different factors affect individual behaviour (Ilies et al., 2007). As the objectives of this research concern the change of family-supportive supervisor

behaviour influencing employees' daily experience and how the change of employee perception of manager behavioural integrity and employee workload pressure influence the effectiveness of family-supportive supervisor behaviour, these variables are considered as the context at work that can potentially alter the work-family experience of employees. The diary study method allows the researcher to examine the relationship between different extents of family-supportive supervisor behaviour impacting the daily work-family experience of employees and how different levels of manager behavioural integrity and employee workload pressure influence employees' sensitivity to family-supportive supervisor behaviour and thus determine its effectiveness.

However, the diary study poses threats to the validity and reliability of the study. Reis and Gable (2000) indicated that a diary study emphasises the commitment and dedication of the participants to obtain valid and reliable data. It is common to witness participants leaving the study prematurely, resulting in insufficient data for analysis. Iida et al. (2012) argued that there are two common reasons for such premature exitance. Firstly, participants may find the arrangement of the diary study design too difficult to understand. The diary study design involves participants filling out the questionnaire at a specific timeslot every day (Zacher et al., 2014). In this research, employees and their partners were required to fill out the questionnaire at a specific timeslot every day. The first day of the questionnaire contains demographic information and items measuring each variable in the research model, which is different from the questionnaire in the remaining days. Some participants found this arrangement too complex and were reluctant to participate in the study. Secondly, participants perceived the lengthy duration of the study and the need to remind themselves to fill out the questionnaire every day to be too disturbing. As participants may have work and family engagements, it could be difficult for them to reserve time to fill out the questionnaire every day.

The researcher adopted three practices to address the concerns of the participants. To mitigate their concern about the complex arrangement of the diary study design, the researcher provided sufficient information to explain the background of the study, the research objectives, the reasons why they were being selected, and the arrangement of the data collection. The information provided to the participants included the researcher's email and mobile phone number for them to contact and clarify the diary study design if they were interested in participating in the study. The researcher also used incentives to offset the participants' negative reaction to the lengthy data collection process. Specifically, the researcher informed the participants that they were eligible to enter a lucky draw for coffee shop cash coupons if they could complete 80% of the diary recording. The use of incentives may reduce the chance of early withdrawal from the study. Moreover, to avoid requiring the participants to constantly remind themselves to fill out the questionnaire, the researcher arranged to send a reminder email to each participant 15 minutes before the beginning of the designated timeslot to complete the questionnaire. The questionnaire was designed using the Qualtrics platform, which is compatible with both PCs and mobile phones. These practices were believed to be instrumental in alleviating the participants' burden in complying with the study.

### **3.4 Participants**

#### **3.4.1 A multinational corporation from the customer service sector**

Access was secured for this study from a large Hong Kong-based multinational corporation that delivers customer relationship management services for other multinationals. Organisations in the customer service sector in Hong Kong have long been identified as a demanding sector (Chi et al., 2018; Hammond et al., 2015). It is understood that employees and managers in this organisation are required to work flexibly and often experience

interference between work and family lives. They are perceived as a workforce that requires management attention and explores alternatives to help them achieve an enriched work-family experience. For instance, their work does not permit them to have regular interaction with partners. Work and family responsibilities are often integrated or even intervene with each other. The employees are required to stay alert and prepare for any emergency that happens in the workplace operation while at home, and vice versa. Despite numerous family-friendly policies that have been provided by the organisation to help employees attain positive family outcomes, senior management and HR directors in this organisation reported that employees remain incapable of managing work and family responsibilities and developing quality relationship with their partners. They commented that such incapability in managing the dual demands undermines employees' concentration at work and deteriorates their performance at work. Hence, this organisation provides an ideal testing ground to investigate the impact of family supportive supervisor behaviour on the work-family experience of employees.

#### 3.4.2 Sample size – details and rationales

To identify the appropriate participants for this study and align with the research objectives, two criteria were set when recruiting the sample. First, to ensure each participant can report the family-supportive behaviour of his/her supervisor, each participant should report to a supervisor. Second, the employee must currently be in a romantic relationship with a partner or significant other. They do not need to be married or cohabit with each other. This is because when two individuals engage in an intimate relationship, they can evaluate their satisfaction through different types of in-person and virtual interaction after work. For example, the interaction through phone calls, text messaging, or Facetime could be influenced by the employee's experience at work and affect the partner's evaluation of their interaction with the employee. Given that this research aims to understand the influence of family-supportive supervisor behaviour on the assessment of employees and partners towards their relationship



satisfaction and affective wellbeing, recruiting participants who are in romantic relationships aligns well with the research objectives.

#### 3.4.3 Sampling procedure, method, and strategy

This study adopted the experience sampling method, which involved asking the respondents to repeatedly report their feelings, thoughts, and/or behaviours over a period of time (Bolger & Laurenceau, 2013). In early 2022, the lead researcher first communicated the research objectives and methodological operation (e.g., sampling method, survey distributions, and the duration of the data collection) of the study with the HR director and senior management of the participating organisation. Later, in mid-May 2022, the HR director in the corporation and the lead researcher had another contact and reached an agreement to collect responses from the employees who work in the organisation.

To increase the probability of reaching the required sample size (125-150 employees and their partners) and align with the research objectives, the HR director agreed to send invitation emails written by the lead researcher to all employees in the organization (N=290). The invitation email included a participant information sheet, a consent form, and information on the criteria that employees needed to fulfil for the study. The employees were informed that they have a supervisor to report to in the company and were currently engaged in a romantic relationship with another person before signing up for the study. Employees who were interested in participating in the study were asked to reply to the lead researcher directly via the email address contained in the invitation email and participant information sheet. Once the employees had contacted the lead researcher, the lead researcher assigned an anonymous code to each of them for completing the study.

Once employees had signed up for the study, they were asked to send a separate email written by the lead researcher – with a separate participant information sheet and a consent form – to their partners inviting their participation in the study. The email informed the partners

of the nature of the study and confirmed that their participation was entirely voluntary and that they were free to withdraw at any time. The partners were asked to contact the lead researcher separately – via an email address included in the recruiting email – and to include the anonymous code of the participant (the employee) provided within the invitation email. This anonymous code was used to match the response of the couple throughout the study.

### **3.5 Ethical consideration and corresponding actions**

Business management researchers have various ethical obligations to comply with when conducting research. They are responsible for ensuring that the entire research process meets ethical standards to avoid being challenged by different stakeholders when the results are published (Wallace & Sheldon, 2015). In this section, the research discusses the ethical concerns that arise before, during, and after the data collection process and proposes corresponding actions to alleviate these concerns.

#### **3.5.1 Communication with the selected organisation**

The researcher should communicate with the key decision makers in the organisation and obtain their consent to conduct research. The main purpose of communicating and seeking agreement from the key decision makers is to ensure that the research questions and deliverables align with the needs of the organisation and thus support the decision makers in developing feasible alternatives to solve the management problems.

As the research project was conducted in Hong Kong, prior consent was obtained through communication with the senior management and the HR director of the organisation. Throughout the communication, the researcher gained an understanding of the work-family situation of the employees in the organisation and the limitations of the managers in helping them to balance work and family responsibilities. The information exchanged between the

researcher and the management helped to adjust the research project to suit the needs of the organisation. In addition, the researcher also informed the management that a summarised copy of the results would be presented in a format which aligns with the standard at Aston University and maintains the confidentiality of the identity of the participants.

### 3.5.2 Voluntary participation

The researcher should avoid coercing individuals to participate in the study. Voluntary participation is an important principle that the research must uphold when implementing the study, and by any means forcing individuals to participate in the study would elicit unnecessary complaints from them and undermine the integrity of the study (Huo et al., 2023). Given that this study involved both employees and their partners, it was believed that either party may create pressure which directly or indirectly forces the other to join the study. For example, an employee may persuade his/her partner to join the study, instead of doing so of his/her own free will. This may create a sense of coercion that could deter participants from joining the study voluntarily.

To overcome this ethical issue, the researcher had to ensure that both employees and their partners made the decision independently (Iida et al., 2012). In this study, the researcher asked the organization to send an invitation email to the employees. In the invitation email, the employees were asked to forward the attached drafted email to their partners (see Appendices L and M). Both employees and partners were required to inform the researcher of their decision to participate through a returned email individually. This enabled employees and partners to "sign up" for the study anonymously and confidentially. Once they had signed up, they were provided with additional information and a consent form to sign. As employees and partners did not know the decision of others, this minimized the possibility of coercion between participants in the couple.

### 3.5.3 Reaction of participants to the study

Given that this study examined the relationship between family supportive supervisor behaviour and the sentimental feelings of the partner towards the romantic relationship and affective well-being at home, the adopted variables and measurement items required the couples to report their feelings and evaluate their relationship. This would create negative feelings and undermine the overall harmony of the relationship within the couples. For instance, when a pair of couples were struggling through their intimate relationship during the data collection process, they may misinterpret the ratings in the measurement items as the reflection and prediction of the development of their relationship. Hence, they would possess negative reflection reactions towards the survey.

To mitigate negative reactions and prevent damage to the romantic relationship among each pair of couples, the researcher adopted three actions to address this issue. First, the researcher informed the participants and clarified the purposes of the study in the invitation letter (see Appendices E and I). In the invitation letter, the researcher reassured the participants that the study aimed to understand the role of family supportive supervisor behaviour in helping employees to experience an enriched work-family life, and how the workplace experience spills over to the family and facilitates the healthy development of their romantic relationship. It had no intention to make a concrete judgement or comment on the current relationship status between the participant and their partner. Moreover, the researcher emphasised that the data collected in the study reflected the work-home resources transition process and the status of their romantic relationship in the 10-day period only. It neither concluded nor predicted the quality of their intimate relationship and their well-being at home throughout their lifetime. Second, the researcher advised the support network that the participants could seek help if they suffered from negative feelings during the data collection process. In the invitation letter the researcher provided the website, email address, and phone number of The Family Planning

Association of Hong Kong, which offered counselling services to alleviate the distress of the participants that occurred during or after the study. Last but not least, the sentences in the invitation letter were reworded into a more positive one, such that the possibility of creating negative reactions among the couple when reading the invitation letter could be minimised.

#### 3.5.4 Protection of data privacy

The personal data and the responses of the participants should be well-protected and treated as completely confidential. One of the concerns that worried the participants most in any research was the possibility of revealing or tracing back their identity in the study. This concern often discourages participants from joining the study. The concern that the participants may have towards this study was the possibility of leaking the data to external parties. As the study involved participants evaluating the relationship quality and well-being at home, they considered the responses highly personal and would be offended if the data was being posted to the external parties.

In response to these concerns from the participants, the researcher made necessary arrangements to avoid those incidents from happening. The employees were contacted by the employer through an email written by the researcher, and the partners were contacted by receiving the forwarded email from the employees (see Appendices L and M). The email contained a Participant Information Sheet that was written by the researcher and the email address of the researcher (see Appendices E and I). Those participants who were interested in the study were instructed to contact the researcher directly through the email address provided in the invitation email to confirm their interest in the study. In the questionnaire, the participants were not required to provide personal information to the researcher other than the assigned code (see Appendices F, G, H, J, and K). The researcher would neither know the actual identity of the participants nor trace back who the participants were in the study. To overcome the second concern from the participants, the researchers emphasized that the study upheld the

research ethic policy at Aston University and complied with the General Data Protection Regulation Guidelines and The Personal Data (Privacy) Ordinance (CAP. 486) in the United Kingdom and Hong Kong, respectively. Furthermore, the researcher reassured the participants that the data collected would be used for the Doctoral study only. Given that the participants would complete the questionnaire via the online platform, the participants were well-informed that the anonymous data file was encrypted with passwords and stored in the Aston University Box Folder, and the data file could be accessed by the supervisors and the researcher only.

### **3.6 Variables and measurement scales – reported by the employee**

#### **3.6.1 Daily family supportive supervisor behaviour**

The 14-item family supportive supervisor behaviour scale developed by Hammer et al. (2009) was used to measure the daily family support provided by the manager. The employees were asked to indicate their level of agreement using the five-point Likert scale ranging from 1, “strongly disagree” to 5, “strongly agree”. Sample items included “My supervisor is willing to listen to my problems in juggling work and nonwork life.” and “I can depend on my supervisor to help me with scheduling conflicts if I need it.”

#### **3.6.2 Daily employee workload pressure**

The 4-item job content questionnaire scale was used to measure the workload pressure of the employees (Karasek et al., 1998). The participants were asked to rate their daily workload pressure using the five-point Likert scale ranging from 1, “never” to 5, “always”. Sample items included “Do you have to work at speed?” and “Do you work under time pressure?”

### 3.6.3 Daily employee perception of manager behavioural integrity

The 8-item behavioural integrity scale developed by Simon et al. (2007) was used to measure the daily employee perception of behavioural integrity of the manager. Employees were asked to indicate their level of agreement using the five-point Likert scale ranging from 1, “strongly disagree” to 5, “strongly agree”. Sample items included “There is a match between my manager’s words and actions.” and “When my manager promises something, I can be certain that it will happen.”

### 3.6.4 Daily employee work-family balance satisfaction at work

The 5-item scale developed by Valcour (2007) was used to measure the daily employee work-family balance satisfaction at work. The employees were asked to rate their overall assessment of work-family balance satisfaction using the five-point Likert scale ranging from 1, “very dissatisfied” to 5, “very satisfied”. Sample items included “The way you divide your time between work and personal or family life.” and “Your ability to balance the needs of your job with those of your personal or family life.”

## **3.7 Variables and measurement scales – reported by the partner**

### 3.7.1 Daily employee social emotion to partner at home

The 13-item social emotion scale developed by Kitayama et al. (2006) was used to measure the daily social emotions demonstrated by the employees to their partners. The partners were asked to report the degree to which they felt for each emotion at the present moment on the five-point Likert scale ranging from 1, “not at all” to 5, “a great deal”. Sample items of emotions include “Friendly feelings”, “Respect”, “Ashamed” and “Guilt”.

### 3.7.2 Daily partner relationship satisfaction at home

The Relationship Assessment Scale (RAS) developed by Hendrick (1988) was used to measure the daily partner ratings on the level of relationship satisfaction using the five-point Likert scale. The partners were asked to report their rating to seven questions related to their feelings about their romantic relationship. Sample items included “How well does your partner meet your needs?” and “How often do you wish you hadn’t gotten into this relationship?”

### 3.7.3 Daily partner affective well-being at home

The 10-item Positive and Negative Affect Schedule (PANAS) developed by Thompson (2007) was used to measure the daily affective well-being of the partners. Ten adjectives were provided in the survey. The partners were asked to indicate the extent to which they generally feel at the present moment using the five-point Likert scale ranging from 1, “very slightly at all” to 5, “always”. Sample items include “Upset”, “Attentive”, and “Afraid”.

## 3.8 Control variables

Two categories of control variables were established in this study for the employee and partner surveys, respectively. First, resilience was treated as a common control variable in this study, which required employees and partners to report their level of resilience in the survey. Watson et al. (1988) argued that an individual's resilience affects his/her ability to cope with unfavourable conditions in the workplace and his/her pattern of emotional interaction with others, thus influencing their work-family experience. Therefore, resilience was adopted as the first set of control variables. The Connor-Davidson Resilience Scale (CD-RISC) developed by Connor and Davidson (2003) was used to measure the resilience of employees and their partners. Both participants and partners were asked to rate their level of agreement using a five-



point Likert scale ranging from 1, “not true at all” to 5, “true nearly all the time”. Sample items included “Able to adapt to change” and “I like challenges”.

Secondly, the gender, age group, education level, number of children, work experience, tenure, and managerial level of the respondent were included as the second set of control variables for this study. Recent meta-analytic empirical studies have shown that these demographic variables may have potential impacts on the work-family interaction between employees and their partners (Bal & Dorenbosch, 2015; Liu et al., 2022; Sargent et al., 2021; Yu et al., 2022). Participants were required to report ratings on all of the above control variables, while partners were required to report the aforementioned control variables except for the number of children. Specifically, gender (male and female) was measured as binary variables; working experience and tenure were measured in years; education level was divided into four levels (diploma or below, bachelor's, master's or above, and other); hierarchical level (non-managerial employee, unit supervisor, department manager, senior manager, top management), age group (18-24, 25-34, 35-44, 45-54, and 55 or above), and number of children (0, 1, 2, 3, and 4 or above) were measured as categorical variables.

## **3.9 Data collection**

### **3.9.1 Duration of data collection**

The data were collected over a 10-day period. Each couple was required to make diary recordings for two consecutive weeks, excluding Saturdays and Sundays. The researcher sent two reminder emails, one to the employees and one to the partners, at different timeslots every day to ensure that the respondents did not forget to complete the questionnaires. The researcher sent the reminder email to the participants at 4 p.m. every day during the 10-day period, while the partners received a reminder email at 9 p.m. every day. Each email reminded the

respondents to fill out the questionnaire and contained a hyperlink that directed them to the Qualtrics platform to complete their respective surveys.

### 3.9.2 The design of the survey

The diary study design was implemented by distributing a survey to the employee and the partner, respectively. Two surveys were designed for the study. The first survey was designed for the employees. In this survey, the employees received the survey through email from the researcher at 4 p.m. every day and were asked to rate four workplace variables, including the daily family supportive supervisor behaviour, daily perception of manager behavioural integrity, daily workload pressure, and daily work-family balance satisfaction at work.

The second survey was designed for the partner. The partners received the survey through email from the researcher at 9 p.m. every day and were required to report their ratings on three home variables, including the daily social emotion demonstrated by the focal employees, their daily relationship satisfaction, and daily affective well-being at home. All surveys were administered in English as the respondents had no problem completing an English survey.

The respondents were instructed to report the control variables on the first day of the study. The surveys on the first day of data collection were longer than the remaining nine days. For instance, the surveys that the employees received at 4 p.m. and the partners received at 9 p.m. on the first day contained the demographic variables and CD-RISC, and the respondents were required to report their responses to these control variables. The surveys for the remaining nine days were shorter as they were only required the participants to report their ratings on the variables being measured in the research model.

### 3.9.3 Data collection procedure

A 10-day diary study (excluding Saturday and Sunday) was conducted through the Qualtrics platform. Figure 3.1 visualises the data collection procedure for this study.

On 23rd May 2022, the HR director of the organisation sent the invitation emails written by the lead researcher to all employees. Each invitation email included a participant information sheet and a consent form. The email also explained the rationale and objectives of the research project, the reasons the participants are being selected, and the requirements to complete the study. The employees were informed that their participation in this study is entirely voluntary, and they are free to withdraw from it at any time. The participants were given one week to express their interest to participate in this study by replying to the email address contained in the invitation email. On the 30th of May 2022, 162 employees replied to the researcher that they were interested in joining the study. The researcher was then assigned a code anonymously to each of them to complete the study.

Later that day, the employees who had signed up for the study were asked to send a separate email, written by the lead researcher, to their partners inviting them to participate in the study. The invitation email for the partners included a separate participant information sheet and consent form that differed from the ones sent to the employees. The invitation email explained the rationale and objectives of the research project, the reasons why the partners were being informed, and the requirements for completing the study. The email informed the partners that their participation in the study was voluntary and that they were free to withdraw at any time. The partners were given one week to express their interest in participating in the study by replying to the email address included in the invitation email with the anonymous code of the participant (the employee). On 6th June 2022, 155 partners replied to the researcher expressing their interest in joining the study.

The data collection process began on 13th June 2022 (Monday) and was completed on 24th June 2022 (Friday). The data collection process lasted for ten days. Participants and their partners were not required to fill out any survey on Saturday and Sunday. In this study, employees were required to complete a survey close to the end of each working day and received an email reminder at 4 p.m. to complete the survey. The email reminder contained a link to the survey on the Qualtrics platform. On this first day of the employee questionnaire, the employees were asked to report their ratings on four workplace variables, including daily family supportive supervisor behaviour, daily employee work-family balance satisfaction at work, daily employee workload pressure, daily perception of manager behavioural integrity, and the control variables. The first survey took them no longer than 5 to 10 minutes to complete. In subsequent surveys, employees were required to report only on the four work variables, and these surveys took no longer than 5 to 7 minutes to complete. As employees had work-related matters to attend to and were unable to complete the questionnaire immediately, the researcher set a time limit for the survey every day. The employees would have a two-hour window (i.e., 4 p.m. to 6 p.m.) to complete it.

The partners were required to complete the survey at the end of each day. They received a separate email at 9 p.m. reminding them to complete the survey. The email contained a hyperlink to a separate survey on the Qualtrics platform. Similar to the data collection procedure of the employees, the partners were required to report the control variables and the three home variables (i.e., daily employee social emotion to partner, daily partner relationship satisfaction, and daily partner affective well-being) in the research model. The first survey took them no longer than 5 to 10 minutes to complete. In the subsequent surveys, the partners were required to report the three home variables only. These surveys took no longer than 5 minutes to complete. The researcher chose not to send the survey to the partners late at night because the partners would not be able to give out relatively accurate responses if they need to go to

sleep and work on next day. Similar to the arrangement for the employees, the researcher set a time limit for the survey every day. The partners would have a two-hour window (i.e., 9 p.m. to 11 p.m.) to complete it. To compare if there were any differences between employees and partners responses on the home variables, the researcher also sent this survey to the employee at 9 p.m. to collect their responses.

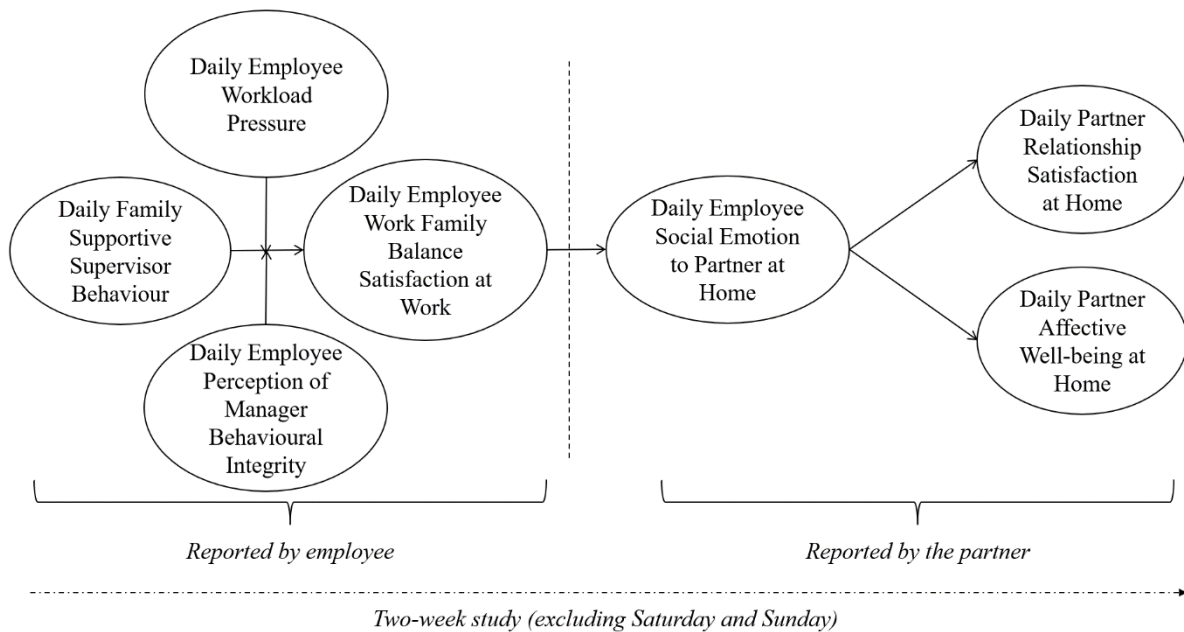


Figure 3.1 Visualisation of data collection procedure

### 3.9.4 Coding and control mechanisms in data collection

Given that the data was collected from both employees and their partners, a coding method was needed to match the response of each employee and the partner. In this study, each couple was assigned a code to help the researcher to match the response. For instance, the first pair of couples were assigned the code “P-1”. Once the participants signed up for the study, the researcher informed the participants that they could find the code in the subject line of the invitation email and instructed them to input this code at the beginning of each survey so that the researcher can match the response efficiently.

To encourage full commitment to the 10-day diary study, a lucky draw was organised for participants and the partners. The researchers explicitly indicated in the invitation email that each participant would have to complete at least 80% of recordings (i.e., 8 out of 10 diaries) to be eligible for the lucky draw. In the lucky draw, participants had the opportunity to win one of ten \$100 coffee shop cash vouchers. Employees and the partners were not required to input their email addresses or other contact details into the survey. The researcher determined the eligibility of the participants for the lucky draw by cross-checking the assigned code, the number of diaries each participant had completed, and the personal email. Then, the researcher would formulate a list of participants who were eligible for the lucky draw (with the email addresses). After compiling the list, the researcher conducted the lucky draw and inform the winner via email. The coffee shop voucher was in electronic format, and the winner would receive the voucher in email and redeem it when they visited the coffee shop.

### **3.10 Analytic strategy**

#### **3.10.1 Diary study data management**

This research required each couple to fill out questionnaires for ten consecutive days and the researcher composed them into a diary study. The researcher followed the recommendations from the study conducted by Zheng et al. (2022) to organise and manage the diary study data. The researcher identified the responses from each couple and match their responses from each day to an Excel spreadsheet before proceeding with the data analysis. The management of the diary study data is illustrated Table 3.1:

Table 3.1 Visualisation of diary study data management

<b>Participant ID</b>	<b>Day</b>	<b>IV1</b>	<b>IV2</b>	<b>IV3</b>
1	1	XX	XX	XX
1	2	XX	XX	XX
..	..	XX	XX	XX
2	1	XX	XX	XX
2	2	XX	XX	XX
..	..	XX	XX	XX
3	1	XX	XX	XX
3	2	XX	XX	XX
..	..	XX	XX	XX
4	1	XX	XX	XX
4	2	XX	XX	XX

To match the data collected from the employees and the partners over ten days, the researcher first simplified each assigned code into a participant ID. For example, the first pair of couples with the code "P-1" which was simplified as "1" and being inputted to the first row of the Excel spreadsheet. The purpose of simplifying the participant ID was to avoid complicating the code being inputted to the analytics software when running the analysis. Followed with the first row of participant ID, the researcher then inputted the day that the participants responded to the survey and the responses to the variables in the survey.

### 3.10.2 Coding of control variables

To improve the efficiency of analysing the dataset, the researcher coded the categorical control variables reported by the respondents. The following table summarises the coding of the control variables in this study.

Table 3.2 Coding of control variables

<b>Code</b>	<b>Gender</b>	<b>Education level</b>	<b>Managerial level</b>	<b>Age group</b>	<b>Number of children</b>
0	Male				
1	Female	Diploma or below	Nonmanagerial employee	18-24	0
2		Bachelor	Unit supervisor	25-34	1
3		Master or above	Department manager	35-44	2
4		Other	Senior manager	45-54	3
5			Top management	55 or above	4 or above

### 3.10.3 Reverse coding

Other than combining the responses from each pair of couples, the researcher had to check whether reverse coding was needed for certain items. Otherwise, the result of the correlation matrix and other analyses would be invalid. The process of checking for reverse coding was straightforward. The researcher examined the meaning of the Likert scale of each item and deduced its meaning when a rating was assigned to that item. After reviewing the questionnaire, the researcher identified that the items related to daily employee workload pressure, the negative wordings under daily employee social emotion to partner at home, daily partner relationship satisfaction at home, and daily partner affective well-being at home had to be reverse coded.



### 3.10.4 Software used for data analysis

The researcher used two analytical software packages to analyse the data for this study. IBM SPSS v28 was used for preliminary calculations and analysis. Specifically, the researcher used this software to calculate the mean score of each respondent on each variable to prepare the data for further analysis, including the correlation matrix, multilevel confirmatory factor analysis (MCFA), multilevel structural equation modelling (ML-SEM), and mediation and moderation analysis. After performing the preliminary calculations and analysis, the researcher used IBM SPSS v28 software to test the reliability of each measurement item and construct the correlation matrix. As IBM SPSS v28 is insufficient for multilevel modelling and mediation and moderation analysis, the researcher used another statistical software, R, for these analyses.

### 3.10.5 Intraclass correlation coefficient and design effect

Before performing the data analysis, the researcher tested whether there was sufficient variance at the within- and between-person level to justify the use of multilevel modelling. To test if the variance at these two levels is sufficient or not, the researcher calculated the intraclass correlation coefficient (ICC) of each variable and design effect (*deff*) (see figure 3.2) of the dataset to confirm that multilevel modelling is appropriate for analysis (Klein & Kozlowski, 2000). To determine whether the data is suitable for multilevel analysis, the ICC value and the design effect should be higher than .50 and 2, respectively (Cicchetti, 1994; Hox & Mass, 2011). The researcher followed these recommendations and used IBM SPSS v28. To calculate the ICC and design effect accordingly.

$$deff = 1 + (average\ cluster\ size - 1) \times Average\ ICC$$

\*\*\**deff* = design effect

Figure 3.2 Equation of calculating design effect

### 3.10.6 Multilevel confirmatory factor analysis

Due to the nested structure of the data, it was not advisable to perform an ordinary confirmatory factor analysis as it could not assess the fit of the measurement model at both within and between-person levels accurately (Ganesh & Srivastava, 2022). Additionally, the researcher discovered that IBM SPSS v28 does not support multilevel analysis. The researcher then turned to another statistical software, R, and applied the lavaan package to perform the MCFA.

### 3.10.7 Multilevel structural equation modelling

As the daily responses were nested within individuals (the assessment of constructs was not only across individuals but also within the same individual over multiple repeated assessment), the researcher used the multilevel structural equation modelling (ML-SEM) technique to partition the within- and between-person levels in hypothesis testing through the lavaan statistical package in R. The ML-SEM adopts the conventional hierarchical linear modelling with the structural equation modelling framework (Mehta & Neale, 2005). This method allows the researcher to analyse the mediated relationships among variables with data collected as several time points while estimating the within- and between-level effects (Hunter et al., 2019). Specifically, the researcher followed the recommendation from Preacher et al. (2010) and Preacher et al. (2011) to specify a series of “1-1-1-1” models at the within and between person level (the predictor variable, mediators, and the dependent variables are specified at the within person level, whereas the latent means of them were specified at the between person level) and grand mean centred the predictor in this model (i.e., family supportive supervisor behaviour).

### 3.10.8 Mediation and moderation analysis

The researcher also conducted the mediation and moderation analysis for the two mediators (i.e., daily employee work-family balance satisfaction at work and daily employee social emotion to partner at home) and moderators (i.e., daily employee perception of manager behavioural integrity and daily employee workload pressure). This analysis constructed several multilevel path models to estimate the indirect and interaction effects with the Bayesian estimation method. The Bayesian method is more powerful than conventional testing as it provides a more accurate estimate of a complex model (Hu et al., 2020; Zyphur & Oswald, 2015). In R, the researcher used the `sem` function in the `lavaan` package to examine the indirect effect of the mediators and the interaction effect of the moderators in this study.

## 3.11 Chapter summary

This chapter outlines the research paradigm, the methodology of data collection, the analytic strategy, and the approach to address ethical concerns under the study that had been conducted.

A quantitative 10-day diary study was conducted based on the Positivist tradition. The data were collected through a series of online questionnaires from a sufficient number of participants to satisfy the demands of statistical power, validity, and reliability. Followed with the research model established in chapter two, variables including daily family supportive supervisor behaviour, daily employee work-family balance satisfaction at work, daily employee social emotion to partner at home, daily partner relationship satisfaction at home, daily partner affective well-being at home, daily employee perception of manager behavioural integrity, and daily employee workload pressures were tested.

A multinational corporation with a business focuses on customer relationship management was approached by the researcher. After completing the data collection process, 133 respondents participated and provided sufficient data by completing online questionnaires over 10 consecutive days, which form the dataset for analysis. The data were analysed using IBM SPSS v28 and R software with numerous add-in packages. All calculations were recorded in output files (for SPSS) and syntax (for R software) for checking and further analysis.

This study adopted the multilevel modelling approach to analyse the diary data. The researcher performed the multilevel modelling technique to analyse the direct effects of the variables. The mediation effects of daily employee work-family balance satisfaction at work and daily employee social emotion to partner at home, and the moderation effect of daily employee perception of manager behavioural integrity and daily employee workload pressure were also tested.

The operation of this study strictly adhered to the regulations of Aston Business School, The Personal Data (Privacy) Ordinance (Cap.486) and the General Data Protection Regulation (GDPR) in Hong Kong and the United Kingdom, respectively, with the supervision of the doctoral supervisors.

# CHAPTER 4 : RESULTS

## 4.1 Introduction

This chapter presents the results of the analysis of the 10-day diary study data collected from the employee-partner dyads. The researcher first reported the basic information of the dataset, including the response rate and the respondent profile, before presenting the results of the analysis of the dataset. After reporting the basic information of the respondents, the researcher then reported the results of the reliability analysis, the intraclass correlation coefficient, the design effect, the descriptive statistics (mean and standard deviation), the correlation matrix, and the multilevel confirmatory factor analysis, which constitute the preliminary analyses of the dataset. The purposes of these analyses were to provide an overview of the respondents' characteristics, examine the reliability of the measurement scale, and the correlation between variables in the model, and justify the use of multilevel modelling to analyse the data.

After reporting the basic information and the results of the preliminary analyses, the researcher turned to report the results of the multilevel modelling and the mediation and moderation analyses. By reporting these results, the researcher presented the direct, mediating, and moderating effect among the variables, thus concluding whether the hypotheses developed in this study are rejected or not.

## 4.2 Response rate and respondent profile

### 4.2.1 Response rate

162 employees and 155 partners enrolled on this study. There were 143 out of 162 employees who completed at least 80% of the diary recordings and provided a total of 1430

observations at work (143 employees X 10 daily questionnaires; a response rate of 88.272%). Among the 155 partners, there were 139 of them completed at least 80% of the diary recordings and provide a total of 1390 observations at home (139 partners X 10 daily questionnaires; a response rate of 89.677%). After reviewing and matching the responses of employees at work and the responses of their partners at home, the researcher collected 1330 valid data points across ten days for data analysis (133 pairs of responses X 10 daily questionnaires).

#### 4.2.2 Respondent profile

After matching and combining the responses from the employees and their partners, the researcher obtained usable data from 133 couples. These couples came from various job levels in their respective organisations; 60.150 per cent of the employees were men. The majority of the employees aged between 35 to 44 years old (45.113%), worked as the unit supervisor (53.383%) or the department manager (39.097%) in the organisation and had to raise at least one child at home (90.977%). Most of the employees had a bachelor's degree (67.669%), and their average working experience and tenure in the organisation were 12.451 years and 5.649 years respectively.

Among the 133 partners, the majority were women (60.150%) and most of them were aged between 25 to 34 (42.857%) and 35 to 44 years old (46.617%). 63.910 per cent of the partners had a bachelor's degree and 30.827 per cent of them had a master's degree or above by the time when completing the survey. The majority of the partners worked either as unit supervisors (44.361%) or nonmanagerial employees (39.849%) in their respective organisations. Their average working experience and tenure were 10.761 years and 4.588 years respectively.

## 4.3 Preliminary analyses

### 4.3.1 Reliability analysis

The researcher conducted the reliability analysis to evaluate the consistency and stability of each measurement scale. Reliability analysis addresses the concern of whether a measurement instrument produces the same result each time it is administered to the same person in the same setting and is expressed by the Cronbach alpha (George & Mallery, 2018; Heo et al., 2015). Cortina (1993) indicated that the Cronbach alpha ( $\alpha$ ) of a measurement that is higher than .70 is considered acceptable. The researcher used IBM SPSS v28 to perform reliability analysis by calculating Cronbach's alpha of the measurement scale of each variable in the research model. Table 4.1 presents the result of Cronbach's alpha of each measurement scale.

Table 4.1 Reliability analysis

Variable	Measurement	Cronbach's $\alpha$
1. Family supportive supervisor behaviour	14-item Family-supportive Supervisor Behaviour Scale (Hammer et al., 2009)	.922
2. Employee perception of workload pressure	4-item Workload Pressure Scale (Karasek et al., 1998)	.814
3. Employee perception of manager behavioural integrity	8-item Manager Behavioural Integrity Scale (Simon et al., 2007)	.903
4. Employee work-family balance satisfaction at work	5-item Work-family Balance Satisfaction Scale (Valcour, 2007)	.787
5. Employee social emotion to partner at home	Social Emotion Scale (Kitayama et al., 2006)	.908
6. Partner relationship satisfaction at home	Relationship Assessment Scale (Hendrick, 1988)	.890
7. Partner affective well-being at home	10-item Positive and Negative Affect Schedule (Thompson, 2007)	.905
8. Employee resilience	The Connor-Davidson Resilience Scale (Connor and Davidson, 2003)	.948

The measurement scale of each variable had a good level of reliability. The Cronbach alpha of the measurement scales ranges from .787 to .948, which aligned with the standard in reliability analysis proposed by Cortina (1993).



#### 4.3.2 Intraclass correlation coefficient and design effect

To justify the appropriateness of the dataset for performing multilevel modelling in this study, the researcher examined the intraclass correlation coefficient of each variable and the design effect before proceeding with further analysis. According to the Tables 4.2 and 4.3, the ICC of the variables range from .739 to .947 and the design effect is 8.946. Aligned with the recommendation from Cicchetti (1994) and Hox and Mass (2011), it is identified that the current dataset is appropriate for the use of multilevel modelling and thus, the researcher could use this method to analyse the model.

Table 4.2 Intraclass correlation coefficient of each variable

Intraclass correlation coefficient (ICC) (95% confidence interval)	
1. Family supportive supervisor behaviour	.892
2. Employee perception of workload pressure	.854
3. Employee perception of manager behavioural integrity	.902
4. Employee work-family balance satisfaction at work	.739
5. Employee social emotion to partner at home	.898
6. Partner relationship satisfaction at home	.871
7. Partner affective well-being at home	.902
8. Employee resilience	.947

Table 4.3 Result of design effect

Design effect (deff) with detailed calculation
$1 + (c - 1) \times \textit{average ICC}$
(c = average cluster size)
$1 + (10 - 1) \times 0.884$
8.9456

#### 4.4 Correlation matrix – summary of major findings

Given that the daily observations are nested within individuals, the researcher used the IBM SPSS v28 to perform a two-level analysis (within-person and between-person level) on the correlation between variables. Figure 4.1 illustrates the arrangement of the within-person and between-person level data. In the within-person analysis, the researcher imported the ten-day responses of each pair of couples to run the descriptive statistics and correlation matrix. In the between-person analysis, the researcher took the average of the ten-day response of each pair of the couple on each item to run the correlation matrix. Other than the potential effect of resilience on the employee interaction with the partner, the researcher followed previous family supportive supervisor behaviour research to include employee gender and age group as control variables in this study (Cheng, et al., 2021; Jin et al., 2022; Lei, 2024; Wayne et al., 2017; Wayne et al., 2020). Tables 4.4 and 4.5 present the descriptive statistics and correlation among variables at the within-person and between-person levels respectively.

<b>Participant ID</b>	<b>Day</b>	<b>IV1</b>	<b>IV2</b>	<b>IV3</b>	
1	1	XX	XX	XX	Within-person level data
1	2	XX	XX	XX	
1	3	XX	XX	XX	
1	4	XX	XX	XX	
1	5	XX	XX	XX	
1	6	XX	XX	XX	
1	7	XX	XX	XX	
1	8	XX	XX	XX	
1	9	XX	XX	XX	
1	10	XX	XX	XX	
		<b>XXX</b>	<b>XXX</b>	<b>XXX</b>	<b>Between-person level data</b>

XX: The daily response of the respondent on each day

XXX: The average of the 10-day response of the respondent

Figure 4.1 Visualisation of within-person and between-person level data

Table 4.4 Descriptive statistics and correlations (within-person level)

Variable	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9
1. Gender	-	-	-								
2. Age	-	-	-.037	-							
3. Employee resilience	3.333	.865	.058*	.272**	-						
4. Daily family supportive supervisor behaviour	3.022	1.049	-.011	-.027	-.007	-					
5. Daily employee work-family balance satisfaction at work	3.009	1.177	-.001	-.027	-.012	.783**	-				
6. Daily employee workload pressure	2.948	1.217	.013	.060*	-.012	-.204**	-.214**	-			
7. Daily employee perception of manager behavioural integrity	3.082	1.172	.017	-.005	-.020	.220**	.238**	-.229**	-		
8. Daily employee social emotions to partners at home	2.996	1.045	-.036	-.035	-.026	.793**	.788**	-.219**	.243**	-	
9. Daily partner relationship satisfaction at home	3.007	1.189	-.025	-.009	-.009	.736**	.730**	-.238**	.274**	.824**	-
10. Daily partner affective well-being at home	3.028	1.107	-.036	-.023	-.017	.603**	.618**	-.162**	.183**	.726**	.599**

Note. *N*=1330 at the within-person level. Gender: Male = 0, Female = 1. Age was re-coded based on the responses from the respondent: 25-34 = 0, 35-44 = 1.

The researcher collected the responses of employee at home and found no difference with the responses reported by the partner.

Abbreviation. *M*, Mean. *SD*, standard deviation

\**p* < .05. \*\**p* < .01. \*\*\**p* < .001 (two-tailed)

Table 4.5 Descriptive statistics and correlations (between-person level)

Variable	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9
1. Gender	-	-	-								
2. Age	-	-	-.037	-							
3. Employee resilience	3.333	.868	.058	.272**	-						
4. Daily family supportive supervisor behaviour	3.023	.284	-.039	-.099	-.025	-					
5. Daily employee work-family balance satisfaction at work	3.009	.341	-.004	-.093	-.043	.727**	-				
6. Daily employee workload pressure	2.949	.414	.037	.178*	.035	-.285**	-.378**	-			
7. Daily employee perception of manager behavioural integrity	3.082	.360	.056	-.017	-.066	.176*	.180*	-.179*	-		
8. Daily employee social emotions to partners at home	2.997	.273	-.109	-.121	-.077	.739**	.713**	-.314**	.153	-	
9. Daily partner relationship satisfaction at home	3.007	.355	-.084	-.030	-.030	.701**	.618**	-.375**	.216*	.800**	-
10. Daily partner affective well-being at home	3.029	.343	-.118	-.074	-.055	.539**	.620**	-.271**	.130	.708**	.548**

Note. *N*=133 at the between-person level. Gender: Men = 0, Women = 1. Age was re-coded based on the responses from the respondent: 25-34 = 0, 35-44 = 1. The researcher collected the responses of employee at home and found no difference with the responses reported by the partner. Abbreviation. *M*, Mean. *SD*, standard deviation. \**p* < .05. \*\**p* < .01. \*\*\**p* < .001 (two-tailed)

The first observation in the correlation matrix was the high correlation between daily family supportive supervisor behaviour and daily employee work-family balance satisfaction at work ( $r = .783, p < .01$ ). This result indicated that the daily family supportive behaviour demonstrated by a manager helps his/her subordinates to accumulate personal resources, which is work-family balance satisfaction. The W-HR model suggests that the support provided in one domain is instrumental to help an individual to accumulate personal resources that can be transferred and improve the performance in another domain (Ten Brummelhuis & Bakker, 2012). More specifically, the support available at work (e.g., support from colleagues, supervisors, or the organisation) becomes a vital source for employees to accumulate and transfer the personal resources to the family domain. For instance, when a manager demonstrates family supportive behaviour in the interaction with his/her subordinates, the subordinates believe they can freely access the resources available at work, such as emotional support (communication with the manager), instrumental support (e.g., permitting employees to leave early to take care family matters), role modelling behaviour from the manager (e.g., demonstrating imitable examples of managing work and family demands in front of the subordinate), and creative work-family management (e.g., identify training programme that equip employees with the capacity to juggle between work and family domains effectively) (Heras et al., 2021). Since work-family balance satisfaction refers to the cognitive judgement and affective reaction of the employee on his/her capability to manage work and family responsibilities, an employee receives family-supportive behaviour from the manager believe that he/she is efficacious in delivering superior performance in work and family domains (Choi et al., 2018; Valcour, 2007). With the support from the manager, an employee can develop strategies to handle work and family responsibilities (i.e., the cognitive component of work-family balance satisfaction) and thus, leading the employee to satisfy with his/her capability to

manage these demands effectively (i.e., the affective component of work-family balance satisfaction).

The second observation from the correlation matrix was the strong correlation between the daily family supportive behaviour of the manager and the daily employee social emotion to partner at home ( $r = .793, p < .01$ ). This result suggested the family-supportive behaviour of the manager has a cross-domain effect of the emotion interaction between employee and his/her partner at home. Mathieu et al. (2019) indicated that the different aspects of family support behaviour demonstrated by a manager shape the emotions of employees and affect their emotional expression in different contexts. Specifically, emotional support from a manager involves listening to the work concerns of his/her employees, allowing his/her employees to express their emotions, and providing words to encourage his/her subordinates during difficult times (Deelstra et al., 2003). It has been found that this emotional supportive behaviour provides socioemotional resources to employees, such as affection, esteem, and optimism, that influence the employee's daily emotional interaction with his/her partners at home (Thoits, 1982; Valcour, 2007). For example, an employee who experiences emotional support from his/her manager can express his/her work concerns and seek understanding from the manager in balancing work and family demands, thus preventing the employee to become emotionally exhausted when interacting with his/her partner.

The instrumental support from a family-supportive manager, such as the provision of informal job arrangements, task assistance, and improving flexibility in employee's work schedules, can have potential influences on the emotional interaction between the employee and his/her partner (Deelstra et al., 2003; Hammer et al., 2009). These supportive behaviours help an employee to feel less frustrated at work and lead him/her to be positive in the emotional interaction with his/her partner. For example, a manager allowing an employee to leave earlier than usual could prevent him/her from worrying about negotiating with his/her wife/husband

on who to pick up the kids at school, which this negotiation could possibly lead to arguments between them.

In addition, both role modelling behaviour and creative work-family management refer to the contextual behaviours demonstrated by the manager, which aim at creating a favourable social context in the organisation that makes employees feel positive in work-family management, thus motivating them to demonstrate an optimistic attitude in the emotional interaction with their partner (Hammer et al., 2007; Kwan et al., 2010). An example of role modelling behaviour in family supportive supervisor behaviour is the demonstration of the manager being successful in a career without compromising demands from work or family domains. With this successful example shown at work, an employee will have a reference to look for and believe he/she can imitate the path of his/her manager in the future. This mindset turns the employee to become optimistic about his/her future in the organisation and leads him/her to have a better emotional interaction with his/her partners. Also, creative work-family management in the workplace refers to the strategic effort to enhance employees' capacity to handle work and family responsibilities effectively (Hammer et al., 2009). An employee who works in this environment can receive abundant training and education from the organisation on how to balance work and family demands. In general, an employee who receives supervisory family support can prevent himself/herself from being emotionally exhausted when interacting with his/her partners through the direct support from the manager and the family-friendly atmosphere created by him/her.

The third noteworthy observation in the correlation matrix was the high correlation between daily employee work-family balance satisfaction at work and his/her daily social emotion to partner at home ( $r = .788, p < .01$ ). In line with the W-HR model, an employee possesses sufficient personal resources enable him/her to transform these resources into a specific pattern of interactions or behaviours that are beneficial to the functioning of another



domain (Ten Brummelhuis & Bakker, 2012). Since work-family balance satisfaction refers to the cognitive judgement and affective reaction of an employee on the effectiveness in allocating resources to undertake work and family responsibilities, an employee with a high level of work-family balance satisfaction means that he/she believes he/she has the capacity to cope with both demands effectively (Aw et al., 2020; Valcour, 2007). This enables the employee to transform this sense of satisfaction into a pattern of emotional interaction with his/her partner at home. With this high level of work-family balance satisfaction, the employee would feel energetic and optimistic in attaining both responsibilities and thus, investing his/her emotional energy to facilitate a positive interaction with his/her partners (Joireman et al., 2006; Marks & MacDermid, 1996).

It is observed that the correlation between daily employee social emotion to partner and daily partner relationship satisfaction at home was high at both within- ( $r = .824, p < .01$ ) and between-person level ( $r = .800, p < .01$ ). This finding suggested that the emotional interaction between an employee and his/her partner affects the partner's daily relationship satisfaction at home. The romantic relationship between two individuals is the result of a short-term process of emotional interaction and it is highly sensitive to the emotion expressed by an individual in the relationship (Brannan & Shaver, 1995); when an employee has a big argument with his/her partner after work on one day, his/her partner becomes dissatisfied on the romantic relationship with the employee. Similarly, the sweet moments that happen between the employee and his/her partner in the interaction after work make the partner happier and more satisfied in the romantic relationship. This justifies the strong correlation between employee social emotion to partner and partner relationship satisfaction at the within-person level.

Furthermore, Hendrick (1988) argued that the frequent flow of positive and negative experiences in emotional interaction affects how an individual appraises the relationship. One of the criteria that an individual use to judge his/her satisfaction with the relationship is the

pattern of emotional experience he/she has with his/her romantic partner (Fletcher et al., 2015; Hendrick et al., 1998); the more frequent positive emotion an individual receives from her partner, the more positive her assessment on their romantic relationship, and vice versa. In the work-family context, the partner feels satisfied in the relationship when the employee attempts to take care of her emotional needs by frequently demonstrating positive social emotions (e.g., enthusiasm, joy, and love) at home. Similarly, the partner would have a low level of relationship satisfaction when her emotional needs are not met as the result of the frequent negative social emotion (e.g., hate, impatient, and anger) demonstrated by the employee.

#### **4.5 Multilevel confirmatory factor analysis (MCFA)**

Multilevel Confirmatory Factor Analysis (MCFA) extends the power of Confirmatory Factor Analysis to accommodate the estimation of complex survey data which several levels of analysis are assumed (Wu et al., 2017). The MCFA provides comprehensive fit statistics that support the analysis of the data. In this study, the researcher conducted the MCFA for seven scenarios to confirm the hypothesised model fit well with the data. For example, the researcher combined the variables under the daily employee social emotion to partner and daily partner relationship satisfaction into one variable to conduct the MCFA (as a six factor model) and compare the fit statistics against the hypothesised seven-factor model. The procedure continued until all variables were combined as a single-factor model. Table 4.6 summarises the fit statistics of the MCFA of the seven scenarios.

Table 4.6 Result of multilevel confirmatory factor analysis

Model	$\chi^2$	df	CFI	TLI	RMSEA	SRMR <sub>within</sub>	SRMR <sub>between</sub>
Hypothesized seven-factor model	3773.630	3378	.990	.989	.009	.035	.508
<u>Six-factor model</u>	4774.630	3390	.964	.962	.018	.039	.533
Daily employee social emotion to partner at home and daily partner relationship satisfaction at home as a factor							
<u>Five-factor model</u>	5043.550	3400	.957	.955	.019	.040	.589
Daily employee social emotion to partner at home, daily partner relationship satisfaction at home, and daily partner affective well-being at home as a factor							
<u>Four-factor model</u>	5264.471	3408	.952	.950	.020	.040	.565
Daily employee work-family balance satisfaction at work, daily employee social emotion to partner at home, daily partner relationship satisfaction at home, and daily partner affective well-being at home as a factor							

<u>Three-factor model</u>	6886.478	3414	.910	.906	.028	.051	.605
Daily employee workload pressure, daily employee work-family balance satisfaction at work, daily employee social emotion to partner at home, daily partner relationship satisfaction at home, and daily partner affective well-being at home as a factor							
<u>Two-factor model</u>	11426.66	3418	.791	.798	.042	.078	.544
Daily employee perception of manager behaviour integrity, daily employee workload pressure, employee work-family balance satisfaction at work, daily employee social emotion to partner at home, daily partner relationship satisfaction at home, and daily partner affective wellbeing at home as a factor							
<u>Single-factor model</u>	12624.456	3420	.760	.754	.045	.081	.599
All variables as a factor							

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Four indicators in the MCFA were used to assess the model fit, including the Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), and Standardizes Root Mean Square Residual (SRMR) Index. Cangur and Ercan (2015) summarise the cut-off point for considering whether the model has a good fit or not; the CLI and TLI greater than 0.97 and RMSEA and SRMR values smaller than 0.05. According to Table 4.6, the result showed that the fit of the hypothesised seven-factor model (CFI = .990, TLI = .989, RMSEA = .009, SRMR<sub>within</sub> = .035, SRMR<sub>between</sub> = .508) is statistically better than the comparative models as the results of CFI and TLI continue to decrease, whereas the RMSEA, SRMR<sub>within</sub>, and SRMR<sub>between</sub> continue to increase (i.e., six-factor model: CFI = .964, TLI = .962, RMSEA = .018, SRMR<sub>within</sub> = .039, SRMR<sub>between</sub> = .533; five-factor model: CFI = .957, TLI = .955, RMSEA = .019, SRMR<sub>within</sub> = .040, SRMR<sub>between</sub> = .589; four-factor model: CFI = .952, TLI = .950, RMSEA = .020, SRMR<sub>within</sub> = .040, SRMR<sub>between</sub> = .565; three-factor model: CFI = .910, TLI = .906, RMSEA = .028, SRMR<sub>within</sub> = .051, SRMR<sub>between</sub> = .605; two-factor model: CFI = .791, TLI = .798, RMSEA = .042, SRMR<sub>within</sub> = .078, SRMR<sub>between</sub> = .544; single-factor model: CFI = .760, TLI = .754, RMSEA = .045, SRMR<sub>within</sub> = .081, SRMR<sub>between</sub> = .599). The result showed that the hypothesised seven-factor model had the best fit with the given data and thus, the researcher should proceed with the hypothesis testing of this model.

## 4.6 Hypothesis testing

The researcher adopted the multilevel modelling technique to test the hypotheses. The following sections include the results of the analyses on the direct effect of the variables, the mediation effect of daily employee work-family balance satisfaction at work and daily

employee social emotion to partner at home, and the moderation effect of daily employee perception of manager behavioural integrity and daily employee workload pressure.

#### 4.6.1 Results of direct effect

The researcher followed the recommendations of Preacher et al. (2010) and Preacher et al. (2011), the independent variable (i.e., family supportive supervisor behaviour) was mean centred before performing multilevel modelling analysis. Table 4.7 presents the result of the testing of the direct effect between the variables.

Table 4.7 Multilevel modelling result of within-individual models

Variables	Baseline model		WFBS		SEP		PRS		PAWB	
	<i>Estimate</i>	<i>SE</i>	<i>Estimate</i>	<i>SE</i>	<i>Estimate</i>	<i>SE</i>	<i>Estimate</i>	<i>SE</i>	<i>Estimate</i>	<i>SE</i>
Employee gender	-.003	.062	.019	.042	-.022	.035	-.021	.034	-.026	.036
Partner gender	-.002	.058	.020	.040	-.024	.036	-.020	.036	-.028	.034
Age	-.042	.048	-.007	.033	-.013	.026	-.008	.025	-.012	.026
Resilience	-.008	.037	-.009	.024	-.017	.021	-.015	.021	-.016	.022
FSSB			<b>.944***</b>	.034	<b>.950***</b>	.032	<b>.952***</b>	.032	<b>.949***</b>	.032
WFBS					<b>.936***</b>	.031	<b>.939***</b>	.030	<b>.918***</b>	.030
SEP							<b>1.000***</b>	.034	<b>.774***</b>	.038
AIC	77,784.10		76,526.30		131,705.00		160,185.90		173,721.70	
BIC	78,080.00		76,827.50		132,213.90		160,809.00		174,391.60	

Note.  $N = 1330$  at the within-person level;  $N=133$  at the between-person level. Employee gender: Male = 0, Female = 1. Partner gender: Male = 0, Female = 1. Age was re-coded based on the responses from the respondent: 25-34 = 0, 35-44 = 1. Abbreviation: Abbreviation: FSSB = Daily family supportive supervisor behaviour; WFBS = Daily employee work-family balance satisfaction at work; SEP = Daily employee social emotion to partner at home; PRS = Daily partner relationship satisfaction at home; PAWB = Daily partner affective well-being at home. AIC = Akaike information criterion. BIC = Bayesian information criterion. Abbreviations in the first row represent the dependent variables of each model.

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$  (two-tailed).

The researcher first established a baseline model by incorporating the control variables into the analysis only. As presented in Table 4.7, the results show no significant relationship between the control variables and the dependent variables in this study. Specifically, it is reported that there is no significant relationship between the gender of the employee (and the partner) and the dependent variables, the age of the employee and the dependent variables, and resilience and the dependent variables, respectively.

The first hypothesis in this study predicted the positive relationship between daily family supportive supervisor behaviour and daily employee work-family balance satisfaction at work. The results in Table 4.7 show a significant positive relationship between family supportive supervisor behaviour and employee work-family balance satisfaction at work ( $\hat{\gamma} = .944, p < .001$ ) and thus, the first hypothesis was accepted.

Additional analysis was conducted to examine the direct impact of different subdimensions of FSSB on employee work-family balance satisfaction at work. The results of the analysis show a significant positive relationship between each subdimension of family-support supervisor behaviour and employee work family balance satisfaction at work. Specifically, the direct impact of role modelling behaviour ( $\hat{\gamma} = .948, p < .001$ ) and creative work-family management practice ( $\hat{\gamma} = .958, p < .001$ ) on employee work-family balance satisfaction at work are higher than emotional support ( $\hat{\gamma} = .909, p < .001$ ) and instrumental support ( $\hat{\gamma} = .908, p < .001$ ).

The second hypothesis proposed that daily employee work-family balance satisfaction at work is positively associated with their daily social emotion to partner at home. This hypothesis tested the whether the work-family spillover effect of employee occurred when supervised by a family-supportive manager. The test results of multilevel modelling presented in Table 4.7 show the significant positive relationship between daily employee work-family



balance satisfaction at work and daily employee social emotion to partner at home ( $\hat{y} = .936$ ,  $p < .001$ ). The second hypothesis was accepted.

The third hypothesis proposed that daily employee social emotion to partner at home and the daily family outcomes at home. Specifically, it hypothesised that daily employee social emotion to partner at home is positive related to daily partner relationship satisfaction (i.e., hypothesis 3a) and daily partner affective wellbeing at home (i.e., hypothesis 3b). The multilevel modelling results shown in Table 4.7 confirm the significant positive relationship between daily employee social emotion to partner at home and daily partner relationship satisfaction ( $\hat{y} = 1.000$ ,  $p < .001$ ) and daily partner affective well-being at home ( $\hat{y} = .774$ ,  $p < .001$ ). It is reported that the third hypothesis was accepted.

#### 4.6.2 Results of indirect effect

There were two mediators in this study, namely daily employee work-family balance satisfaction at work and daily employee social emotion to partner at home. These two mediators formulated the two hypotheses that tested their mediation effect in the research model.

Table 4.8 Mediation analysis

Variables	SEP		PRS		PAWB	
	<i>Estimate</i>	<i>SE</i>	<i>Estimate</i>	<i>SE</i>	<i>Estimate</i>	<i>SE</i>
Indirect effects						
Total effect	.889***	.034				
Mediation effect of WFBS	<b>.834***</b>	.113				
Total effect			.905***	.036	.650***	.035
Mediation effect of SEP			<b>.326**</b>	.120	<b>.316**</b>	.112

Abbreviation: WFBS = Daily employee work-family balance satisfaction at work; SEP = Daily employee social emotion to partner at home; PRS = Daily partner relationship satisfaction at home; PAWB = Daily partner affective well-being at home.

Abbreviations in the first row represent the dependent variables of each model.

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$  (two-tailed).

Hypothesis 4 indicated the mediating effect of daily employee work-family balance satisfaction at work between daily family supportive supervisor behaviour and daily employee social emotion to partner at home. The testing on the mediation effect aimed at examining whether employee work-family balance satisfaction at work operated as a personal resource that could transfer to foster healthy emotional interaction with the partner at home. The results shown in Table 4.8 indicate that daily employee work-family balance satisfaction at work mediated the relationship between daily family supportive supervisor behaviour and daily employee social emotion to partner at home ( $\hat{\gamma} = .835, p < .001$ ). Therefore, hypothesis 4 was accepted.

Hypothesis 5 stated the mediation effect of daily employee social emotion to partner at home. The fifth hypothesis in this study stated that daily employee social emotion to partner at home mediates the relationship between daily employee work-family balance satisfaction at work and daily partner relationship satisfaction at home (i.e., hypothesis 5a), and daily employee work-family balance satisfaction at work and daily partner affective well-being at home (i.e., hypothesis 5b), respectively. The results presented in Table 4.8 confirm the mediation effect of employee social emotion to partner at home in these two models (model 6:  $\hat{\gamma} = .326, p < .01$ ; model 7:  $\hat{\gamma} = .316, p < .01$ ). These results indicated that hypothesis 5 was accepted.

The researcher identified the serial mediation in the research model and conducted a serial mediation analysis by including both mediators (daily employee work-family balance satisfaction at work and daily employee social emotion to partner at home) in the research model. In the process of conducting serial mediation analysis, the researcher separated the research model into two by specifying each of the dependent variables in it. For instance, the researcher performed a serial mediation analysis in which daily partner relationship satisfaction and daily affective wellbeing at home were positioned as the dependent variables, respectively.

The results presented in Table 4.9 indicate that serial mediation exists when partner relationship satisfaction at home ( $\hat{\gamma} = .802, p < .001$ ) and partner affective well-being at home ( $\hat{\gamma} = .694, p < .001$ ) were positioned as the dependent variable in the model, respectively.

Table 4.9 Serial mediation analysis

Variables	PRS		PAWB	
	<i>Estimate</i>	<i>SE</i>	<i>Estimate</i>	<i>SE</i>
Indirect effects				
Total effect	.900***	.033	.656***	.031
Mediation effect of WFBS and SEP	<b>.802***</b>	.144	<b>.694***</b>	.134

Abbreviation: WFBS = Daily employee work-family balance satisfaction at work; SEP = Daily employee social emotion to partner at home; PRS = Daily partner relationship satisfaction at home; PAWB = Daily partner affective well-being at home.

Abbreviations in the first row represent the dependent variables of each model.

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$  (two-tailed).

#### 4.6.3 Results of interaction effect

Daily employee workload pressure and daily employee perception of manager behavioural integrity were established as the moderators between family supportive supervisor behaviour and employee work-family balance satisfaction at work. Hypothesis 6 proposed that the daily employee workload pressure moderates the relationship between daily family supportive supervisor behaviour and daily employee work-family balance satisfaction at work, such that the relationship is stronger when the daily employee perception of workload pressure is high. Hypothesis 7 stated that the daily employee perception of manager behavioural integrity moderates the relationship between the daily family supportive supervisor behaviour and the daily employee work-family balance satisfaction at work, such that the relationship is stronger when the daily employee perception of manager behaviour integrity is high. The researcher ran two models to test the respective moderation effect when daily partner

relationship satisfaction at home and daily partner affective wellbeing at home were set as the dependent variable respectively.

Table 4.10 presents the results of the interaction effects of the daily employee perception of manager behavioural integrity and daily employee workload pressure with daily employee work-family balance satisfaction at home specified as the dependent variable. The result shown in Table 4.9 suggested that manager behavioural integrity ( $\hat{\gamma} = .059, p < .01$ ) and employee workload pressure ( $\hat{\gamma} = -.053, p < .05$ ) moderated the relationship between family supportive supervisor behaviour and employee work-family balance satisfaction at work. In essence, the relationship between daily family supportive supervisor behaviour and daily employee work-family balance satisfaction at work became stronger when the manager demonstrated a high level of behavioural integrity or the employee experienced a high level of workload pressure (see figures 4.2 and 4.3). Hypotheses 6 and 7 were accepted.

Table 4.10 Moderation analysis

Variables	WFBS			
	<i>Estimate</i>	<i>SE</i>	<i>Estimate</i>	<i>SE</i>
Gender	.015	.042	.020	.041
Age	-.007	.033	-.001	.032
Resilience	-.007	.024	-.010	.024
Family supportive supervisor behaviour	.928***	.034	.930***	.034
BI	.239***	.019		
WP			-.206***	.027
Family supportive supervisor behaviour × BI	<b>.059**</b>	.021		
Family supportive supervisor behaviour × WP			<b>-.053*</b>	.024

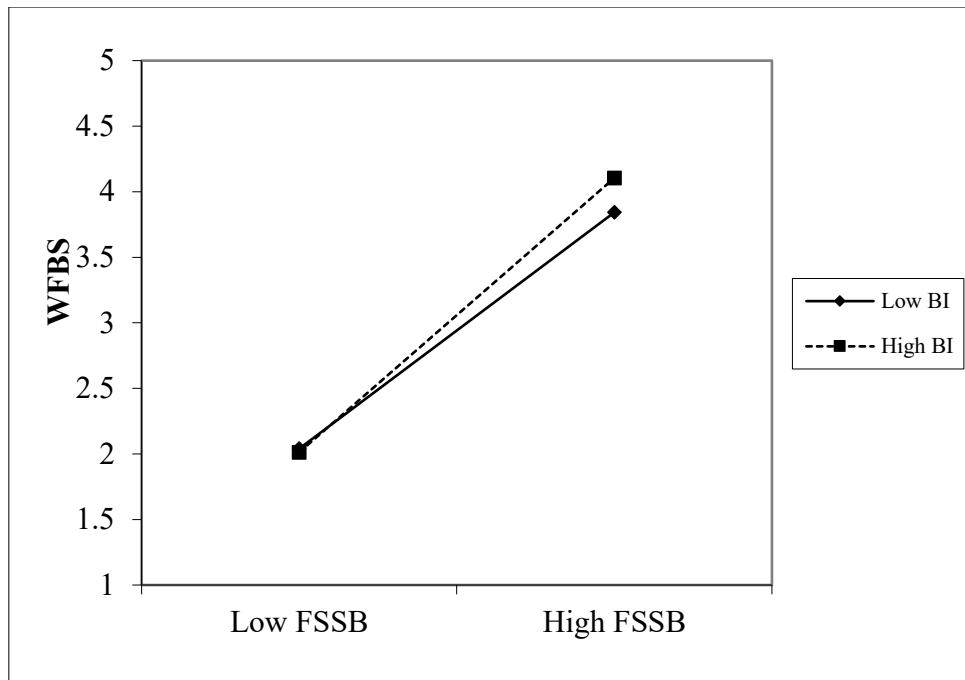
AIC	110,449.10	94,334.80
BIC	110,885.30	94,708.60

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Gender: Male = 0, Female = 1. Age was re-coded based on the responses from the respondent: 25-34 = 0, 35-44 = 1.

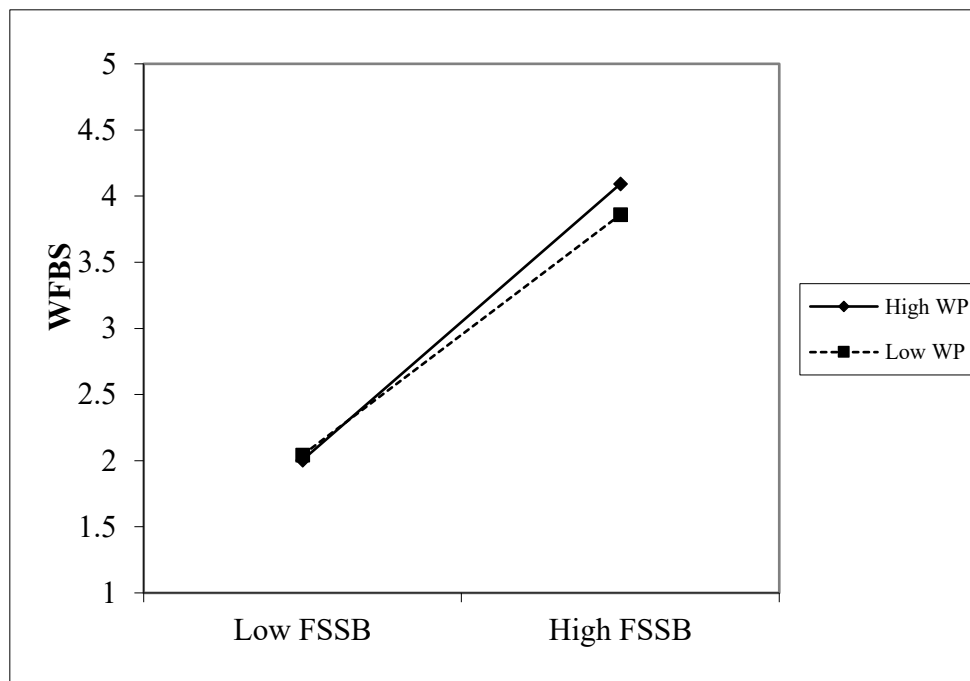
Abbreviation: WFBS = Daily employee work-family balance satisfaction at work; BI = Daily employee perception of manager behavioural integrity; WP = Daily employee workload pressure; AIC = Akaike information criterion. BIC = Bayesian information criterion.

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$  (two-tailed).



Abbreviation: WFBS = Daily employee work-family balance satisfaction at work; BI = Daily employee perception of manager behavioural integrity

Figure 4.2 Interaction plot of manager behavioural integrity



Abbreviation: WFBS = Daily employee work-family balance satisfaction at work; WP = Daily employee workload pressure

Figure 4.3 Interaction plot of employee workload pressure

#### 4.6.4 Results of (moderated) indirect effect

The researcher implemented additional analysis to compare the change of the mediating effect of daily employee work-family balance at work and daily employee social emotion to partner at home after introducing the two moderators (manager behavioural integrity and employee workload pressure) into the model. The procedures in performing the mediation and serial mediation analysis were repeated with the inclusion of the moderators. The results of these analyses are presented in the following tables.

Table 4.11 Moderated mediation analysis

Variables	Daily employee social emotion to partner at home		
	<i>Estimate</i>	<i>SE</i>	95% confidence intervals
Indirect effects			
Total effect	.809***	.014	[.782, .836]
Lower manager behavioural integrity (-1 SD)	.382***	.028	[.327, .438]
Higher manager behavioural integrity (+1 SD)	.445***	.043	[.361, .530]
Index of moderated mediation <sup>1</sup>	<b>.027***</b>	<b>.008</b>	<b>[.011, .042]</b>
Total effect	.763***	.017	[.730, .796]
Lower employee workload pressure (-1 SD)	.297	.023	[.251, .343]
Higher employee workload pressure (+1 SD)	.246	.035	[.177, .315]
Index of moderated mediation <sup>2</sup>	<b>-.021</b>	<b>.007</b>	<b>[-.035, -.007]</b>

Note: Index of moderated mediation<sup>1</sup>: the mediation effect of daily employee work-family balance satisfaction at work after being moderated by manager behavioural integrity; Index of moderated mediation<sup>2</sup>: the mediation effect of daily employee work-family balance satisfaction at work after being moderated by employee workload pressure.

\*p<.05. \*\*p<.01. \*\*\*p<.001 (two-tailed).

Table 4.11 presented the results of the mediation analysis of daily employee work-family balance satisfaction at work after being moderated by daily employee perception of manager behavioural integrity and daily employee workload pressure, respectively. Compared with Table 4.8, the result indicated that the indirect effect of daily employee work-family balance satisfaction at work remained significant when it is moderated by daily employee perception of manager behavioural integrity ( $\hat{\gamma} = .027$ ,  $p < .001$ ,  $CI = [.011, .042]$ ) and daily employee workload pressure ( $\hat{\gamma} = -.021$ ,  $p < .001$ ,  $CI = [-.035, -.007]$ ).



Table 4.12 Moderated serial mediation analysis

Variables	PRS			PAWB		
	<i>Estimate</i>	<i>SE</i>	95% confidence intervals	<i>Estimate</i>	<i>SE</i>	95% confidence intervals
Total effect	.855***	.018	[.821, .890]	.655***	.020	[.615, .695]
Lower daily employee perception of manager behavioural integrity (-1 SD)	.253***	.024	[.206, .300]	.250***	.3023	[.205, .296]
Higher daily employee perception of manager behavioural integrity (+1 SD)	.295***	.034	[.229, .362]	.291***	.033	[.227, .356]
Index of moderated mediation <sup>3</sup>	<b>.237***</b>	<b>.021</b>	<b>[.196, .278]</b>	<b>.234***</b>	<b>.020</b>	<b>[.194, .274]</b>
Total effect	.807***	.020	[.768, .846]	.612***	.021	[.790, .873]
Lower daily employee workload pressure (-1 SD)	.197***	.019	[.159, .234]	.194***	.019	[.157, .231]
Higher daily employee workload pressure (+1 SD)	.163***	.025	[.114, .212]	.161***	.025	[.112, .210]

Index of moderated mediation <sup>4</sup>	<b>.207***</b>	<b>.018</b>	<b>[.171, .243]</b>	<b>.204***</b>	<b>.018</b>	<b>[.168, .240]</b>
Total effect	.831***	.021	[.790, .873]	.634***	.023	[.589, .679]
Lower daily employee perception of manager behavioural integrity and daily employee workload pressure (-1 SD)	.246***	.023	[.200, .292]	.243***	.022	[.199, .287]
Higher daily employee perception of manager behavioural integrity and daily employee workload pressure (+1 SD)	.281***	.032	[.217, .345]	.277***	.031	[.217, .337]
Index of moderated mediation <sup>5</sup>	<b>.233***</b>	<b>.021</b>	<b>[.193, .273]</b>	<b>.230***</b>	<b>.020</b>	<b>[.191, .269]</b>
Total effect	.732***	.017	[.720, .822]	.523***	.019	[.488, .539]

Note: Index of moderated mediation<sup>3</sup>: the serial mediation effect of daily employee work-family balance satisfaction at work and daily social emotion to partner at home after being moderated by manager behavioural integrity; Index of moderated mediation<sup>4</sup>: the serial mediation effect of daily employee work-family balance satisfaction at work and daily social emotion to partner at home after being moderated by employee workload pressure; Index of moderated mediation<sup>5</sup>: the serial mediation effect of daily employee work-family balance satisfaction at work and daily social emotion to partner at home after being moderated by manager behavioural integrity and employee workload pressure.

Abbreviation: PRS = Daily partner relationship satisfaction at home; PAWB = Daily partner affective well-being at home.

\*p<.05. \*\*p<.01. \*\*\*p<.001 (two-tailed).

Table 4.12 showed the serial mediation analysis of daily employee work-family balance satisfaction at work and daily employee social emotion to partner at home after introducing the moderators into it. Similar with the aforementioned process of serial mediation analysis, the research divided the research model into two by specifying only one of the two dependent variables (daily partner relationship satisfaction and daily partner affective wellbeing at home) in it. Based on the results showed on the above table and the comparison with the serial mediation analysis in Table 4.9, it is observed that the serial mediation effect remained significant when the two moderators were introduced into the analysis. With the daily partner relationship satisfaction at home was specified as the dependent variable in the analysis, the serial mediation effect of daily employee work-family balance satisfaction at work and daily employee social emotion to partner at home remained significant when including a single moderator, daily employee perception of manager behavioural integrity ( $\hat{\gamma} = .237, p < .001, CI = [.196, .278]$ ) or daily employee workload pressure ( $\hat{\gamma} = .207, p < .001, CI = [.171, .243]$ ), or both moderators ( $\hat{\gamma} = .233, p < .001, CI = [.193, .273]$ ) into the analysis. When daily partner affective wellbeing at home was being specified as the dependent variable in the analysis, the serial mediation effect of daily employee work-family balance satisfaction at work and daily employee social emotion to partner at home remained significant when introducing a single moderator, daily employee perception of manager behavioural integrity ( $\hat{\gamma} = .234, p < .001, CI = [.194, .274]$ ) or daily employee workload pressure ( $\hat{\gamma} = .204, p < .001, CI = [.168, .240]$ ), or both moderators ( $\hat{\gamma} = .230, p < .001, CI = [.191, .269]$ ) into the analysis.

#### **4.7 Result summary of hypotheses testing**

The research model and hypotheses aimed at testing the work-home resources transition process that employee can experience under the supervision of a family-supportive leader and

thus, leading to positive family outcomes of employees. This theoretical model also tested the boundary condition of this resource transition process to find out the scenario where the impact of family supportive supervisor behaviour can be amplified.

Table 4.13 Result summary of hypothesis testing

<b>Hypotheses</b>		<b>Decision</b>
H1	The daily family supportive supervisor behaviour is positively related to the daily employee work-family balance satisfaction at work.	Supported
H2	The daily employee work-family balance satisfaction at work is positively related to the daily employee social emotion to partner at home.	Supported
H3a	The daily employee social emotion to partner at home is positively related to the daily partner relationship satisfaction at home.	Supported
H3b	The daily employee social emotion to partner at home is positively related to the daily partner affective well-being at home.	Supported
H4	The daily employee work-family balance satisfaction at work mediates the relationship between the daily family supportive supervisor behaviour and the daily employee's social emotion to partner at home.	Supported
H5a	The daily employee social emotion to partner at home mediates the relationship between the daily employee work-family balance satisfaction and the daily partner relationship satisfaction at home.	Supported
H5b	The daily employee social emotion to partner at home mediates the relationship between the daily employee work-family balance satisfaction at work and the daily partner affective well-being at home.	Supported

H6	The daily employee workload pressure moderates the relationship between the daily family supportive supervisor behaviour and the daily employee's work-family balance satisfaction at work, such that the relationship is stronger when the daily employee workload pressure is high.	Supported
H7	The daily employee perception of manager behavioural integrity moderates the relationship between the daily family supportive supervisor behaviour and the daily employee work-family balance satisfaction at work, such that relationship is stronger when the daily employee perception of manager behavioural integrity is high	Supported
H8a	The daily employee work-family balance satisfaction at work mediates the relationship between the daily family supportive supervisor behaviour and the daily employee's social emotion to partner at home, but this is weakened when the daily employee perception of manager behavioural integrity is low.	Supported
H8b	The daily employee work-family balance satisfaction at work mediates the relationship between the daily family supportive supervisor behaviour and the daily employee's social emotion to partner at home, but this is weakened when the daily employee workload pressure is low.	Supported
H9a	There is a serial mediation effect of daily employee work-family balance satisfaction at work and daily employee social emotion to partner at home between the daily family-supportive supervisor behaviour and the daily partner relationship satisfaction at home, but	Supported

	this is weakened when the daily employee perception of manager behavioural integrity is low	
H9b	There is a serial mediation effect of daily employee work-family balance satisfaction at work and daily employee social emotion to partner at home between the daily family-supportive supervisor behaviour and the daily partner relationship satisfaction at home, but this is weakened when the daily employee workload pressure is low.	Supported
H10a	There is a serial mediation effect of daily employee work-family balance satisfaction at work and daily employee social emotion to partner at home between the daily family-supportive supervisor behaviour and the daily partner affective wellbeing at home, but this is weakened when the daily employee perception of manager behavioural integrity is low.	Supported
H10b	There is a serial mediation effect of daily employee work-family balance satisfaction at work and daily employee social emotion to partner at home between the daily family-supportive supervisor behaviour and the daily partner affective wellbeing at home, but this is weakened when the daily employee workload pressure is low.	Supported

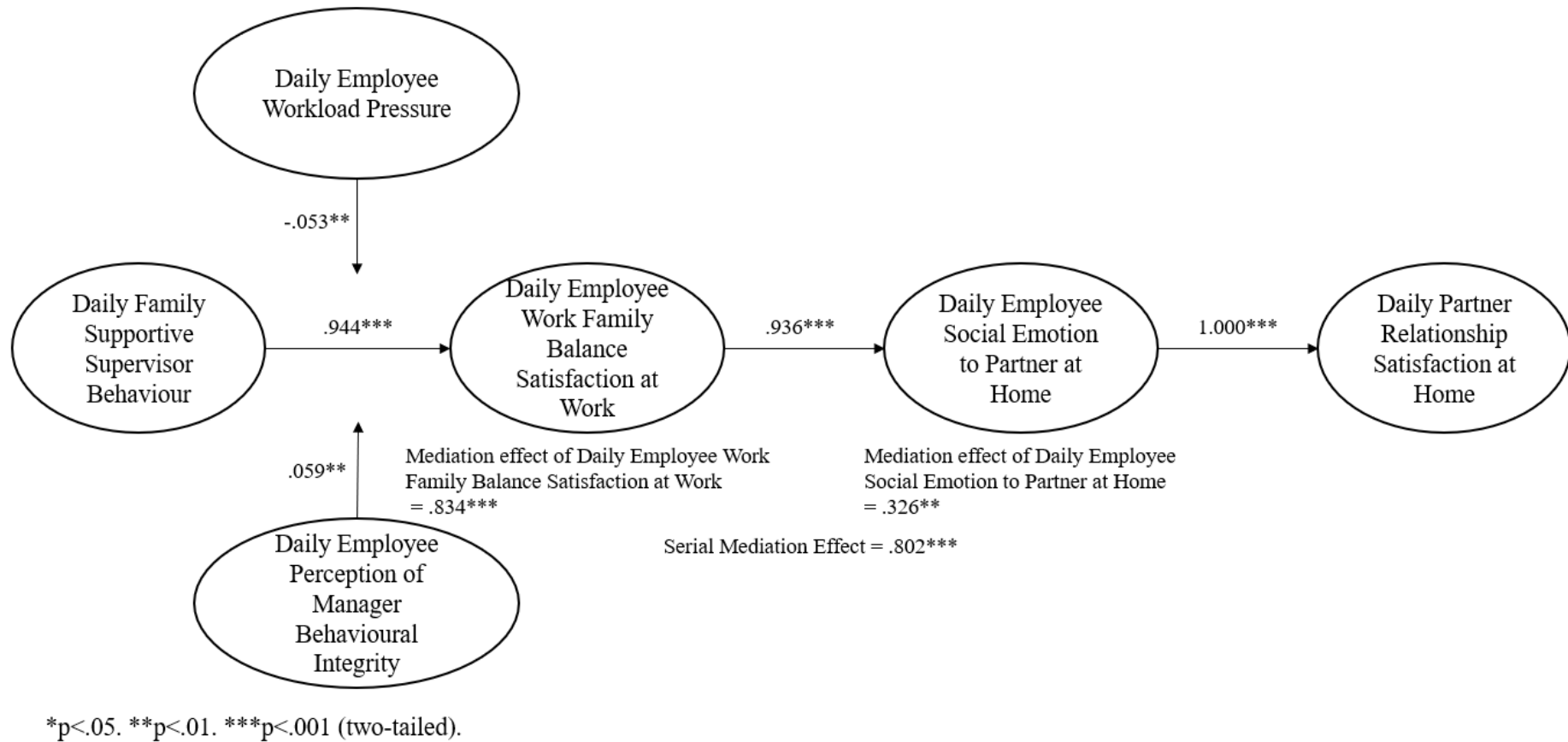
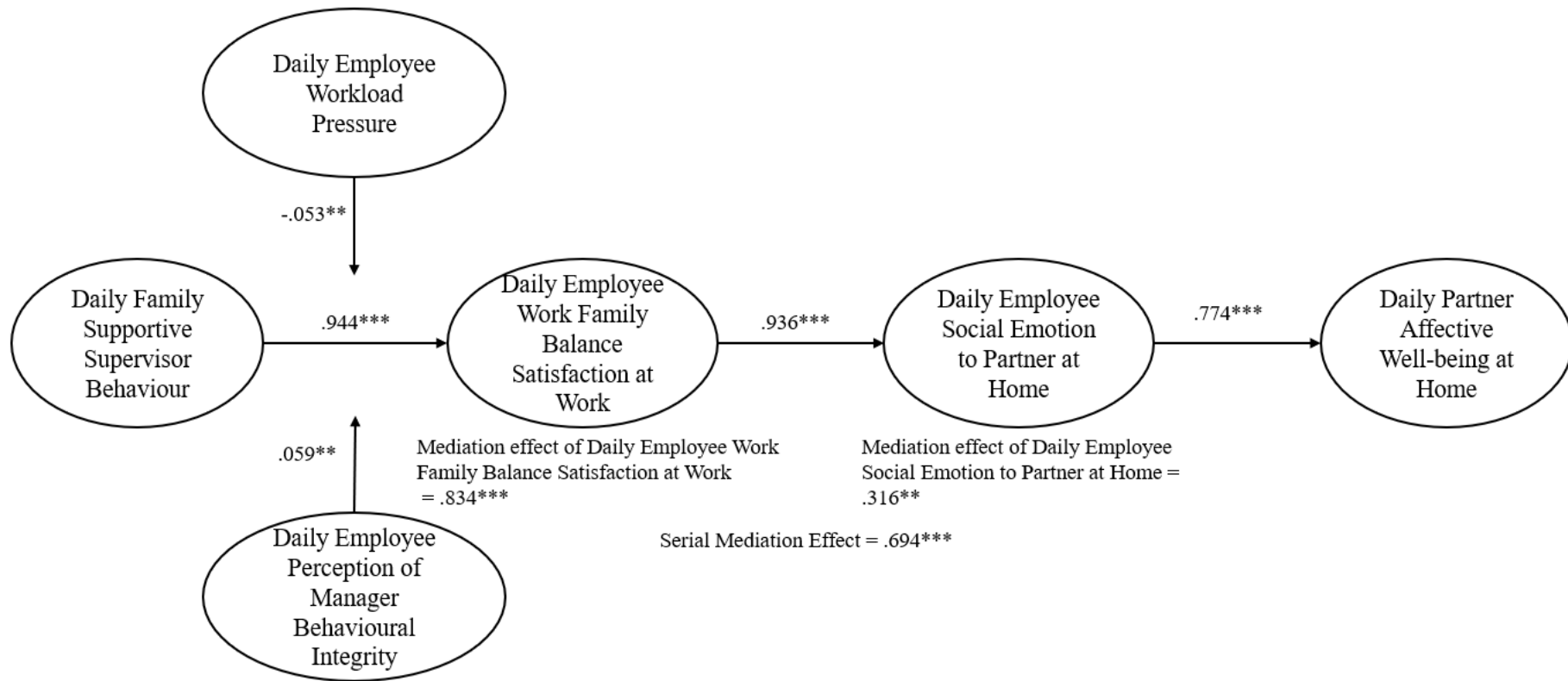


Figure 4.4 Path model result (daily partner relationship satisfaction at home as the dependent variable)



\*p<.05. \*\*p<.01. \*\*\*p<.001 (two-tailed).

Figure 4.5 Path model result (daily partner affective well-being at home as the dependent variable)



## 4.8 Chapter summary

This chapter outlines the process of the analysis and reports the analysis result. The aims of this chapter are to test the theoretical model developed in this study based on the data collected and summarise the major findings in it.

In this chapter, the researcher first reported the response rate and demographic profile of the respondents. Using IBM SPSS v28 and R software, the researcher proceeded step-by-step to perform the data analyses. Specifically, this study began with the preliminary analyses of the dataset, including the reliability analysis of the measurement scale adopted in this study, the calculation of intraclass correlation coefficient and design effect, and the descriptive statistics (i.e., calculation of mean and standard deviation) and correlation matrix. Given that the multilevel modelling technique was applied to the analysis, the researcher had to perform the MCFA to assess the model fit first. After completing the preliminary analyses and the MCFA, the researcher then delved into the main analysis, which was hypothesis testing. In the main analysis, multilevel modelling was used to test the direct and indirect effects of the variables concerned in the model and suggested the result of the hypothesis testing. To increase the effectiveness of presenting the result, detailed figures and tables were provided to conclude the findings in the analysis.

## CHAPTER 5 : DISCUSSION

### 5.1 Introduction

The aims of this study are to enhance the understanding of the influence of family supportive supervisor behaviour on the family domain through the theoretical lens of the W-HR model, and to examine the boundary conditions that determine the effectiveness of such leadership behaviour. This study developed ten hypotheses on the relationship between family supportive supervisor behaviour, employee work-family balance satisfaction, employee social emotion towards their partner, partner relationship satisfaction, and partner affective well-being. The theoretical model also hypothesised the boundary conditions of managerial behavioural integrity and employee workload pressure, arguing that the relationship between family supportive supervisor behaviour and employee work-family balance satisfaction would strengthen when the level of these two moderators was high. The previous chapter presented the results of the data analysis, including the descriptive statistics and correlation matrix, the multilevel path analysis, and the mediation and moderation analysis, which provide the foundation for discussing the results in this chapter.

In this chapter, the researcher summarises the major findings from the analysis and discusses the theoretical, empirical, and practical contributions of this study. Specifically, the researcher discusses the theoretical implications of the role of family supportive supervisor behaviour as a contextual resource at work, the role of employee work-family balance satisfaction and social emotion towards partners in the work-family resource transition process, and the boundary condition of managerial behavioural integrity and employee workload pressure. The empirical evidence of this study reveals the cross-domain resources transition mechanism of employees that is initiated by the family-supportive behaviour of the manager. Then, the researcher explains the limitations of the study and recommends research directions

for scholars to investigate family supportive supervisor behaviour in the future. Last but not least, the researcher recommends a tool for senior management and business practitioners to embed the development of family supportive supervisor behaviour into strategic human resource management, such that a healthy and competent workforce can be created in the organisation to maintain competitiveness in the labour market.

## **5.2 Summary of main findings**

The empirical findings in this study state that all ten hypotheses established in the theoretical model were supported. Specifically, the empirical evidence from the data analysis revealed that: 1) daily family supportive supervisor behaviour is positively related to daily employee work-family balance satisfaction at work, 2) daily employee work-family balance satisfaction at work is positively related to daily employee social emotion to partners at home, 3) daily employee social emotion to partners at home is positively associated with a) daily partner relationship satisfaction and b) partner affective well-being at home, 4) daily employee work-family balance satisfaction at work mediates the relationship between daily family supportive supervisor behaviour and daily employee social emotion to partners at home, 5) daily employee social emotion to partners at home mediates the relationship between daily employee work-family balance satisfaction at work and a) daily partner relationship satisfaction and b) partner affective well-being at home, 6) there is a serial mediation effect of daily employee work-family balance satisfaction at work and daily employee social emotion to partners at home, 7) the relationship between daily family supportive supervisor behaviour and daily employee work-family balance satisfaction at work is moderated by a) daily employee perception of managerial behavioural integrity and b) daily employee workload pressure, and 8) the serial mediation effect of daily work-family balance satisfaction at work

and daily employee social emotion to partners at home is moderated by a) daily employee perception of managerial behavioural integrity and b) daily employee workload pressure.

## **5.3 Empirical contributions**

### **5.3.1 Family supportive supervisor behaviour and family outcomes**

The empirical evidence in the analysis suggests that family supportive supervisor behaviour guides employees to transfer personal resources from the work to the family domain. The positive relationship between family supportive supervisor behaviour and employee work-family balance satisfaction found in this study reveals that family supportive supervisor behaviour enhances an employee's capability to manage work-family responsibilities, and subsequently enables the employee to achieve positive family outcomes. As family supportive supervisor behaviour emphasises the provision of direct and indirect support from the manager at work to equip an employee with the capacity to manage work and family responsibilities, this set of behaviours is treated as a form of resource available at work for employees to build up their personal resources that can be allocated to the family domain (Chambel et al., 2022; Hammer et al., 2007). When an employee receives family support from the manager, they cognitively believe that this support enables them to cope effectively with work and family responsibilities, thus feeling satisfied with this state and becoming more capable of achieving positive outcomes at home.

This study advances research on Family Supportive Supervisor Behaviour (FSSB) by revealing its impact on employee family outcomes. The empirical results from this study indicate that FSSB has a positive influence on the relationship satisfaction and affective wellbeing of an employee's partner at home. Crain and Stevens (2018) argued that existing research has focused on examining the workplace impact of FSSB and neglected the family

outcomes this leadership style can foster. For example, numerous studies have been conducted to understand the influence of FSSB on work performance (Allen, 2001; Bagge & Li, 2014; Breugh & Frye, 2007), work attitude (Muse & Pichler, 2011; Qing & Zhou, 2017), and turnover intention (Matthew et al., 2014; Straub, 2012). Given that FSSB is directed towards the family-specific support implemented by the manager, it should have a substantial influence on the employee's family outcomes (Chaudhuri et al, 2022; Crain & Stevens, 2018; Hammer et al., 2013). For instance, the work-family management support offered by the manager specifically focuses on enhancing an employee's capacity, both emotionally and instrumentally, to cope with challenges in the work and family domains (Lee & Kim, 2022). Based on the results of this study, it suggests that FSSB, as a contextual resource at work, has a positive impact on the employee's romantic relationship with their partner and the affective well-being of their partner. This indicates that the workplace is not the only area of influence that FSSB has, but this behaviour also has the capacity to shape positive outcomes in an employee's interaction with their partner at home. It is believed that the empirical results in this study advance FSSB research by demonstrating the family outcomes it creates, which encourages future researchers to expand the frontier in studying other specific family impacts this leadership style can foster.

### 5.3.2 The boundary conditions of family supportive supervisor behaviour

The moderated mediation results in this study broaden the understanding of how an employee's perception of managerial behavioural integrity and their workload pressure determine the effectiveness of family supportive supervisor behaviour. This study hypothesised that managerial behavioural integrity is one of the boundary conditions in determining the effectiveness of family supportive supervisor behaviour; the impact of family supportive supervisor behaviour on the work-family balance satisfaction of employees becomes stronger when both the manager and the employee have a high level of behavioural integrity and

workload pressure, respectively. Simons (2002) argued that the behavioural integrity of a manager is an indicator of his/her overall credibility in the workplace. The alignment between a manager's attitude and actions in his/her daily management practice influences the employee's work-family interaction (Greenbaum et al., 2015; Hewlin et al., 2017; Jin, et al., 2022; Lee & Kim, 2022; Marchese et al., 2002; Simons, 2002). The results of this study contribute to the understanding of how an employee's perception of a manager's overall behavioural integrity in the workplace acts as a condition that influences the effectiveness of the manager's family-supportive behaviour. Unlike the study conducted by Paustian-Underdahl and Halbesleben (2014), which focused on manager behavioural integrity in the work-family context, this study posited manager behavioural integrity as an employee's perception of the manager's overall integrity in the workplace. That is, the credibility of a manager in enacting different organisational policies would affect his/her credibility in work-family conversations with employees, thus influencing the effectiveness of his/her family supportive behaviour. Grounded in the social information processing theory, this study argued that an employee's perception of managerial behavioural integrity in daily management practice represents a type of social information in the workplace and the level of this integrity influences the effectiveness of family support offered by the manager. This study reports that a manager with a high level of behavioural integrity amplifies the effectiveness of his/her family support in helping employees to cope with dual responsibilities in the work-family interface. When a manager demonstrates a high level of behavioural integrity in the workplace, he/she transmits clear social information to the employees. In such cases, the employee clearly understands that the family-supportive behaviours rendered by the manager are authentic and they do not have to spend additional time and energy interpreting those behaviours. This result not only aligns with the impact of the manager's word-deed alignment on employee behaviour in the workplace (Palanski & Yammarino, 2009; Simons, 2002), but also extends the study of managerial

behavioural integrity into family-supportive supervisor behaviour research by suggesting that an employee's perception of a manager's overall behaviour in the workplace influences the effectiveness of work-family communication between them. This study suggests that it is important for managers to maintain a high level of behavioural integrity in their daily management in the organisation, rather than merely being family-supportive (Hooijberg et al., 2010). If the manager can maintain a high level of behavioural integrity in the workplace, employees do not have to guess the manager's intentions alongside their behaviour and can be confident in having the manager as a support to their work-family interaction (Huffman & Olson, 2017; Simons, 2002).

Furthermore, this study hypothesised that employee workload pressure is another boundary condition that determines the effectiveness of family supportive supervisor behaviour. The results of this study enrich our understanding of the role of employee stress at work in affecting their sensitivity to the family-supportive behaviour of the manager, and thus, impacting the effectiveness of such behaviour. As discussed earlier, existing research on workload pressure, adopting the job demands resources model, positioned this construct as a force that drains an employee's resources and prevents them from achieving positive outcomes (Goh et al., 2015; Lazarus, 1994; Rofcanin et al., 2017). However, the present research adopts a positive perspective on the role of workload pressure and argues that it is, in fact, an enabler that increases the employee's sensitivity to the family support offered by the manager. This study corroborates with the transaction model of stress from Lazarus (1994), which postulates that family supportive supervisor behaviour is a coping strategy for employees. Employees become more sensitive to the family-supportive practices of the manager to alleviate their stress at work and enhance their capability in managing responsibilities both at work and at home. The study on employee stress at work enhances our understanding of the effectiveness of family supportive supervisor behaviour by examining the employee's perception of the

workplace. This result extends the family supportive supervisor behaviour literature by embedding stress literature into the study of the importance of family supportive supervisor behaviour in the workplace. The empirical result states that being ethical is not the sole principle for a manager to become a competent family-supportive leader, but they also need to be constantly alert to the work situation of employees and provide discretionary support to them. Therefore, it is not advisable to adopt a "one size fits all" approach in offering family-related support to employees, but rather a contingency approach in responding to individual employee needs.

#### **5.4 Theoretical contributions**

The findings of this study extend the utility of the W-HR model by explaining the role of family supportive supervisor behaviour in leading to family outcomes at home, and adopt a social cognitive perspective to explain the effectiveness of family supportive supervisor behaviour. This study utilises the W-HR model to explain how family supportive supervisor behaviour enhances employee work-family balance satisfaction at work, and subsequently leads to partner relationship satisfaction and affective wellbeing at home. The W-HR model postulates that the support an employee receives at work enhances their personal resources, which can be transferred to improve the relationship quality and wellbeing in the family domain (Ten Brummelhuis & Bakker, 2012; Kolodinsky et al., 2018; Kossek, 2005). Given that previous research on family supportive supervisor behaviour, adopting the W-HR model, simply focused on the general work-family spillover of employees instead of differentiating between different types of spillover (i.e., cognitive, affective, and behavioural) that the employee experiences in a specific domain (Crain & Stevens, 2018), there is a substantial need to extend the generalisability of the model by explaining how employees receive, interpret and



react to the resources they receive from one domain and deploy them to achieve positive outcomes in another domain. The empirical result in this study reveals a serial mediation effect that begins from family-supportive supervisor behaviour and subsequently leads to relationship satisfaction and affective wellbeing of the employee's partner at home. This contributes to the utility of the W-HR model in the FSSB literature by explaining how specific outcomes at home can be achieved through the provision of family supportive supervisor behaviour. Moreover, adopting the social information processing theory to explain the moderating role of managerial behavioural integrity and Lazarus's transactional model of stress to explain the moderating role of workload pressure expands the focus of the W-HR model. Previous studies leaned towards studying how the overall organisational context determines the effectiveness of contextual resources, instead of focusing on the social cognitive interaction between managers and employees in the workplace.

#### 5.4.1 Mechanism between family supportive supervisor behaviour and employee family outcomes

The empirical results of this study elucidate the mechanism by which family supportive supervisor behaviour assists an employee in achieving positive family outcomes. As previously argued in this thesis, existing research has primarily focused on studying the direct relationship between family supportive supervisor behaviour and the overall work-family enrichment and conflict of employees. This presents a significant empirical gap in understanding the pathway navigated by family supportive supervisor behaviour in aiding employees to attain positive family outcomes (Crain & Stevens, 2018; Folkman, 1982; Gopalan et al, 2021; Halbesleben et al., 2014; Huffman et al., 2017; Peng et al., 2020; Rofcanin et al., 2017; Ten Brummelhuis & Bakker, 2012). This study hypothesised that family supportive supervisor behaviour initiates a cognitive process in an employee, which affects their resourcefulness in balancing work and family domains, leading to satisfaction. This study posited work-family balance satisfaction of

an employee as a personal resource that can be transferred from the work to the family domain. When an employee has a high level of work-family balance satisfaction at work, he/she cognitively believes that he/she can allocate resources to fulfil dual responsibilities and derive satisfaction from it. As the emotion displayed by the employee is a salient factor for a partner to evaluate their satisfaction in the romantic relationship (Brannan & Shaver, 1995; Hendrick, 1988; Hendrick et al., 1998), the employee frequently demonstrates positive emotional interaction with their partner, leading to partner relationship satisfaction and affective wellbeing at home. The serial mediation results in this study challenge the concept of identical resources transfer between work and family domains in the spillover theory (Edwards & Rothbard, 2000). That is, the attitudes, skills, and behaviours an employee experiences from the work (family) domain can be replicated to facilitate performance in the family (work) domain. Previous studies in the work-family interface adopting the spillover theory have overlooked the resources transformation process within an individual that could alter the attitudes and behaviour they exhibit when they are in a specific domain (Barnett et al., 1992; Barnett, & Hyde, 2001; Chen & Hou, 2021; Leventhal & Brooks-Gunn, 2000; Martinez-Corts, 2015; Masterson et al., 2021; Russo, 2015). These studies posited the isomorphic nature of resources between work and family domains (Bakker et al., 2009; Heller & Watson, 2005; Rapoport & Rapoport, 1965). For example, the positive attitude that an employee has towards their supervisor is assumed to be mirrored when the employee interacts with their partner (Aarntzen et al., 2019; Crain & Stevens, 2018; Edwards & Rothbard, 2000; Hobfoll, 2011; Hobfoll et al., 2018; Lambert, 1990). However, it is unrealistic to establish this presumption as an employee would transform these experiences into different attitudes and behaviour to fit with the context they live in and their relationship with others (Cho & Tay, 2016). This study suggests that the pattern of an employee's emotional interaction with their partner is the result of the employee's cognitive process, and this cognitive judgement channels their level of work-

family satisfaction to their partner's judgement on the relationship and the overall feeling of being in the romantic relationship.

#### 5.4.2 The social cognitive perspective of work-family conversation

Aside from broadening the applicability of the W-HR model in elucidating how family-supportive supervisor behaviour contributes to employee family outcomes, this study incorporates the social cognitive perspective in explaining the determinants of the effectiveness of family-supportive supervisor behaviour in the workplace. Unlike previous studies which focused on investigating the moderating role of organisational context in determining the effectiveness of managerial family-supportive behaviour (Rofcanin et al., 2017; Rofcanin et al., 2020), this study proposes a fresh perspective in studying the moderating role of employee cognition in the workplace in determining such effectiveness.

Regarding employee perception of behavioural integrity, the current study diverges from previous research that examined behavioural integrity through justice theory (Andrews et al., 2015), instead positing managerial behavioural integrity as social information that an employee would receive and interpret in the workplace. The moderation results in this research suggest that the behavioural integrity of a manager is perceived by employees as social information in the workplace. The manager's level of behavioural integrity indicates the equivocality of the social information in the workplace and influences whether an employee needs to expend additional time and energy to clarify the support offered by the manager. If a manager demonstrates a high level of behavioural integrity in the workplace, then it represents clear social information at work. Consequently, an employee does not have to expend additional effort to clarify the true intention of the family support offered by the manager and perceives themselves as capable of utilising the support to cope with work and family demands.

In terms of employee perception of workload pressure, this study deviates from previous scholars who utilised the job demand resources model to examine the detrimental

impact of workload pressure in the workplace (Bao et al., 2022; Goh et al., 2015; Liu & Cheung, 2015). Instead, it argues that workload pressure motivates employees to implement coping strategies to alleviate the pressure and fulfil dual responsibilities. When an employee experiences a high level of workload pressure, the pressure motivates them to adopt a problem-focused coping strategy through seeking family support from the manager, thereby enhancing the effectiveness of family-supportive supervisor behaviour.

Overall, the moderation and the moderated mediation results suggested that an employee's perception of a high level of managerial overall behavioural integrity and their workload pressure in the workplace enhance the manager's family support effectiveness, thus leading to the employee's likelihood of achieving better family outcomes (i.e., partner relationship satisfaction and affective wellbeing at home) than those who do not. These results establish a new angle for future scholars to utilise the W-HR model in explaining the factors in determining the effectiveness of work-family conversations between managers and employees.

## **5.5 Limitation and future research directions**

As with every study, the present study is not without limitations. Although this research has responded to the call of previous studies in filling up the research gap in the work-family and leadership literature, it is believed that certain aspects of this thesis offer opportunities for future researchers to continuously investigate the role of family supportive supervisor behaviour in shaping the work-family experience of employees.

According to the correlation matrix at the within-person level, the correlations between 1) daily family supportive supervisor behaviour and daily employee social emotions to partner at home, 2) daily employee work-family balance satisfaction at work and daily employee social emotion to partner at home, and 3) daily employee social emotion to partner at home and daily

partner relationship satisfaction at home are above .780. This suggest that there is a potential of multicollinearity in it.

Secondly, the data was collected from a multinational corporation in Hong Kong, primarily involved in customer relationship management on behalf of major multinational corporations worldwide. Given the specific nature of this organisation's business and the industry in which it operates, its working arrangements are unique compared to other organisations in Hong Kong (Chow et al., 2015). The sample collected for this study raises questions about generalisability, and it is uncertain whether this work-family resources transition process, initiated by family-supportive supervisor behaviour, occurs in other business sectors. For instance, employees in the manufacturing sector typically have more regular and stable working hours, which may shape their expectations of family support offered by managers differently compared to employees in the customer service sector. Additionally, the cultural context of different countries can influence employees' perceptions of the effectiveness of the family support provided by managers, thereby affecting family outcomes (Frye & Breugh, 2004; Fung et al., 2021; Griggs et al., 2013) . For example, employees from high power distance societies often avoid frequent or open communication with managers regarding work-family struggles to seek family support (Eisenberger et al., 2002; Eldor et al., 2020). Consequently, managers may find it challenging to provide effective and accurate family support tailored to each employee's work-family situation, leading to perceptions of them as ineffective in providing family support. To better understand how employees from diverse contexts perceive family-supportive supervisor behaviours and their impact on family outcomes, it is recommended that future research include samples from various industries and countries to replicate this research model.

Additionally, the current research posits that employee work-family balance satisfaction is the personal resource that bridges the experience between work and family

domains. Heras et al. (2021) argued that employee work-family balance satisfaction is a combination of cognitive and affective resources; an employee's feelings and reactions are closely connected with their judgement on whether they are capable of managing work-family responsibilities effectively. However, an employee's personal resources are not limited to cognitive and affective dimensions, but also include the skills he/she can acquire as a result of the support available in one domain (Matias et al., 2017; Ten Brummelhuis & Bakker, 2012; Ten Brummelhuis et al., 2014). This study focuses solely on how family-supportive supervisor behaviour helps employees accumulate their cognitive and affective resources. Future research should examine the specific skills that employees can acquire by receiving support from a family-supportive leader, and how these can be transferred to improve performance in the family domain.

Lastly, the current research pioneers the study of how family-supportive supervisor behaviour leads to family outcomes. However, it still lacks a comprehensive understanding of the family impact of family-supportive supervisor behaviour, as this study narrows its focus to the romantic relationship of the employee-partner dyad at home. It is recommended that future scholars should broaden the understanding of this model by incorporating other family-related outcome variables, such as family functioning, family satisfaction, and family thriving.

## **5.6 Practical contributions**

The empirical evidence in this study provides a useful reference for senior management in Hong Kong to reconsider their approach to assisting employees in managing their daily work-family responsibilities and ultimately achieving work-family enrichment. As organisations in Hong Kong heavily rely on the use of family-friendly policies as the primary approach to supporting employees' family lives, they overlook the crucial role of the manager

as the gatekeeper for accessing these policies and the direct influence of a manager's behaviour on employee perception of organisational support in coping with work and family responsibilities (Murphy et al., 2021).

Furthermore, the results on the boundary conditions of the manager's behavioural integrity and employee workload pressure indicate the underlying principles that a family-supportive manager should consider when supporting his/her subordinates' family lives. For instance, a manager who demonstrates a high level of behavioural integrity is critical, as this behaviour affects employees' perceptions of whether the leader is genuinely family-supportive (Simons, 2002). The empirical finding on the boundary condition of employee workload pressure suggests that the manager needs to adopt a contingency approach in providing support to employees. For example, it is crucial to continuously evaluate employees' workload and provide discretionary support. When an employee experiences a high level of workload pressure in the workplace, they become more sensitive to the family support offered by the manager. In such cases, the manager should increase the extent of family support they offer to the employee.

Overall, the findings of this study prompt senior management of the studied organisation to recognise the importance of integrating family-supportive supervisor behaviours as essential elements in managing human resources strategically. This research highlights significant implications for strategic human resource management and talent management within the organisation. It underscores the foundational principles necessary to become an effective family-supportive manager in the workplace. This study shows that the daily family-supportive behaviour demonstrated by the manager is perceived by employees as vital in building up their resourcefulness in coping with work and family demands simultaneously. Hence, this enables employees to be involved in to a positive emotional interaction with their partner and shape a more satisfied romantic relationship between them.

### 5.6.1 Family supportive supervisor behaviour, strategic human resource management, and organisation competitiveness

This thesis emphasises the importance of family-supportive supervisor behaviour in helping employees achieve positive outcomes in the family domain. The empirical results suggest that family-supportive supervisor behaviour serves as a crucial starting point to help employees foster positive interactions with their partners at home. Based on the literature review and the empirical findings in this research, it is suggested that the development of family-supportive supervisor behaviour competencies is vital to creating a healthy and competent workforce and contributing to the organisation's operational and financial performance (Crain & Stevens, 2018; Fung et al., 2021; Greenhaus et al., 2012; Hammer et al., 2009). To maximise the impact of family-supportive supervisor behaviours on the organisation performance, senior management and HR practitioners in this organisation should develop a system to incorporate the development of family-supportive competencies into their strategic human resource management agenda through establishing clear HR strategies and policies. Martin-Alcazar et al. (2005) argued that an effective system of strategic human resource management includes the comprehensive development of HR strategies and policies to benefit the implementation of the organisation's strategy and its competitiveness in society. This thesis recommends that senior management and HR practitioners take a series of actions to develop family-supportive competencies across the workforce, contributing to the organisation's performance and its competitiveness in the labour market.

The empirical results in this study suggest that family-supportive supervisor behaviour is crucial in shaping positive work-family interactions for employees. If the workforce is capable of effectively managing work and family demands, it becomes competent in the labour market, as employees would not be severely disrupted by family responsibilities at work and can focus on work performance. To encourage organisations to commit to the development of



a competent workforce, this thesis recommends that senior management embed the development of family-supportive supervisor behaviour into the strategic human resource management system, thereby enhancing the competitiveness of the workforce in the labour market. An effective strategic human resource management system not only supports the organisation's strategy but also impacts the organisational culture (Shafer et al., 2001; Zhang et al., 2012), improves branding in the labour market (Lepak & Snell, 1999), and enhances the performance and satisfaction of the employees (Wright et al., 2001). It is believed that organisations that develop their employees and managers with family-supportive supervisor behaviour competencies prevent the workforce from struggling between work and family demands. Consequently, they become capable of delivering superior work performance and contributing to the organisation's competitiveness.

The development of family-supportive supervisor behaviour competencies should be considered as the overall direction in formulating HR strategy and policies within an organisation. By embedding family-supportive supervisor behaviour competencies as a set of desirable HR behaviours in the workplace, it guides senior management and HR in planning initiatives to shape a competitive workforce to support the implementation of the organisation's strategy (Jyoti & Rani, 2017). Senior management are encouraged to first examine their organisation's strategy, then adopt the four dimensions of family-supportive supervisor behaviours identified in this thesis—namely, emotional support, instrumental support, role modelling behaviour, and creative work-family management into developing the HR strategy. By establishing a comprehensive list of key expected behaviours based on these dimensions, the organisation can cultivate a workforce equipped with the competencies necessary to navigate work-family challenges and enhance the organisation's competitive position in the market.

When committing to the development of family-supportive supervisor behaviour competencies in HR strategy and practice, there are two points that senior management and HR practitioners should bear in mind. Firstly, the development of such competencies should not be limited to the formal leaders in the organisation but should extend to informal leaders as well. As work arrangements become more flexible in organisations in Hong Kong, and employees no longer solely follow the chain of command (Kossek et al., 2011), there is an increasing trend of ordinary employees shouldering management responsibilities in specialised projects or work teams. For instance, there may be occasions when an employee is required to take charge of a task force to complete designated tasks assigned by the organisation for a period of time. During this period, the employee may need to make necessary arrangements to support team members in coping with family matters (Goh et al., 2015; Gopalan; 2021). For instance, this organisation comprises numerous teams dedicated to managing customer relationships for various multinational corporations. Managers often designate non-managerial employees to serve as team leaders, thereby guiding their colleagues. In such roles, team members may perceive these leaders as de facto managers and expect them to provide support in balancing work and family demands. Consequently, it is imperative to equip all employees, not just managers, with competencies in family-supportive supervisory behaviours. This ensures that every member of the organisation comprehends the work-family challenges faced by their colleagues and can offer appropriate support when assuming managerial responsibilities.

Also, the emphasis on family-supportive supervisor behaviour dimensions should be contingent on the organisation's situation (Ganster et al., 2001). It is advised that senior management and HR practitioners in organisations should examine the strengths and weaknesses of the workforce before designing HR policies to develop family-supportive supervisor behaviour competencies. For example, if they find the workforce is lacking in providing emotional support, senior management and HR should offer training programmes

and workshops to managers and employees on this aspect. Overall, this proactive approach allows the organisation to devote resources to workforce development more efficiently.

### 5.6.2 Talent acquisition

To actualise the development of family-supportive supervisor behaviour competencies as part of the organisation's HR strategies, it is crucial to develop talent acquisition practices that attract individuals capable of developing these competencies within the workforce. Given that the empirical results indicate the role of family-supportive supervisor behaviour in helping employees manage work and family demands effectively and in shaping a positive atmosphere in employee-partner interactions, a workforce possessing these competencies allows for a strong capability to balance work and family domains, thereby improving the organisation's financial performance.

Talent acquisition should be considered a practice to realise the objectives of strategic human resource management (Martin-Alcazar et al., 2005). Talent acquisition is a critical step in achieving the HR objectives established in strategic human resources management, as it brings external candidates from the labour market into the organisation, potentially shaping the profile of the workforce (Wassell & Bouchard, 2022).

Senior management and HR practitioners should consider the approach and criteria for acquiring talents with the potential to demonstrate family-supportive behaviour to others in different work contexts, such as managing a department or a team. As Hong Kong is experiencing a brain drain in the labour market, organisations in Hong Kong are competing for high-quality talent to maintain competitiveness in the business environment (Chui et al., 2023).

Combined with the understanding of the increasing emphasis employees place on achieving work-family enrichment, the value of family-supportive supervisor behaviour to the development of the workforce, and the focus on developing family-supportive supervisor behaviour competencies for the entire workforce, it is advised that managers and HR consider

the potential for family-supportive supervisor behaviour as a criterion in recruiting for different levels of positions within organisations. For instance, HR may assess a candidate's potential to provide emotional and instrumental support by inviting them to share previous experiences in coaching or offering support to colleagues and subordinates during the interview process. To determine if the candidate has the potential to practice role modelling behaviour in managing employees' work-family struggles, HR may develop a situational judgment test that includes hypothetical scenarios requiring the candidate to demonstrate behaviours that influence and shape employees' actions. To evaluate the candidate's capability to develop creative work-family management practices, HR could present a work-family conflict scenario and ask the candidate to devise a solution. These approaches are believed to enable the organisation to accurately determine whether the candidate exhibits family-supportive potential in the workplace, thereby facilitating the selection of the most suitable candidate.

### 5.6.3 Talent development – leadership development scorecard

Senior management and HR in Hong Kong should establish talent development practices to develop a workforce with family-supportive supervisor behaviour competencies, following the completion of the talent acquisition procedure. It is recommended that managers and HR examine the current level of competencies of the workforce against the four dimensions of family-supportive supervisor behaviour. This will enable them to understand the strengths and weaknesses of the workforce and plan training and development interventions accordingly (Andoh et al., 2022; Hammer et al., 2009, Kossek et al., 2011).

In this thesis, a leadership development scorecard has been developed to assist senior management and HR practitioners in systematically identifying the development needs of managers and employees in terms of family-supportive supervisor behaviour competencies (see Appendix N). The scorecard contains four different dimensions of family-supportive

behaviour for the assessor to rate, and the score in each section provides a recommendation to senior management and the HR department regarding leadership development.

Figure 5.1 illustrates how organisations in Hong Kong should use the scorecard to conduct the leadership development assessment. When using this leadership development scorecard, the organisation should identify the assessor responsible for evaluating the developmental needs of the candidate. If the organisation wishes to identify the developmental needs of a department manager, both senior management and subordinates should complete this scorecard. Conversely, if an employee is being assessed for development needs, the department manager and the employee's co-workers should complete the scorecard. This approach provides comprehensive feedback to the HR department, helping them understand the strengths and weaknesses of the manager in demonstrating family-supportive behaviour and identify the necessary development programmes.

Once the assessor is identified and the form is completed, the HR department should use the results to discuss with senior management the areas in which the candidate should be developed and offer suitable workshops or development programmes.

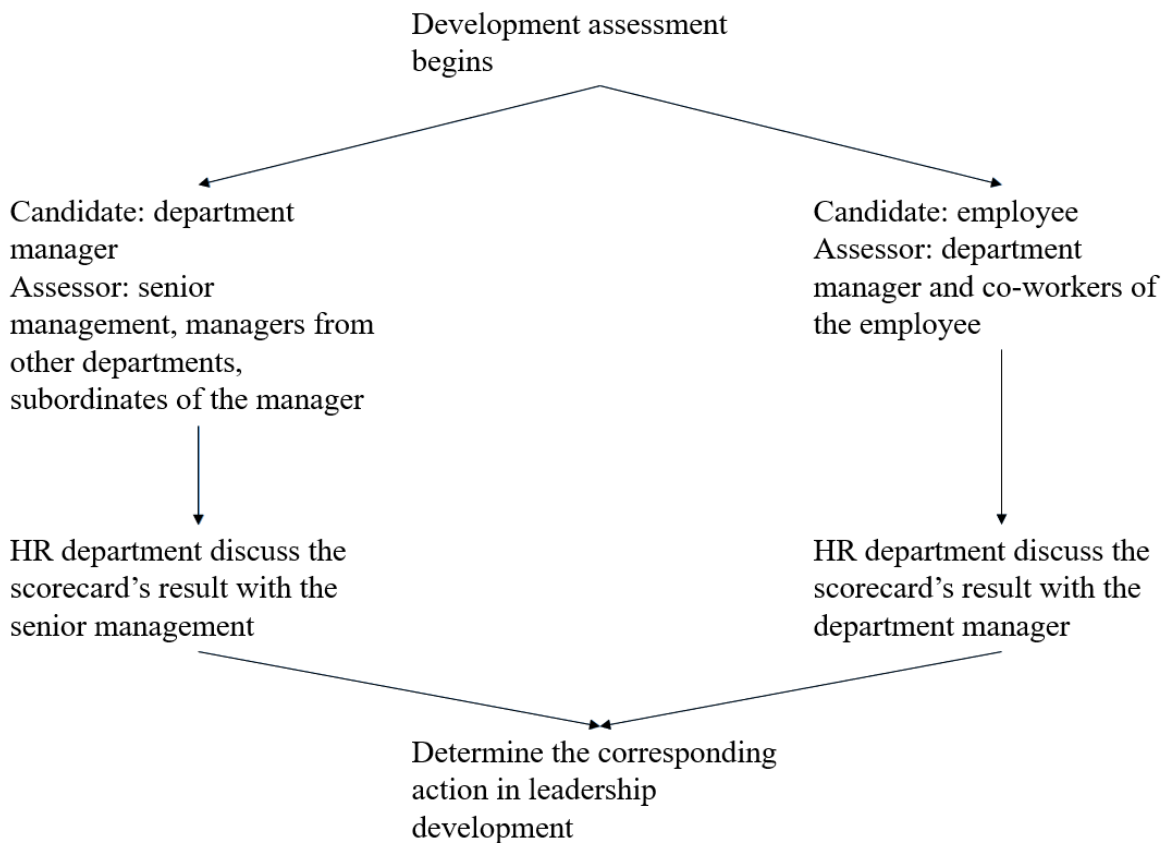


Figure 5.1 Leadership development assessment flowchart

Once the area of development is identified, the HR department should plan and implement relevant training and development programmes for the candidate. For instance, if it is discovered that managers and employees are weak in providing emotional support, HR should consider organising a workshop on contemporary workplace values. In this workshop, HR could instil the value of becoming family-supportive to the development of the workforce and the performance of the organisation, thereby encouraging them to communicate and show empathy to others in managing work and family responsibilities (Crain & Stevens, 2018; Kossek et al., 2011; Yu et al., 2022).

If it is observed that a manager or employee is lacking in providing instrumental support or in developing creative work arrangements to shape the workplace to be family-supportive, HR may provide skills training, such as problem-solving and negotiation skills. Training in problem-solving skills equips employees with the ability to view the challenge of balancing

productivity needs with the needs of employees to fulfil family demands from different perspectives. Meanwhile, training in negotiation skills enables employees to discuss work arrangements with others to formulate appropriate family support-related practices (Susanto et al., 2022).

It is believed that training in these skills enhances the capability of the workforce to take a holistic approach in viewing work-family challenges and to develop effective practices to support each other in work-family management.

#### 5.6.4 Principles to become an effective family-supportive leader

It is argued that merely acquiring family-supportive supervisor behaviour competencies is not sufficient to become a family-supportive leader within an organisation. Based on the empirical findings of this study, it is believed that a manager's behavioural integrity and their sensitivity to employee workload pressure are critical to becoming an effective leader (Simons, 2002).

The empirical findings of this study suggest that a manager's overall behavioural integrity determines the effectiveness of the family support they offer to their subordinates. An employee will consider the behavioural integrity of the manager in the overall management of the workplace when deciding whether to utilise the family support offered by the manager. The level of a manager's behavioural integrity implies their consistency in the support provided to subordinates (Engelbrecht et al., 2017). As a family-supportive manager is required to communicate and offer support to employees regularly, the overall behavioural integrity of the leader affects subordinates' judgement of the leader's intentions in every action they take. For instance, a manager with a high level of behavioural integrity is consistent between their intentions and behaviours (Tomlinson & Carnes, 2015). When such a manager makes discretionary job arrangements to allow an employee to leave early to attend to family matters, the subordinate can be confident that the leader is genuinely family-supportive and that their

early departure will not negatively impact the leader's perception of them, nor their appraisal ratings and career progression (Erickson et al., 2010). Conversely, a subordinate may feel hesitant to accept family support from a manager with a low level of behavioural integrity, leading to increased pressure on the subordinate in managing work-family responsibilities. Therefore, it is suggested that managers should pay attention to their overall behavioural integrity in the workplace when providing family support to employees. They should not merely focus on behaving with integrity in work-family conversations with employees, but also maintain behavioural integrity in other aspects of management within the organisation.

In addition to behavioural integrity, managers should not overlook the impact of workload pressure on employees' work-family management (Ratnawat & Jha, 2014). This empirical study reveals that an employee's level of workload pressure strengthens the relationship between family-supportive supervisor behaviour and employee satisfaction with work-family balance. When an employee is under significant workload pressure, they become more sensitive to the family support offered by their manager. This result suggests that managers should regularly assess the workload of their employees, in addition to focusing on their family-supportive behaviour and their level of behavioural integrity. When an employee is experiencing a high level of workload pressure, the manager should exercise discretion and provide additional family support to alleviate their subordinate's workload pressure, enabling them to allocate resources to meet family demands (Fancourt et al., 2015). In general, a manager's ability to adjust the support they provide to an employee based on the workload pressure the employee is experiencing can enhance the impact of family-supportive supervisor behaviour on employee satisfaction with work-family balance.

#### 5.6.5 Leader-follower daily interaction

The focus on daily resource transitions in this study also highlights the role of family-supportive leaders in assisting employees with their daily balancing act between work and



family domains (Inceoglu et al., 2018; Martin et al., 2016; Martin-Alcazar, 2005; Van Rossem, 2019). This research indicates that family-supportive supervisor behaviour is crucial to the daily quality of relationships between employees and their partners. Therefore, managers should consistently monitor fluctuations in employees' management of work and family responsibilities and provide support correspondingly (Biswas & Suar, 2016; Masterson et al., 2021). Managers are encouraged to maintain regular communication with their subordinates to identify additional support that can help employees lead enriched lives. For instance, they should publicly encourage employees to voice their struggles in balancing work and family demands and provide the necessary support. Additionally, they may organise regular meetings with subordinates to discuss how the potential changes in work arrangements may affect their capability to balance work and family demands, allowing managers to tailor their support to individual employees and thereby enabling them to overcome unique challenges in their family lives.

## **5.7 Chapter summary**

The primary objectives of this study were to investigate the cross-domain effect of family-supportive supervisor behaviour on employee work-family experiences and to predict the family outcomes that such behaviour can generate. In addition to these primary aims, this study also sought to expand our understanding of employee work-family interactions in three specific ways. This study assesses: (1) the role of employee satisfaction with work-family balance and emotional interaction with their partner as the linchpin in the work-family resource transition process, (2) the interactive effect of a manager's behavioural integrity, and (3) the impact of employee workload pressure on the relationship between family-supportive supervisor behaviour and employee satisfaction with work-family balance.

This chapter discusses the results of hypothesis testing in relation to the theoretical model and the study's findings. The purpose of this discussion is to address the research objectives established in this study. The first research objective was 'To identify how family-supportive supervisor behaviour helps employees achieve daily positive family outcomes.' This thesis proposed and tested the direct relationship between daily family-supportive supervisor behaviour and daily employee satisfaction with work-family balance at work, the daily employee social emotion to partner at home, and daily partner relationship satisfaction and affective well-being at home. The results suggest a direct effect among these variables, thereby addressing the objective.

The second research objective was 'Through the theoretical lens of the W-HR model, to extend understanding of family-supportive supervisor behaviour as a resource that helps employees achieve daily positive family outcomes.' This study positioned daily employee satisfaction with work-family balance at work and their daily social emotion to partner at home as mediators in the theoretical model. This explains how family-supportive supervisor behaviour helps employees achieve and experience daily positive family outcomes. The behaviour facilitates employees in accumulating sufficient personal resources that can be transferred to improve their performance in the family domain. The study's results show that daily employee satisfaction with work-family balance at work and their daily social emotion towards their partner at home act as the linking pins that bridge the work and family domains together.

This chapter also attempts to address the third research objective, 'To examine managerial behavioural integrity and employee workload pressure as boundary conditions that moderate the positive relationship between family supportive supervisor behaviour and an employee's daily work-family balance satisfaction.' This research proposed and tested the moderating effect of employee perception of managerial behavioural integrity and their

workload pressure on the relationship between family supportive supervisor behaviour and employee workload pressure. The empirical findings indicate that a manager's behavioural integrity and the workload pressure experienced by an employee influence the effectiveness of family-supportive supervisor behaviour in the workplace.

By combining the empirical results with the business landscape in Hong Kong, this thesis provides various practical recommendations to senior management and HR practitioners for developing family-supportive leaders in the workplace. This aligns with the final research objective of this thesis, 'To provide practical recommendations to assist senior management in developing family-supportive leaders in Hong Kong.'

## CHAPTER 6 : CONCLUSION

The purposes of this thesis are to extend the understanding of the cross-domain mechanism and impact of family supportive supervisor behaviour, as well as the boundary conditions that determine the effectiveness of this leadership behaviour. Through the empirical investigation of a multinational corporation in Hong Kong, this thesis addresses the longstanding research gap in family supportive supervisor behaviour, advances the theory in the work-family resource transition process, and provides practical insights for senior management on strategic human resource management within the organisation.

The empirical results in this thesis highlight two significant contributions to the FSSB literature. Firstly, this research contributes to the FSSB literature by identifying family supportive supervisor behaviour as a management behaviour in helping employees achieve positive family outcomes. The empirical findings reveal that family supportive supervisor behaviour acts as a crucial resource at work, supporting the development of employee capability in managing work and family responsibilities. Secondly, this study indicates that the effectiveness of family supportive supervisor behaviour is contingent upon the employee perception of manager behavioural integrity and their own stress level. It is suggested that a high level of manager behavioural integrity enhances the benefits of family supportive supervisor behaviour on the work-family balance satisfaction of employees. Similarly, the impact of family supportive supervisor behaviour on employee work-family balance satisfaction is amplified when employees experience a high level of workload pressure, as they are eager to request support from the manager to cope with the demands in the work and family domains.

In addition to the empirical contribution, this thesis has made two significant theoretical contributions. Firstly, the empirical results of this study elucidate the process of Family

Supportive Supervisor Behaviour in aiding employees to shape positive family outcomes. Through the lens of the Work-Home Resources model (Ten Brummelhuis & Bakker, 2012), this study reveals that family-supportive supervisor behaviour serves as a contextual resource that assists an employee in deciding how they can allocate their personal resources to achieve positive family outcomes. Secondly, this study adopts the social cognitive process to understand how employee perceptions of manager behavioural integrity and their workload pressure influence the effectiveness of family supportive supervisor behaviour in the workplace. The results reveal that manager behavioural integrity demonstrates the equivocality of social information at work, which affects how an employee perceives and judges the authenticity of the manager's family support. When an employee experiences a high level of workload pressure, they become more sensitive to the family support of the manager than an employee who does not experience a high level of workload pressure.

The empirical evidence in this study presents practical implications for senior management and HR practitioners in Hong Kong, particularly in the area of strategic human resource management. Framed under the concept of strategic human resource management and the empirical results of this study, the researcher recommends that senior management consider the development of family-supportive leaders as a strategy to maintain the organisation's competitiveness in the labour market. By transforming the concept of family supportive supervisor behaviour in this study into a set of leadership competencies, it creates an overarching direction for the entire organisation to nurture current and future leaders in the workplace. Furthermore, the researcher recommends the implementation of talent acquisition practices and the development of a leadership scorecard for HR practitioners and senior management in Hong Kong to build this set of leadership competencies in the workplace. Lastly, this study advises senior management and HR practitioners in Hong Kong on the areas

that a manager should be aware of when practising family supportive behaviour in the workplace.

Family supportive supervisor behaviour is crucial for maintaining the competitiveness of the workforce and the organisation in the labour market. Although numerous studies have justified the beneficial impact of family supportive supervisor behaviour in enhancing employee work performance (Allen, 2001; Bagge & Li, 2014; Breugh & Frye, 2007; Hill et al., 2016; Rofcanin et al., 2017), workforce stability (Ode-Dusseau et al, 2012; Thompson et al., 2004), and employer branding in the labour market (Bal & Dorenbosch, 2015, Wayne & Casper, 2012, 2016), there is a lack of study on the specific family impact this leadership behaviour can create. Responding to the call of previous researchers, this thesis takes a significant step forward by examining the family impact of family supportive supervisor behaviour, investigating the underlying process it initiates, the boundary conditions that determine its effectiveness, and shedding light on the practical implications for senior management and HR practitioners. It is believed that this thesis opens a new frontier for academia in the study of family supportive supervisor behaviour and work-family interface, and fosters changes to human resource management in Hong Kong, both tactically and strategically.

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## APPENDICES

### Appendix A: Previous studies on the antecedents of family supportive supervisor behaviour

Antecedents of		Citation	Study design	Sample
Family-related benefits	Family-supportive benefits (e.g., child and elderly care support)	Matthews et al. (2014)	Longitudinal	Employee only; various occupations
	Flexible work arrangement	Allen (2001)	Cross-sectional	Employee only; various occupations
Family-supportive organisational culture	Family-supportive organisational perceptions (FSOPs)	Mills et al. (2014)	Cross-sectional	Employee only; various occupations
	Family-friendly organisational culture	Las Heras et al. (2015)	Cross-sectional	employee dyads; various occupations
Leader's behaviours	Supervisor workaholism	Pan (2018)	Cross-sectional	employee dyads; hospitality industry
	Sleep leadership	Sianoja et al. (2020)	Cross-sectional	employee dyads; military
	Transformational and transactional leadership	Kailasapathy and Jayakody (2018)	Cross-sectional	Manager only; various occupations
	Leader-member exchange	Morganson et al. (2017)	Cross-sectional	Employee only; information technology
Demographic characteristics	Employee gender	Huffman and Olson (2017)	Cross-sectional	Employee only; military
	Supervisor-employee gender similarity	Basuil, Manegold, and Casper (2016); Foley et al. (2006)	Cross-sectional	Employee only; various occupations
	Supervisor-employee racial similarity	Foley et al. (2006)	Cross-sectional	Employee only; various occupations
	Supervisor-employee parental status similarity	Basuil et al. (2016)	Cross-sectional	Employee only; various occupations

## Appendix B: Previous studies on the outcomes of family supportive supervisor behaviour

Outcomes of		Citation	Study design	Sample	
Work-family outcomes	Work-family conflicts	Beham, Drobnič, & Präg (2014)	Cross-sectional	Employee only; service sector	
		Behson (2005)	Cross-sectional	Employee only; government data	
		Breaugh & Frye (2007)	Cross-sectional	Employee only; various occupations	
		Breaugh & Frye (2008)	Cross-sectional	Employee-partner dyads; various occupations	
		Frye & Breaugh (2004)	Cross-sectional	Employee-partner dyads; various occupations	
		Hammer et al. (2009)	Cross-sectional	Employee only; grocery store employee	
		Hammer et al. (2013)	Cross-sectional	Employee only; grocery store employee and information technology employee	
		Yu, Pichler, Russo, & Hammer (2022)	Cross-sectional	Employee only; various occupations	
	Work-family enrichment	Chambel et al. (2022)	Cross-sectional	Employee only; banking sector	
		Hammer et al. (2009)	Cross-sectional	Employee only; grocery store employee	
		Hammer et al. (2013)	Cross-sectional	Employee only; grocery store employee and information technology employee	
		Straub et al. (2019)	Cross-sectional	Employee only; information technology sector	
	Work outcomes	Job attitude (i.e., job satisfaction, job commitment, and turnover intention)	Allen (2001)	Cross-sectional	Employee only; various occupations
			Bagge & Li (2014)	Cross-sectional	Employee only; education sector
Behson (2005)			Cross-sectional	Employee only; government data	
Bosch et al. (2018)			Cross-sectional	Employee only; various occupations	

		Breaugh & Frye (2007)	Cross-sectional	Employee only; various occupations
		Frye & Breaugh (2004)	Cross-sectional	Employee-partner dyads; various occupations
		Hammer et al. (2009)	Cross-sectional	Employee only; grocery store employee
		Hammer et al. (2013)	Cross-sectional	Employee only; grocery store employee and information technology employee
		Hill et al. (2016)	Longitudinal	Employee only; education sector
		Hwang & Ramados (2017)	Cross-sectional	Employee only; government data
		Muse & Pichler (2011)	Cross-sectional	Employee only; manufacture sector
		Pan (2018)	Cross-sectional	Supervisor-employee dyads; hospitality industry
		Thomas & Ganster (1995)	Cross-sectional	Employee only; healthcare sector
		Thompson et al. (2004)	Longitudinal	Employee only; various occupations
		Thompson & Prottas (2006)	Cross-sectional	Employee only; government data
	Job behaviour (i.e., work performance and counterproductive work behaviour)	Aryee et al, (2013)	Cross-sectional	Supervisor-employee dyads; various occupations
		Choi et al. (2018)	Cross-sectional	Supervisor-employee dyads; various occupations
		Mills et al. (2014)	Cross-sectional	Employee only; various occupations
		Muse & Pichler (2011)	Cross-sectional	Employee only; manufacture sector
		Odle-Dusseau, Britt, & Greene-Shortridge (2012)	Longitudinal	Employee only; healthcare sector
		Rofcanin et al. (2017)	Cross-sectional	Supervisor-employee dyads; finance sector
		Thomas & Ganster (1995)	Cross-sectional	Employee only; healthcare sector
	Job state (i.e., work engagement)	Koch & Binnewies (2015)	Cross-sectional	Supervisor-employee dyads; various occupations

		Matthews et al. (2014)	Cross-sectional	Employee only; various occupations
		Qing & Zhou (2017)	Longitudinal	Employee only; various occupations
		Straub et al. (2019)	Cross-sectional	Employee only; information technology sector
Family outcomes		Saleem et al. (2023)	Longitudinal	Employee only; service sector
		Thompson & Prottas (2006)	Cross-sectional	Employee only; government data
		Yucel & Minnotte (2017)	Cross-sectional	Employee only; government data



## Appendix C: Summary of hypotheses

<b>Hypotheses</b>	
H1	The daily family supportive supervisor behaviour is positively related to the daily employee work-family balance satisfaction at work.
H2	The daily employee work-family balance satisfaction at work is positively related to the daily employee social emotion to partner at home.
H3a	The daily employee social emotion to partner at home is positively related to the daily partner relationship satisfaction at home.
H3b	The daily employee social emotion to partner at home is positively related to the daily partner affective well-being at home.
H4	The daily employee work-family balance satisfaction at work mediates the relationship between the daily family supportive supervisor behaviour and the daily employee's social emotion to partner at home.
H5a	The daily employee social emotion to partner at home mediates the relationship between the daily employee work-family balance satisfaction and the daily partner relationship satisfaction at home.
H5b	The daily employee social emotion to partner at home mediates the relationship between the daily employee work-family balance satisfaction at work and the daily partner affective well-being at home.
H6	The daily employee workload pressure moderates the relationship between the daily family supportive supervisor behaviour and the daily employee's work-family balance satisfaction at work, such that the relationship is stronger when the daily employee workload pressure is high.

H7	The daily employee perception of manager behavioural integrity moderates the relationship between the daily family supportive supervisor behaviour and the daily employee work-family balance satisfaction at work, such that relationship is stronger when the daily employee perception of manager behavioural integrity is high
H8a	The daily employee work-family balance satisfaction at work mediates the relationship between the daily family supportive supervisor behaviour and the daily employee's social emotion to partner at home, but this is weakened when the daily employee perception of manager behavioural integrity is low.
H8b	The daily employee work-family balance satisfaction at work mediates the relationship between the daily family supportive supervisor behaviour and the daily employee's social emotion to partner at home, but this is weakened when the daily employee workload pressure is low.
H9a	There is a serial mediation effect of daily employee work-family balance satisfaction at work and daily employee social emotion to partner at home between the daily family-supportive supervisor behaviour and the daily partner relationship satisfaction at home, but this is weakened when the daily employee perception of manager behavioural integrity is low
H9b	There is a serial mediation effect of daily employee work-family balance satisfaction at work and daily employee social emotion to partner at home between the daily family-supportive supervisor behaviour and the daily partner relationship satisfaction at home, but this is weakened when the daily employee workload pressure is low.
H10a	There is a serial mediation effect of daily employee work-family balance satisfaction at work and daily employee social emotion to partner at home between the daily family-supportive supervisor behaviour and the daily partner affective wellbeing at

	home, but this is weakened when the daily employee perception of manager behavioural integrity is low.
H10b	There is a serial mediation effect of daily employee work-family balance satisfaction at work and daily employee social emotion to partner at home between the daily family-supportive supervisor behaviour and the daily partner affective wellbeing at home, but this is weakened when the daily employee workload pressure is low.

## Appendix D: Research ethics application

Section 1 - Project details	
Project title:	The Role of Family supportive supervisor behaviour in Enriching Employee's Work-Family Experience in Hong Kong
SREC number (Office use only):	
Section 2 - Applicant details	
Name of researcher (applicant):	Fung Louis Ka Hei
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Section 3a – For Students only	
Student ID Number:	[redacted]
Course:	Doctor of Business Administration
Module name and Number:	
Supervisor / Module Leader name(s):	Dr. Kanimozhi Narayanan, Dr. Jonathan Crawshaw
Section 3b – For Supervisors only	
Please agree with the following statements by placing an X in the appropriate boxes (if completing electronically, double click on the box and select 'checked').	
The student has read the Research Ethics guidelines and the University's Research Governance document	<input checked="" type="checkbox"/>
The topic merits further research	<input checked="" type="checkbox"/>
The student has the skills to carry out the research	<input checked="" type="checkbox"/>
The participant information sheet or leaflet is appropriate	<input checked="" type="checkbox"/>
The procedures for recruitment and obtaining informed consent are appropriate	<input checked="" type="checkbox"/>
Comments from Supervisor:	
<p>Louis has successfully completed his training in research methods at Aston and has always shown a thorough understanding of literature. I am, therefore, confident that he has the necessary skills to carry out the research in an ethically appropriate manner. He fully understands the importance of ethics which we have discussed during different supervisory meetings. The research offers a niche area for future academic and practitioner research as the focus is on the spill-over effect of work into family life. The supervisory team has no concerns and fully endorses this project – Dr Kanimozhi Narayanan and Dr Jonathan Crawshaw.</p>	

#### Section 4 - Summary of research (no more than 300 words)

The primary purpose of this research is to understand the role of family supportive supervisor behaviour in helping employees to achieve an enriched work-family life in Hong Kong. To achieve this, I will assess whether family supportive supervisor behaviour helps to create a high level of work-family balance satisfaction among employees, facilitating more positive emotional interaction, relationship satisfaction, and affective well-being at home. I have adopted the work-home resources model as the theoretical framework for this study and plan to test nine hypotheses.

I plan to conduct a 10-day quantitative diary study for this research. I will recruit the sample from a multinational corporation that has a regional operating base in Hong Kong. This research aims to collect responses from 250 to 300 participants (125 to 150 pairs of couples in a relationship). Each couple will be required to complete a daily questionnaire survey via the Qualtrics platform for the 10-day duration of the study.

In terms of ethical issues, this study will consider them before, during and after the research. For instance, the participants and their partners will be well-informed about the research objectives and how the data collection procedure complies with the data protection ordinance in Hong Kong and the UK before the study. Moreover, the participants and the partners will receive a separate invitation email to ensure they make an independent decision about whether to participate in this study or not. I will provide participants with the contact details of a support network in Hong Kong if they feel distressed about their relationship during or after completion of the study. Each couple will receive an assigned code from me for data matching during the study. Once the study is completed and the data is matched any key used to match the data will be destroyed and I will not be able to trace back the identity of any respondents. After the research, I will process and use the data for the doctoral study only. On completion of the study, the raw data will be disposed of in line with Aston University regulations and guidelines.

The benefits of this research to the community are two-fold. First, it provides managers (and the employer) with new insight into the role of managers in Hong Kong in assisting employees to achieve an enriched work-family life balance. This research will inform managers on the potential strategic importance of family supportive supervisor behaviour and thus the potential inclusion of this behaviour into the organisation's strategy. Second, the data and method being collected and used in this study will serve as a decision mechanism to systematically identify the developmental needs of managers/leaders in the organisation.

#### Section 5 – Research protocols (no more than 600 words)

##### *Details and rationale of the sampling strategy*

I have contacted a multinational corporation that operates in the customer service sector and has a regional headquarter in Hong Kong. The HR director in the corporation has agreed to allow me to collect data from the employees who work in this organisation. The customer service sector in Hong Kong has been identified as a demanding sector where employees often work under intense pressure and at a fast pace. They often deal with the requests from the customers and supervisors simultaneously. Such workplace characteristics may not permit them to spare time to cope with their family demands and thus, undermine their capability to have a positive interaction with their partners after working hours.

To increase the probability of reaching the sample size target that I set and align with the research objectives, the organization has agreed to send invitation emails to all managerial level employees in the organization clearly defining the criteria to be eligible for this study. The only criteria for eligibility for this study – other than being an employee of the organization – is that the employee is currently in a romantic relationship with another person. They do not need to be married and they do not need to be living with each other. When two individuals engage in an intimate relationship, they can assess their satisfaction with it through different types of interaction after work. For example, they may chat through phone calls, messaging, or facetime. Given that this research aims at understanding the influence of family supportive supervisor behaviour on employees' assessment of relationship satisfaction and affective well-being, I believe setting this criterion in recruiting samples aligns well with the research objective.

To be clear, I will not be requesting the contact details of these employees. Employees will be contacted by the employer via an email written by me and containing a Participation Information Sheet written by me and those interested in participating in the study will be instructed to contact me directly via my email which will be contained in the email and Participation Information Sheet to confirm their interest in the study. Once employees

have contacted me, I will send them directly further instructions about participation – including the Consent Form and the anonymous CODE they will be assigned by the lead researcher.

Once employees have ‘signed up’ to the study, they will be asked to send an email (written by me, the lead researcher) to their partner requesting their participation in the study also. This email will inform partners of the nature of the research – via separate Participation Information Sheet – and will confirm that their participation is entirely voluntary and that they are free to withdraw at any time. If partners are interested in participating, they will be asked to contact the researcher separately – via an email included in the recruiting email – and to include their partner’s anonymous CODE provided within the invitation email. This will be used to match the couple (participant pair) throughout the study and will be managed using the Qualtrics survey platform. They will not be asked to respond to their partner’s email. This will enable partners to ‘sign up’ for the project anonymously and confidentially. Once they have signed up they will be given their own additional information and Consent Forms to sign. They will also be given their own CODE to use when completing their Qualtrics surveys. As the employee and the partner will decide independently about joining this study, we hope that this method will limit the possibility of participation coercion within the couple. I anticipate collecting responses from 125 to 150 couples – 250 – 300 surveys in total.

#### *Outline of the proposed method of data collection*

In this research, I will conduct a 10-day diary study (excluding Saturday and Sunday) using the Qualtrics platform. I have already made initial contact with an organisation in Hong Kong. The organisation is a multinational corporation that operates in the customer service sector and has a regional headquarter in Hong Kong. The HR department has agreed to cooperate with me for data collection.

Employees will be required to complete a survey at the end of each working day and will receive an email reminding them of the survey at 4pm and this email reminder will contain a link to the Qualtrics Survey. In this first employee questionnaire, I will ask the employees to report their ratings on four workplace variables, which include family-supportive supervisor behaviour, work-family balance satisfaction, workload pressure, and manager’s behavioural integrity. The survey should take no longer than 5-10 minutes to complete and they will have a two-hour window in which to complete it.

Employees will also be required to complete a second survey at the end of the evening (at home) and will be sent an email reminder at 9pm. This email reminder will contain a link to this second survey. This second survey will require them to self-report the home variables, including their positive and negative social emotions to the partner, relationship satisfaction, and affective well-being. This survey should take less than 5 minutes to complete. Again, the employee will have a two-hour window in which to complete the survey.

Partners will only be required to complete one survey each day at the end of the day and will receive a separate email reminding them to complete this at 9pm. This email will contain a link to a separate Qualtrics survey. This survey will require partners to self-report the home variables, including their positive and negative social emotions to the partner, relationship satisfaction, and affective well-being. This survey should also take less than 5 minutes to complete. The partner will have a two-hour window in which to complete the survey.

This process will be repeated for the 10-day period.

Once the data is collected, I will import the data from Qualtrics into an SPSS datasheet for data processing and analysis. I will use the R statistical software to perform Structural Equation Modelling. First, I will analyse the summary data of the participants in this study. It includes the number of effective diaries received, the age distribution, education level, marital status, the number of children they have, working experience, and the distribution of hierarchical level they belong. The mean, S.D, and the inter-correlations between variance shall be analysed and reported in this study. To understand the resource transition process from an employee to a partner, I will adopt two levels of analysis: both within-person and between-person analysis. For within-person analysis, I will utilize the repeated measure ANOVA to measure how the work variables vary across 10 days affects the change of home variables among the participants. I will also use this technique to analyse the influence of changes in social emotions on the partner’s rating of relationship satisfaction and affective well-being. For between-person analysis, I will adopt the latent-class analysis to analyse how the changes of an employee at work affect the partner’s rating at home.

#### *Alternatives*

Please note, if we do not recruit enough partners into the study – or a significant number of them withdraw from it – we can continue with our analysis (and the wider PhD project) just using the data collected from the employees. This will a slight change in the study by focussing on the influence of family supportive supervisor behaviour to work-family experience from the employee’s perspective only. I will ask the employees to continue to complete the questionnaires and analyse the data. Given that the employees will be asked to complete two questionnaires (i.e., one measures work variables and the other measures family variables), there response will allow me to fulfil the research objective as well.

**Section 6 – Data protection and GDPR considerations (no more than 400 words)**

The data collected will be used for the Doctoral study only. I will report all results in the Doctoral thesis in a format that adheres to Aston University's guidelines and standards. Given that participants will complete the questionnaire via the online platform, I will not have to collect any hard copies of the responses. The anonymised data file will be encrypted with passwords and stored in the Aston University Box Folder. Both the supervisors and I will have access to the data. Besides reporting the result in the Doctoral thesis, I will send a summarised copy of the research findings and results to the participants via email.

In the questionnaire, I do not ask the employee to provide an email or other personal information to me. I will neither know the actual identity of the participants nor trace back who were the participants in this study.

**Section 7 – Secondary data analysis or Primary data collection**

1. Will you be analysing secondary data?  
(for further information regarding secondary data please refer to the ABS Ethics Guidelines) Yes  No

2. Will you be collecting data from new participants? Yes  No

If you have answered 'yes' to question 1, then please go to section 8.  
If you have answered 'yes' to question 2, then please go to section 9.

**Section 8 – Secondary data analysis**

1. Name of dataset(s)	
2. Owner of dataset(s)	
3. Is the data in the public domain?	Yes <input type="checkbox"/> No <input type="checkbox"/>
	If no, do you have the owner's permission/license? Yes <input type="checkbox"/> No <input type="checkbox"/> *
4. Is the data anonymised?	Yes <input type="checkbox"/> No <input type="checkbox"/>
	If no do you plan to anonymise the data? Yes <input type="checkbox"/> No <input type="checkbox"/> *
	If no do you plan to use individual level data? Yes <input type="checkbox"/> No <input type="checkbox"/> *
5. Is the data 'sensitive'?	Yes <input type="checkbox"/> * No <input type="checkbox"/>
6. Was the data originally collected for Research Purposes?	Yes <input type="checkbox"/> No <input type="checkbox"/>
	If yes, will you be conducting analysis within the remit it was originally collected for? Yes <input type="checkbox"/> No <input type="checkbox"/> * Was consent gained from participants for subsequent/future analysis? Yes <input type="checkbox"/> No <input type="checkbox"/> *
	If no, briefly describe the source of the data (e.g. social media data, open government data etc.)

Please go to <b>Section 10</b> . If you have ticked <u>any</u> asterisked options, please ensure that the ethical issues associated with these are discussed in your Risk Assessment.	



## Section 9 – Participant Based Research checklist

Please answer the following questions by placing an X in the appropriate boxes (if completing electronically, double click on the box and select 'checked').

### Participant selection

1.	Does the research involve participants who are particularly vulnerable or unable to give informed consent? (e.g., children, those with cognitive impairment or those in unequal relationships, e.g. your own students). If yes, provide detail and copies of consent forms to be included.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
2.	Will the study require the co-operation of a gatekeeper for initial access to the groups or individuals to be recruited? (e.g., students at school, members of a self-help group, residents of a nursing home). If yes, copies of letters of approval to be included.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
3.	Will the study involve research of pregnant women / women in labour?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
4.	Will the study involve children/legal minors (anyone under the age of 16 years)?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
5.	Will the study involve adults (over the age of 16 years and competent to give consent)?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
6.	Will the study involve research on vulnerable categories of people who may include minority groups?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
7.	Will the study involve research of participants for whom English is not their first language?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
8.	Does the research involve investigation of participants involved in illegal activities?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
9.	Does the study involve participants aged 16 years or over who are unable to give informed consent? (e.g., people with learning disabilities; see Mental Capacity Act 2005) <b>All research that falls under the auspices of the MCA must be reviewed by NHS NRES (see Qn. 51)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
10.	Number of participants:	250-300 (125-150 employees and 125-150 partners)
11.	Over what time span will participants be used?	10 days – two consecutive weeks (Excluding Saturday and Sunday)
12.	Criteria for selection of participants:	Managerial level and relationship status (they must be in a romantic relationship)
13.	Source of participants:	Access to an organisation in Hong Kong
14.	Are the participants patients? If yes, state diagnosis and clinic/responsible practitioner:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
15.	Does the study have any specific exclusion criteria for participants? If yes, on what grounds? If not sure, explain why not:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	The research objective focuses on understanding how employees' experience affect the marital quality and overall well-being at home. Therefore, participants without partners will be excluded.	
16.	Is the activity of the participant to be restricted in any way either before or after the procedure? (e.g., diet, driving). If yes, please specify duration and type(s) of restriction	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
17.	Will payments be made to the participants? (other than reasonable expenses and compensation for time) If yes, provide details of how much, for what purpose and how it will be paid:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	Ten coffee shop cash vouchers will be offered as lucky draw. Each cash voucher is worth of HKD \$100.	

<b>Risk Management - Consent</b>	
18. Does the research involve members of the public in a research capacity (participant capacity)?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
a. Will it be necessary for participants / participating organisations and companies to take part in the study without their knowledge and consent at the time? (e.g., covert observation of people in non-public places)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
b. Are the participants fully informed about the procedures to be used and the purpose of the research? If yes, provide copies of participant briefing documents	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
c. Will the consent of the participants / participating organisations and companies be obtained? If yes, provide copies of consent forms. If no, explain why it is not possible to gain the participant's consent and the justification for undertaking the research without it:  <input type="text"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
d. Is it clear to the participants / participating organisations and companies that they can withdraw from the study at any time? If yes, provide copies of documents where this is communicated to participants	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
e. Will participants / participating organisations and companies be fully debriefed after the research is completed? If yes, provide copies of participant debriefing documents (not compulsory)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
f. Have arrangements been made to ensure that material obtained from or about a participant remain confidential?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
19. Will the research involve respondents to the internet or other visual / vocal methods where respondents may be identified?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
20. Will research involve the sharing of data or confidential information beyond the initial consent given? If yes, provide details:  <input type="text"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
21. What measures have been made to ensure that any participants who are believed to be under some form of duress (e.g., staff, students, prisoners, members of the armed forces, employees of companies sponsoring research) are not coerced into participating:  <input type="text"/>	
The participants do not fall into any of the above categories.	
<b>Risk Management - Data collection</b>	
22. Does the research involve use of a questionnaire or similar research instrument or measure? If yes, include copies or indicate if the questionnaire has not yet been developed yet.  <input type="text"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
23. Does the research involve use of written or computerised tests? If yes, include screen shots or indicate if the tests have not yet been developed yet.  <input type="text"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
24. Does the research involve use of interviews? If yes, include copies of interview questions or indicate if the questions have not yet been developed yet.  <input type="text"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
25. Does the research involve diaries? If yes, include a copy of the diary record form or indicate if the diary record has not yet been developed yet.  <input type="text"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
26. Does the research involve participant observation?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
27. Does the research involve audio-recording interviewees or events (observation)?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
28. Does the research involve video-recording (eg. CCTV, video etc) interviewees or events (observation)?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

29.	Will any people being observed and/or recorded not be informed that the observation and/or recording are taking place?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
30.	Does the research involve the deliberate deception of the participant?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
31.	Does the research involve the collection of confidential data and/or is there a risk that any participant could be identified from the data collected?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
32.	Will the study involve discussion of sensitive topics? (e.g., sexual activity, drug use)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
33.	Are drugs, placebos or other substances (e.g. food substances, vitamins) to be administered to the study participants or will the study involve invasive, intrusive or potentially harmful procedures of any kind?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
34.	Could the study induce psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in normal life?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
35.	Will the study involve prolonged or repetitive testing?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

## Section 10 – Risk Assessment

Please answer the following questions by placing an X in the appropriate boxes (if completing electronically, double click on the box and select 'checked').

36. What do you consider to be the main ethical issues which may arise from the proposed research and give full details of any hazards, pain, discomfort, distress, inconvenience or use of deception which could affect the health, safety or well-being of any participant, or any other person who might be affected by the research?

This study involves asking participants to rate their relationship satisfaction and affective well-being at home. The measurement items may affect the overall harmony between couples. For instance, the participants and partners may misinterpret that the rating in these measurement items reflects and predicts the development of their relationship. Hence, they may have negative reaction towards the survey.

As this study involves asking both the employees and their partners to participant. It is believed that either party will be influenced by others when deciding whether to participate or not. For example, the partner participates in this study is because the employee agrees to join it, instead of her own will. This may create a sense of coercion in which a party does not actually participate on a voluntary basis.

37. What levels of risk are associated with these hazards?

The level of risk is at a medium level.

38. How do you propose to control the risks associated with these hazards?

To mitigate the negative reaction towards the survey and damage to their relationship, the invitation letter will clarify the purposes of this study, which are to understand the role of family supportive supervisor behaviour in helping employees to experience an enriched work-family life, and how the workplace experience spill-over to family and facilitate the healthy development at home. Moreover, I will provide the contact of The Family Planning Association of Hong Kong in the invitation email, which offer counselling service to alleviate the distress occurred during or after the study.

To control the second risk, I will ask the organisation to send the invitation email to the employees. In the invitation email, the employees will be asked to forward the drafted email to the partners. They will inform their decision to me via returned email individually. This minimises the possible coercion as they do not know each other's decision in joining this study.

39. What criteria have you used to determine whether the risks are acceptable?

The probability of the risks occurs and the extent of damage they create.

40. Is there any precedent for this research? If so, please give details with references if possible.

The design of this study is based on the diary study design from several research papers before. Here are the references:

B Butler, A., G Grzywacz, J., L Bass, B., & D Linney, K. (2005). Extending the demands-control model: A daily diary study of job characteristics, work-family conflict and work-family facilitation. *Journal of occupational and organizational psychology*, 78(2), 155-169.

Heller, D., & Watson, D. (2005). The Dynamic Spillover of Satisfaction Between Work and Marriage: The Role of Time and Mood. *Journal of Applied Psychology*, 90(6), 1273-1279.

Martinez-Corts, I., Demerouti, E., Bakker, A. B., & Boz, M. (2015). Spillover of interpersonal conflicts from work into nonwork: A daily diary study. *Journal of Occupational Health Psychology*, 20(3), 326-337.

Poppleton, S., Briner, R. B., & Kiefer, T. (2008). The roles of context and everyday experience in understanding work-non-work relationships: A

Yes  No

<p>qualitative diary study of white-and blue-collar workers. <i>Journal of Occupational and Organizational Psychology</i>, 81(3), 481-502.</p>	
<p>41. What measures have been made for participants who might be vulnerable or might not adequately understand verbal explanations or written information given in English or have special communication needs (e.g., translation, use of interpreters, use of chaperones, presence of guardians, researchers from same gender as participants etc):</p> <p>The participant's education level enables them to understand English written in the questionnaire. The questionnaires are written in everyday English and they do not have any trouble in understanding them as English is the second language for all.</p>	
<p>42. Is there the potential for adverse risks to the researchers themselves? (e.g., in international research: locally employed research assistants)</p>	<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
<p>43. Having reflected upon the ethical implications of the project and/or its potential findings, do you believe that the research could be a matter of public controversy or have a negative impact on the reputation/standing of Aston University?</p>	<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
<p>44. How will the results be made available to participants and communities from which they are drawn?</p> <p>The results will be made after the completion of the write up. A summarised copy of the research findings will be sent to the participants through email by the HR department.</p>	
<p><b>Risk management – Location</b></p>	
<p>45. Location of research (enter details of all sites where research will take place and specify the elements of research to be undertaken at each site):</p> <p>The research will be conducted at an organisation in Hong Kong.</p>	
<p>46. Will the research take place outside of the UK? If yes, provide details and include copies of insurance documents:</p> <p>The research project has been communicated with the organisation. The HR department agrees to cover the problems that may happened during the data collection process. The copy of the insurance are attached in this document.</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<p><b>Confidentiality and Data Protection</b></p>	
<p>47. What measures have been put in place to ensure security and confidentiality of personal data and video/audio recordings?</p> <p>The data files will be password protected and stored in the Aston Box Folder. It will only be accessible to the researcher and his supervisory team.</p>	
<p>48. Where and by whom will the data be analysed?</p> <p>The data will be analysed at Hong Kong by myself.</p>	
<p>49. Who will have access to the data generated by the study?</p> <p>I am the only person who have access to the data generated by the study.</p>	
<p>50. When will personal data and any video/audio recordings be destroyed following completion of the research?</p> <p>Some personal data will be collected to match the surveys but no personnel identifying information will be collected as they will be provided a code, but these will be deleted once the data collection is completed and information is transferred to SPSS.</p>	
<p><b>Peer review</b></p>	
<p>How has the quality of the research been assessed?</p>	

I have already completed the QR viva. The quality of the report was assessed by the examiners at Aston University.

**NHS related research**

51. Will the research need to be reviewed by NHS NRES Committee or an external Ethics Committee? (if yes, please give brief details as an annex) Yes  No
52. Will the study involve recruitment of patients or staff through the NHS or the use of NHS data premises and/or equipment? Yes  No

**Insurance**

53. What arrangements have been made to provide indemnity and/or compensation in the event of a claim by, or on behalf of, participants for negligent and/or for non-negligent harm? Please note that you should not undertake to provide any form of indemnity or insurance cover without first referring the matter to the Deputy Director of Finance for her/his consideration.

Nil.

**Section 11 – Declaration by Applicant**

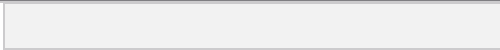

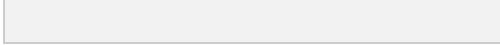
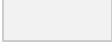
The information contained above is, to the best of my knowledge and belief, accurate. I have read the University's Code of Practice for Ethical Standards for Research, and accept responsibility for the conduct of the procedures set out in this application in accordance with the guidelines, and any other condition laid down by the University's Research Ethics Committee. I have attempted to identify all risks related to the research that may arise in conducting this research and acknowledge my obligations and the rights of the participants.

I and my co-investigators or supporting staff have the appropriate qualifications, experience and facilities to conduct the research set out in the attached application and to deal with any emergencies and contingencies related to the research that may arise.

Signed: *Fung Louis Ka Hei* Date: 10 Feb 2022

**Section 12 – Signatories**

To be completed by the Principal Investigator / Lead Researcher / Supervisor / Module Leader / Research Group Convenor / Research Ethics Committee Chair as applicable

Principal Investigator or Lead Researcher (where appropriate):		Date:	
Supervisor or Module Leader (where appropriate):		Date:	11.2.22
Research Group Convenor (or nominee):		Date:	
ABS Research Ethics Committee (Chair or nominee):		Date:	

## Appendix E: Invitation letter to the employee



### **Why and when employee perceptions of family supportive supervisor behaviours enrich partner relationship satisfaction and affective wellbeing**

#### **Participant Information Sheet**

##### *Invitation*

We would like to invite you to take part in a research study forming part of a DBA project for Mr Louis Ka Hei Fung.

Before you decide if you would like to participate, take time to read the following information carefully and, if you wish, discuss it with others such as your family, friends or colleagues.

Please ask a member of the research team, whose contact details can be found at the end of this information sheet, if there is anything that is not clear or if you would like more information before you make your decision.

##### *What is the purpose of the study?*

The increasing concern of work-family management in Hong Kong urges scholars and managers to scientifically investigate the possible options to help employees to seek an enriching work-family experience. Over the past forty years, changes in the working patterns, the composition of the workforce in the workplace, and the encouragement from the government have led the management in Hong Kong to adopt the family-friendly policy

as an alternative to address the work-family challenge faced by the employees. Unfortunately, employees do suffer from the competing work-family demands and organizations are urged to rethink their focus in helping employees to create an enriched work-family interface. Henceforth, the purpose of this study is to understand how family supportive supervisor behaviour demonstrated by the manager facilitate a positive work-family experience of employees.

*Why have I been invited?*

You are invited to participate in this study because the HR department in the organisation identifies that your criteria align with the research objectives. The main inclusion criteria for this study are as follow:

- You have a supervisor to report to.
- You are currently in a romantic relationship with a partner/significant other.

*What will happen if I take part?*

The entire data collection process will last for two weeks. In these two weeks, you will be asked to complete two sets of online questionnaires every day (excluding weekends). The first and second survey will be sent to you via email at 4 p.m. and 9 p.m. respectively. On the first day of the survey, you will be asked to provide information regarding your general background. The questionnaire will take about 10 minutes to complete. The subsequent questionnaires will be shorter, and each will take about 5 to 8 minutes to complete.

*Do I have to take part?*

No. It is up to you to decide whether or not you wish to take part. If you do decide to take part, you will be asked to provide informed consent and return it to the HR department through email. If you decide to take part in this study but later change your mind, you are free to withdraw at any time.



*Will my taking part in this study be kept confidential?*

Yes. A code will be attached to all the data you provide to maintain anonymity. Analysis of your data will be undertaken using coded data.

All the information you provide will be kept strictly confidential and the data generated will be held in accordance with The Personal Data (Privacy) Ordinance (Cap. 486) and General Data Protection Regulation (GDPR) in Hong Kong and United Kingdom respectively. The data we collect online will be password protected and stored electronically in three different locations: a USB memory stick, the desktop and the laptop at researcher's home.

To ensure the quality of the research Aston University may need to access your data to check that the data has been recorded accurately e.g. for the purpose of audit.

*What are the possible benefits of taking part?*

Although you may find participation in this research interesting, there may be no direct benefit to you as a result. However, we hope that the findings of this research will help the organisations in Hong Kong to focus on the role of leaders in helping employees to achieve work-family enrichment and thus, invest resources to develop leaders into a more family-supportive one.

*What are the possible risks and burdens of taking part?*

Voluntary participation, time commitment and the measurement items may create burdens in your participation. Given that this study requires you and your partner to join the study, your decision to participate may be affected by the preference of your partners. To address this issue, two separate emails are sent to you and your partners respectively. You can inform your decision by sending the email to me directly. This arrangement prevents you from being affected by your partner when deciding to join this study.

In this 10-day diary study, you are required to complete two sets of survey every day. You may find the process frustrating and wish to withdraw from the study. However, rewards are provided to you as an appreciation to your commitment to this study.

The measurement items in the study involve asking you to rate your feelings and relationship quality. This may create psychological distress as you may assume your rating in this study reflects or even predicts the relationship quality with your partners. However, you should note that the ratings and results reflect this 10-day study only. It neither reflects the past nor predicts the future relationship quality at home. If you have any concerns or worries on the relationship with your partners during the study, you may seek support by contacting the Family Planning Association of Hong Kong (email: [fpahk@famplan.org.hk](mailto:fpahk@famplan.org.hk)/tel: (+852) 2572 2222).

*What will happen to the results of this study?*

The result of this study will be used for the doctoral thesis. In the future, it may be published in scientific journals and/or presented at conferences. If the results are published, your identity will remain anonymous. Moreover, a summarised copy of research findings and results will be sent to the participants via email by the HR department.

*Expenses and payments*

By participating in this study you will have the opportunity to be entered into a lucky draw to win one (1) of ten (10) \$100 coffee shop cash vouchers. All you need to do is to complete at least 8 out of 10 diaries in this two-week study. The HR department will launch a lucky draw and contact you via email if you win the draw.

*Who is funding the research?*

The study is being funded by Aston University.

*Who is organising this study and how is my data being used?*

Aston University is organising this study and acting as data controller for the study. Research data will be only used for this study or related uses identified in this Information Sheet.

*Who has reviewed the study?*

This study was given a favourable ethical opinion by the Aston Business School Research Ethics Committee.

*What if I have a concern about my participation in the study?*

If you have any concerns about your participation in this study, please speak to the research team and they will do their best to answer your questions. Contact details can be found at the end of this information sheet.

If the research team are unable to address your concerns or you wish to make a complaint about how the study is being conducted you should contact the Aston University Research Integrity Office at [research\\_governance@aston.ac.uk](mailto:research_governance@aston.ac.uk) or via the University switchboard on +44 (0)121 204 3000.

Lead Researcher

Mr. Louis Ka Hei Fung (email: [190199339@aston.ac.uk](mailto:190199339@aston.ac.uk)/tel: (+852) 6083 8146)

**Thank you for taking time to read this information sheet. If you have any questions regarding the study, please don't hesitate to ask one of the research team.**

## Appendix F: Questionnaire for the employee (Day 1, sent at 4 p.m.)

1. Before we begin the survey, please input the code being assigned to you (the code can be found next to the subject of the invitation email): \_\_\_\_\_
2. Your gender:
  - A. Male
  - B. Female
3. Your age group:
  - A. 18-24
  - B. 25-34
  - C. 35-44
  - D. 45-54
  - 55 or above
4. Your education level:
  - A. Diploma or below
  - B. Bachelor's degree
  - C. Master's degree or above
  - D. Other, please specify: \_\_\_\_\_
5. Please specify the number of children that you have:
  - A. 0
  - B. 1
  - C. 2
  - D. 3
  - E. 4 or above
6. Your working experience:

\_\_\_\_\_ year(s) and \_\_\_\_\_ month(s)

7. Tenure:

\_\_\_\_\_ year(s) and \_\_\_\_\_ month(s)

8. Please specify the hierarchical level you belong to in the organisation:

A. Nonmanagerial employee

B. Unit supervisor

C. Department manager

D. Senior manager

E. Top management

### Section 1

1 = Not true at all; 3 = Sometimes true; 5 = True nearly all the time

9. Able to adapt to change	1	2	3	4	5
10. Close and secure relationship	1	2	3	4	5
11. Sometimes fate or God can help	1	2	3	4	5
12. Can deal with whatever comes	1	2	3	4	5
13. Past success gives confidence for new challenge	1	2	3	4	5
14. See the humorous side of things	1	2	3	4	5
15. Coping with stress strengthens	1	2	3	4	5
16. Tend to bounce back after illness or hardship	1	2	3	4	5
17. Things happen for a reason	1	2	3	4	5
18. Best effort no matter what	1	2	3	4	5
19. You can achieve your goals	1	2	3	4	5

20. When things look hopeless, I don't give up	1	2	3	4	5
21. Know where to turn for help	1	2	3	4	5
22. Under pressure, focus and think clearly	1	2	3	4	5
23. Prefer to take the lead in problem solving	1	2	3	4	5
24. Not easily discouraged by failure	1	2	3	4	5
25. Think of self as strong person	1	2	3	4	5
26. Make unpopular or difficult decision	1	2	3	4	5
27. Can handle unpleasant feelings	1	2	3	4	5
28. Have to act on a hunch	1	2	3	4	5
29. Strong sense of purpose	1	2	3	4	5
30. In control of your life	1	2	3	4	5
31. I like challenges	1	2	3	4	5
32. You work to attain your goals	1	2	3	4	5
33. Pride in your achievements	1	2	3	4	5

Section 2

1 = Strongly disagree; 3 = Neutral; 5 = Strongly agree

34. My supervisor is willing to listen to my problems in juggling work and nonwork life.	1	2	3	4	5
35. My supervisor takes the time to learn about my personal needs.	1	2	3	4	5

36. My supervisor makes me feel comfortable talking to him/her or her about my conflicts between work and nonwork.	1	2	3	4	5
37. My supervisor and I can talk effectively to solve conflicts between work and nonwork issues.	1	2	3	4	5
38. I can depend on my supervisor to help me with scheduling conflicts if I need it.	1	2	3	4	5
39. I can rely on my supervisor to make sure my work responsibilities are handled when I have unanticipated nonwork demands.	1	2	3	4	5
40. My supervisor works effectively with workers to creatively solve conflicts between work and nonwork.	1	2	3	4	5
41. My supervisor is a good role model for work and nonwork balance.	1	2	3	4	5
42. My supervisor demonstrates effective behaviours in how to juggle work and nonwork balance.	1	2	3	4	5
43. My supervisor demonstrates how a person can jointly be successful on and off the job.	1	2	3	4	5

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 44. My supervisor thinks about how the work in my department can be organized to jointly benefit employees and the company. | 1 | 2 | 3 | 4 | 5 |
| 45. My supervisor asks for suggestions to make it easier for employees to balance work and nonwork demands.                 | 1 | 2 | 3 | 4 | 5 |
| 46. My supervisor is creative in reallocating job duties to help my department work better as a team.                       | 1 | 2 | 3 | 4 | 5 |
| 47. My supervisor is able to manage the department as a whole team to enable everyone's needs to be met.                    | 1 | 2 | 3 | 4 | 5 |

Section 3

1 = Very dissatisfied; 3 = Neutral; 5 = Very satisfied

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 48. The way you divide your time between work and personal or family life.                    | 1 | 2 | 3 | 4 | 5 |
| 49. The way you divide your attention between work and home.                                  | 1 | 2 | 3 | 4 | 5 |
| 50. How well your work life and your personal or family life fit together.                    | 1 | 2 | 3 | 4 | 5 |
| 51. Your ability to balance the needs of your job with those of your personal or family life. | 1 | 2 | 3 | 4 | 5 |



#### Section 4

1 = Never; 3 = Sometimes; 5 = Always

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 52. Do you have to work at speed?   | 1 | 2 | 3 | 4 | 5 |
| 53. Do you have too much work to do?  | 1 | 2 | 3 | 4 | 5 |
| 54. How often do you have to work extra<br>hard in order to reach a deadline? | 1 | 2 | 3 | 4 | 5 |
| 55. Do you work under time pressure?  | 1 | 2 | 3 | 4 | 5 |

#### Section 5

1 = Strongly disagree; 3 = Neutral; 5 = Strongly agree

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 56. There is a match between my<br>manager's words and actions.                     | 1 | 2 | 3 | 4 | 5 |
| 57. My manager delivers on promises.  | 1 | 2 | 3 | 4 | 5 |
| 58. My manager practices what he/she<br>preaches.                                   | 1 | 2 | 3 | 4 | 5 |
| 59. My manager does what he/she says<br>he/she will do.                             | 1 | 2 | 3 | 4 | 5 |
| 60. My manager conducts himself/herself<br>by the same values he/she talks about.   | 1 | 2 | 3 | 4 | 5 |
| 61. My manager shows that same<br>priorities that he/she describes.                 | 1 | 2 | 3 | 4 | 5 |
| 62. When my manager promises<br>something, I can be certain that it will<br>happen. | 1 | 2 | 3 | 4 | 5 |
| 63. If my manager says he/she is going to<br>do something, he/she will.             | 1 | 2 | 3 | 4 | 5 |

**--End of the questionnaire--**

**Thank you for your participation**

Appendix G: Questionnaire for the employee (Day 2 to Day 10, sent at 4 p.m.)

1. Before we begin the survey, please input the code being assigned to you (the code can be found next to the subject of the invitation email): \_\_\_\_\_

Section 1

1 = Strongly disagree; 3 = Neutral; 5 = Strongly agree

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 2. My supervisor is willing to listen to my problems in juggling work and nonwork life.                           | 1 | 2 | 3 | 4 | 5 |
| 3. My supervisor takes the time to learn about my personal needs.   | 1 | 2 | 3 | 4 | 5 |
| 4. My supervisor makes me feel comfortable talking to him/her or her about my conflicts between work and nonwork. | 1 | 2 | 3 | 4 | 5 |
| 5. My supervisor and I can talk effectively to solve conflicts between work and nonwork issues.                   | 1 | 2 | 3 | 4 | 5 |
| 6. I can depend on my supervisor to help me with scheduling conflicts if I need it.                               | 1 | 2 | 3 | 4 | 5 |
| 7. I can rely on my supervisor to make sure my work responsibilities are  | 1 | 2 | 3 | 4 | 5 |

handled when I have unanticipated  
nonwork demands.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 8. My supervisor works effectively with workers to creatively solve conflicts between work and nonwork.                     | 1 | 2 | 3 | 4 | 5 |
| 9. My supervisor is a good role model for work and nonwork balance.   | 1 | 2 | 3 | 4 | 5 |
| 10. My supervisor demonstrates effective behaviours in how to juggle work and nonwork balance.                              | 1 | 2 | 3 | 4 | 5 |
| 11. My supervisor demonstrates how a person can jointly be successful on and off the job.                                   | 1 | 2 | 3 | 4 | 5 |
| 12. My supervisor thinks about how the work in my department can be organized to jointly benefit employees and the company. | 1 | 2 | 3 | 4 | 5 |
| 13. My supervisor asks for suggestions to make it easier for employees to balance work and nonwork demands.                 | 1 | 2 | 3 | 4 | 5 |
| 14. My supervisor is creative in reallocating job duties to help my department work better as a team.                       | 1 | 2 | 3 | 4 | 5 |

15. My supervisor is able to manage the department as a whole team to enable everyone's needs to be met.

	1	2	3	4	5
--	---	---	---	---	---

Section 2

1 = Very dissatisfied; 3 = Neutral; 5 = Very satisfied

16. The way you divide your time between work and personal or family life.

	1	2	3	4	5
--	---	---	---	---	---

17. The way you divide your attention between work and home.

	1	2	3	4	5
--	---	---	---	---	---

18. How well your work life and your personal or family life fit together.

	1	2	3	4	5
--	---	---	---	---	---

19. Your ability to balance the needs of your job with those of your personal or family life.

	1	2	3	4	5
--	---	---	---	---	---

Section 3

1 = Never; 3 = Sometimes; 5 = Always

20. Do you have to work at speed?

	1	2	3	4	5
--	---	---	---	---	---

21. Do you have too much work to do?

	1	2	3	4	5
--	---	---	---	---	---

22. How often do you have to work extra hard in order to reach a deadline?

	1	2	3	4	5
--	---	---	---	---	---

23. Do you work under time pressure?

	1	2	3	4	5
--	---	---	---	---	---

Section 4

1 = Strongly disagree; 3 = Neutral; 5 = Strongly agree

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 24. There is a match between my<br>manager's words and actions.                     | 1 | 2 | 3 | 4 | 5 |
| 25. My manager delivers on promises.  | 1 | 2 | 3 | 4 | 5 |
| 26. My manager practices what he/she<br>preaches.                                   | 1 | 2 | 3 | 4 | 5 |
| 27. My manager does what he/she says<br>he/she will do.                             | 1 | 2 | 3 | 4 | 5 |
| 28. My manager conducts himself/herself<br>by the same values he/she talks about.   | 1 | 2 | 3 | 4 | 5 |
| 29. My manager shows that same<br>priorities that he/she describes.                 | 1 | 2 | 3 | 4 | 5 |
| 30. When my manager promises<br>something, I can be certain that it will<br>happen. | 1 | 2 | 3 | 4 | 5 |
| 31. If my manager says he/she is going to<br>do something, he/she will.             | 1 | 2 | 3 | 4 | 5 |

**--End of the questionnaire--**

**Thank you for your participation**

Appendix H: Questionnaire for the employee (Day 1 to Day 10, sent at 9 p.m.)

1. Before we begin the survey, please input the code being assigned to you (the code can be found next to the subject of the invitation email): \_\_\_\_\_

Section 1

1 = Not at all; 3 = Occasionally; 5 = Always

2. Friendly feelings	1	2	3	4	5
3. Close feelings	1	2	3	4	5
4. Respect	1	2	3	4	5
5. Sympathy	1	2	3	4	5
6. Proud	1	2	3	4	5
7. Superior	1	2	3	4	5
8. On top of the world	1	2	3	4	5
9. Guilt	1	2	3	4	5
10. Indebted	1	2	3	4	5
11. Ashamed	1	2	3	4	5
12. Sulky feelings	1	2	3	4	5
13. Frustration	1	2	3	4	5
14. Angry	1	2	3	4	5

Section 2

1 = Very poor; 3 = Fair; 5 = Very well

15. How well does your partner meet your needs?	1	2	3	4	5
---	---	---	---	---	---

1 = Very unsatisfied; 3 = Neutral; 5 = Very satisfied

16. In general, how satisfied are you with your relationship? 1 2 3 4 5

1 = Very poor; 3 = Fair; 5 = Very good

17. How good is your relationship compared to most? 1 2 3 4 5

1 = Never; 3 = Sometimes; 5 = Always

18. How often do you wish you hadn't gotten into this relationship? 1 2 3 4 5

1 = Not at all; 3 = A certain extent; 5 = Completely

19. To what extent has your relationship met your expectations? 1 2 3 4 5

1 = Not much; 3 = Some; 5 = Very much

20. How much do you love your partner? 1 2 3 4 5

1 = Very few; 3 = Fair amount; 5 = Many

21. How many problems are there in your relationship? 1 2 3 4 5

### Section 3

22. The following scale consists of various words that describe different feelings and emotions. Read each item and then mark the appropriate answer in the space next to that word. Indicate to what extent you generally feel (1 = Never; 3 = Moderately; 5 = Always)

Upset	1	2	3	4	5
Hostile	1	2	3	4	5
Alert	1	2	3	4	5
Ashamed	1	2	3	4	5
Inspired	1	2	3	4	5



Nervous	1	2	3	4	5
Determined	1	2	3	4	5
Attentive	1	2	3	4	5
Afraid	1	2	3	4	5
Active	1	2	3	4	5

**--End of the questionnaire--**

**Thank you for your participation**

## Appendix I: Invitation Letter to the employee's partner



### **Why and when employee perceptions of family supportive supervisor behaviours enrich partner relationship satisfaction and affective wellbeing**

#### **Participant Information Sheet**

##### *Invitation*

We would like to invite you to take part in a research study forming part of a DBA project for Mr Louis Ka Hei Fung.

Before you decide if you would like to participate, take time to read the following information carefully and, if you wish, discuss it with others such as your family, friends or colleagues.

Please ask a member of the research team, whose contact details can be found at the end of this information sheet, if there is anything that is not clear or if you would like more information before you make your decision.

##### *What is the purpose of the study?*

The increasing concern of work-family management in Hong Kong urges scholars and managers to scientifically investigate the possible options to help employees to seek an enriching work-family experience. Over the past forty years, changes in the working patterns, the composition of the workforce in the workplace, and the encouragement from the government have led the management in Hong Kong to adopt the family-friendly policy

as an alternative to address the work-family challenge faced by the employees. Unfortunately, employees do suffer from the competing work-family demands and organizations are urged to rethink their focus in helping employees to create an enriched work-family interface. Henceforth, the purpose of this study is to understand how family supportive supervisor behaviour demonstrated by the manager facilitate a positive work-family experience of employees.

*Why have I been invited?*

You are invited to participate in this study because your partner identifies your criteria align with the research objectives. The main inclusion criteria for this study are as follow:

- You are currently in a romantic relationship with a partner/significant other.

*What will happen if I take part?*

The entire data collection process will be last for two weeks. In these two weeks, you will be asked to complete an online questionnaire every night (excluding weekends). The survey will be sent to you at 9 p.m. everyday. On the first day of the survey, you will be asked to provide information regarding your general background. The questionnaire will take about 10 minutes to complete. The subsequent questionnaires will be shorter, and each will take about 5 to 8 minutes to complete

*Do I have to take part?*

No. It is up to you to decide whether or not you wish to take part. If you do decide to take part, you will be asked to provide informed consent and return it by replying the email. If you decide to take part in this study but later change your mind, you are free to withdraw at any time.

*Will my taking part in this study be kept confidential?*

Yes. A code will be attached to all the data you provide to maintain anonymity. Analysis of your data will be undertaken using coded data.

All the information you provide will be kept strictly confidential and the data generated will be held in accordance with The Personal Data (Privacy) Ordinance (Cap. 486) and General Data Protection Regulation (GDPR) in Hong Kong and United Kingdom respectively. The data we collect online will be password protected and stored electronically in three different locations: a USB memory stick, the desktop and the laptop at researcher's home

To ensure the quality of the research Aston University may need to access your data to check that the data has been recorded accurately e.g. for the purpose of audit

*What are the possible benefits of taking part?*

Although you may find participation in this research interesting, there may be no direct benefit to you as a result. However, we hope that the findings of this research will help the organisations in Hong Kong to focus on the role of leaders in helping employees to achieve work-family enrichment and thus, invest resources to develop leaders into a more family-supportive one.

*What are the possible risks and burdens of taking part?*

Voluntary participation, time commitment and the measurement items may create burdens in your participation. Given that this study requires you and your partner to join the study, your decision to participate may be affected by the preference of your partners. To address this issue, two separate emails are sent to you and your partners respectively. You can reply your decision by sending the email to me directly. This arrangement prevents you from being affected by your partner when deciding to join this study.

In this 10-day diary study, you are required to complete a survey every day. You may find the process frustrating and wish to withdraw from the study. However, rewards are provided to you as an appreciation to your commitment to this study.

The measurement items in the study involve asking you to rate your feelings and relationship quality. This may create psychological distress as you may assume your rating in this study reflects or even predicts the relationship quality with your partners. However, you should note that the ratings and results reflect this 10-day study only. It neither reflects the past nor predicts the future relationship quality at home. If you have any concerns or worries on the relationship with your partners during the study, you may seek support by contacting the Family Planning Association of Hong Kong (email: [fpahk@famplan.org.hk](mailto:fpahk@famplan.org.hk)/tel: (+852) 2572 2222).

*What will happen to the results of this study?*

The result of this study will be used for the doctoral thesis. In the future, it may be published in scientific journals and/or presented at conferences. If the results are published, your identity will remain anonymous. Moreover, a summarised copy of research findings and results will be sent to your partner via email by the HR department.

*Expenses and payments*

By participating in this study you will have the opportunity to be entered into a lucky draw to win one (1) of ten (10) \$100 coffee shop cash vouchers. All you need to do is to complete at least 8 out of 10 diaries in this two-week study. The HR department will launch a lucky draw and contact you via email if you win the draw.

*Who is funding the research?*

The study is being funded by Aston University.

*Who is organising this study and how is my data being used?*

Aston University is organising this study and acting as data controller for the study. Research data will be only used for this study, or related uses identified in this Information Sheet.

*Who has reviewed the study?*

This study was given a favourable ethical opinion by the Aston Business School Research Ethics Committee.

*What if I have a concern about my participation in the study?*

If you have any concerns about your participation in this study, please speak to the research team and they will do their best to answer your questions. Contact details can be found at the end of this information sheet.

If the research team are unable to address your concerns or you wish to make a complaint about how the study is being conducted you should contact the Aston University Research Integrity Office at [research\\_governance@aston.ac.uk](mailto:research_governance@aston.ac.uk) or via the University switchboard on +44 (0)121 204 3000.

Lead Researcher

Mr. Louis Ka Hei Fung (email: [redacted]@aston.ac.uk/tel:[redacted])

**Thank you for taking time to read this information sheet. If you have any questions regarding the study, please don't hesitate to ask one of the research team.**

Appendix J: Questionnaire for the employee's partner (Day 1, sent at 9 p.m.)

1. Before we begin the survey, please input the code being assigned to you (the code can be found next to the subject of the invitation email): \_\_\_\_\_
2. Your gender:
  - A. Male
  - B. Female
3. Your age group:
  - A. 18-24
  - B. 25-34
  - C. 35-44
  - D. 45-54
  - E. 55 or above
4. Your education level:
  - A. Diploma or below
  - B. Bachelor's degree
  - C. Master's degree or above
  - D. Other, please specify: \_\_\_\_\_
5. Your working experience:  
\_\_\_\_\_ year(s) and \_\_\_\_\_ month(s)
6. Tenure:  
\_\_\_\_\_ year(s) and \_\_\_\_\_ month(s)
7. Please specify the hierarchical level you belong to in the organisation:
  - A. Nonmanagerial employee

- B. Unit supervisor
- C. Department manager
- D. Senior manager
- E. Top management

Section 1

1 = Not true at all; 3 = Sometimes true; 5 = True nearly all the time

8. Able to adapt to change	1	2	3	4	5
9. Close and secure relationship	1	2	3	4	5
10. Sometimes fate or God can help	1	2	3	4	5
11. Can deal with whatever comes	1	2	3	4	5
12. Past success gives confidence for new challenge	1	2	3	4	5
13. See the humorous side of things	1	2	3	4	5
14. Coping with stress strengthens	1	2	3	4	5
15. Tend to bounce back after illness or hardship	1	2	3	4	5
16. Things happen for a reason	1	2	3	4	5
17. Best effort no matter what	1	2	3	4	5
18. You can achieve your goals	1	2	3	4	5
19. When things look hopeless, I don't give up	1	2	3	4	5
20. Know where to turn for help	1	2	3	4	5
21. Under pressure, focus and think clearly	1	2	3	4	5



22. Prefer to take the lead in problem solving	1	2	3	4	5
23. Not easily discouraged by failure	1	2	3	4	5
24. Think of self as strong person	1	2	3	4	5
25. Make unpopular or difficult decision	1	2	3	4	5
26. Can handle unpleasant feelings	1	2	3	4	5
27. Have to act on a hunch	1	2	3	4	5
28. Strong sense of purpose	1	2	3	4	5
29. In control of your life	1	2	3	4	5
30. I like challenges	1	2	3	4	5
31. You work to attain your goals	1	2	3	4	5
32. Pride in your achievements	1	2	3	4	5

Section 2

1 = Not at all; 3 = Occasionally; 5 = Always

33. Friendly feelings	1	2	3	4	5
34. Close feelings	1	2	3	4	5
35. Respect	1	2	3	4	5
36. Sympathy	1	2	3	4	5
37. Proud	1	2	3	4	5
38. Superior	1	2	3	4	5
39. On top of the world	1	2	3	4	5
40. Guilt	1	2	3	4	5
41. Indebted	1	2	3	4	5
42. Ashamed	1	2	3	4	5
43. Sulky feelings	1	2	3	4	5

44. Frustration 1 2 3 4 5

45. Angry 1 2 3 4 5

Section 3

1 = Very poor; 3 = Fair; 5 = Very well

46. How well does your partner meet your needs? 1 2 3 4 5

1 = Very unsatisfied; 3 = Neutral; 5 = Very satisfied

47. In general, how satisfied are you with your relationship? 1 2 3 4 5

1 = Very poor; 3 = Fair; 5 = Very good

48. How good is your relationship compared to most? 1 2 3 4 5

1 = Never; 3 = Sometimes; 5 = Always

49. How often do you wish you hadn't gotten into this relationship? 1 2 3 4 5

1 = Not at all; 3 = A certain extent; 5 = Completely

50. To what extent has your relationship met your expectations? 1 2 3 4 5

1 = Not much; 3 = Some; 5 = Very much

51. How much do you love your partner? 1 2 3 4 5

1 = Very few; 3 = Fair amount; 5 = Many

52. How many problems are there in your relationship? 1 2 3 4 5

Section 3

53. The following scale consists of various words that describe different feelings and emotions. Read each item and then mark the appropriate answer in the space next to that word. Indicate to what extent you generally feel (1 = Never; 3 = Moderately; 5 = Always).

Upset	1	2	3	4	5
Hostile	1	2	3	4	5
Alert	1	2	3	4	5
Ashamed	1	2	3	4	5
Inspired	1	2	3	4	5
Nervous	1	2	3	4	5
Determined	1	2	3	4	5
Attentive	1	2	3	4	5
Afraid	1	2	3	4	5
Active	1	2	3	4	5

**--End of the questionnaire--**

**Thank you for your participation**

## Appendix K: Questionnaire for the employee's partner (Day 2 to Day 10, sent at 9 p.m.)

1. Before we begin the survey, please input the code being assigned to you (the code can be found next to the subject of the invitation email): \_\_\_\_\_

### Section 2

1 = Not at all; 3 = Occasionally; 5 = Always

2. Friendly feelings	1	2	3	4	5
3. Close feelings	1	2	3	4	5
4. Respect	1	2	3	4	5
5. Sympathy	1	2	3	4	5
6. Proud	1	2	3	4	5
7. Superior	1	2	3	4	5
8. On top of the world	1	2	3	4	5
9. Guilt	1	2	3	4	5
10. Indebted	1	2	3	4	5
11. Ashamed	1	2	3	4	5
12. Sulky feelings	1	2	3	4	5
13. Frustration	1	2	3	4	5
14. Angry	1	2	3	4	5

### Section 3

1 = Very poor; 3 = Fair; 5 = Very well

15. How well does your partner meet your needs?	1	2	3	4	5
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1 = Very unsatisfied; 3 = Neutral; 5 = Very satisfied

16. In general, how satisfied are you with your relationship?      1      2      3      4      5

1 = Very poor; 3 = Fair; 5 = Very good

17. How good is your relationship compared to most?      1      2      3      4      5

1 = Never; 3 = Sometimes; 5 = Always

18. How often do you wish you hadn't gotten into this relationship?      1      2      3      4      5

1 = Not at all; 3 = A certain extent; 5 = Completely

19. To what extent has your relationship met your expectations?      1      2      3      4      5

1 = Not much; 3 = A certain extent; 5 = Very much

20. How much do you love your partner?      1      2      3      4      5

1 = Very few; 3 = Fair amount; 5 = Many

21. How many problems are there in your relationship?      1      2      3      4      5

### Section 3

22. The following scale consists of various words that describe different feelings and emotions. Read each item and then mark the appropriate answer in the space next to that word. Indicate to what extent you generally feel (1 = Never; 3 = Moderately; 5 = Always).

Upset	1	2	3	4	5
Hostile	1	2	3	4	5
Alert	1	2	3	4	5
Ashamed	1	2	3	4	5

Inspired	1	2	3	4	5
Nervous	1	2	3	4	5
Determined	1	2	3	4	5
Attentive	1	2	3	4	5
Afraid	1	2	3	4	5
Active	1	2	3	4	5

**--End of the questionnaire--**

**Thank you for your participation**

## Appendix L: Email invitation to the employee

To: [REDACTED]

From: [REDACTED]

Subject: Participate in a work-family research and get a chance to win a coffee voucher  
(CODE: P-1)

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Dear Invitee:

I am writing to invite you to take part in a 10-day research study (excluding Saturday and Sunday) as a part of the Doctor of Business Administration at Aston University. The study intends to examine how family supportive supervisor behaviour influences the work-family experience of employees in Hong Kong.

### **What are the benefits?**

Your participation in this study is important. You can help to improve our understanding of how the manager's behaviour helps employees to cope with work-family demands, thus providing insights for the organisations to plan leadership development programmes in the future. Organisations have been frustrated by the ineffectiveness of family-friendly policies in helping employees to manage work-family demands for a long time, the results will enable us to offer an alternative to the work-family management of employees.

After the questionnaire, a lucky draw will be conducted to determine who can win one of the ten \$100 coffee shop cash vouchers. In the lucky draw, the winners will be selected randomly from the participants who have fulfilled the requirements of the study.

### **What is required from you?**

In this study, you will be asked to fill out two questionnaires every day. I will send you the link to the first questionnaire at 4 p.m. and the second questionnaire at 9 p.m. via email. It should take less than 10 minutes to complete.

**Who will see your responses?**

Any responses given are being kept strictly confidential. Nobody from your organisation will see your complete responses. The data generated will be held under The Personal Data (Privacy) Ordinance (Cap. 486) and General Data Protection Regulation (GDPR) in Hong Kong and the United Kingdom, respectively.

The attachments in this email include a participation information sheet and an email. The participant information sheet includes additional details that will help you to understand more about the purposes and the operation of this study. The attached email is an invitation letter that I hope you can forward to your partner.

I sincerely hope that you will agree to take part in this study. If you agree to participate in this study, please reply to me via returned email. Please feel free to contact me if you want to obtain more information about the study.

Yours sincerely,

Mr. Louis Ka Hei Fung



## Appendix M: Email invitation to the employee's partner

To: [REDACTED]

From: [REDACTED]

Subject: Participate in a work-family research and get a chance to win a coffee voucher  
(CODE: P-1)

---

Dear Invitee:

I am writing to invite you to take part in a 10-day research study (excluding Saturday and Sunday) as a part of the Doctor of Business Administration at Aston University. The study intends to examine how family supportive supervisor behaviour influences the work-family experience of employees in Hong Kong.

### **What are the benefits?**

Your participation in this study is important. You can help to advance our understanding of how the manager's behaviour helps employees to effectively cope with work-family demands. The results will provide insights to the organisations into the future development of leaders and persuade managers to be more family-supportive at work. Hence, it will help shape a positive relationship between you and your loved ones.

After the questionnaire, a lucky draw will be conducted to determine who can win one of the ten \$100 coffee shop cash vouchers. In the lucky draw, the winners will be selected from the participants who fulfil the requirements in completing the study.

### **What is required from you?**

In this study, you will be asked to fill out a questionnaire every day. I will send you the link to the questionnaire at 9 p.m. via email. It should take less than 10 minutes to complete.

### **Who will see your responses?**

Any responses given are being kept strictly confidential. Your partner will not be able to see your complete responses. The data generated will be held under The Personal Data (Privacy) Ordinance (Cap. 486) and General Data Protection Regulation (GDPR) in Hong Kong and the United Kingdom, respectively.

The attachment in this email includes a participation information sheet. The participant information sheet includes additional details that will help you to understand more about the purposes and the operation of this study.

I sincerely hope that you will agree to take part in this study. If you agree to participate in this study, please reply to me via returned email. Please feel free to contact me if you want to obtain more information about the study.

Yours sincerely,

Mr. Louis Ka Hei Fung

## Appendix N: Leadership development scorecard

### Leadership development scorecard

Candidate Name: \_\_\_\_\_

Position: \_\_\_\_\_

Department: \_\_\_\_\_

Name of the assessor: \_\_\_\_\_

Date of assessment: \_\_\_\_\_

The purposes of this score card is to identify the strengths and weaknesses of the candidate in demonstrating necessary leadership competencies to support his/her co-worker/subordinate at work and cope with the family demands. The result of this scorecard provides a reference for the HR department to identify the programme that the candidate shall receive in leadership development.

Scoring – candidates should be scored as follows:

1	The candidate performance needs improvement
2	The candidate consistently meets the expectation stated in the criteria
3	The candidate exceeds the expectation stated in the criteria sometimes
4	The candidate often exceeds the expectation stated in the criteria
5	The candidate always exceeds the expectation stated in the criteria

**Scoring matrix (for each section of the assessment)\***

40% or below	Improvements needed; this should be treated as the first priority in leadership development, HR department should communicate with the
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	senior management to identify systematic leadership development programme for this candidate.
41 to 79%	The candidate performance in this area is satisfactory; Informal development practice (e.g., coaching) is advised.
80% or above	The candidate performance is excellent in this area; HR department should communicate with the senior management to determine if any development practice is necessary.

*\*Percentage of the total score of each section*

		Score
Emotional support		
1.	The candidate is willing to listen to the co-worker/subordinate's problems in juggling work and nonwork life.	
2.	The candidate takes the time to learn about the co-worker/subordinate's personal needs.	
3.	The co-worker/subordinate is willing to share his/her work-nonwork conflicts with the candidate.	
4.	The candidate can communicate effectively with his/her co-worker/subordinates to solve conflicts between work and nonwork issues.	
Additional comments:		/20
Instrumental support		
5.	The co-worker/subordinate can rely on the candidate to deal with the scheduling conflicts if necessary.	

6.	The co-worker/subordinate can rely on the candidate to make sure the work responsibilities are handled when he/she has unanticipated nonwork demands.	
7.	The candidate works effectively with his/her co-worker/subordinate to creatively solve work-nonwork conflicts.	
Additional comments:		/20
Role modelling		
8.	The candidate acts as a good role model to the co-worker/subordinate in balance work and nonwork roles.	
9.	The candidate demonstrates effective behaviours in front of his/her co-workers/subordinates how to juggle work and nonwork balance.	
10.	The candidate demonstrates to his/her co-workers/subordinates on how to be successful both on and off the job.	
Additional comments:		/15
Creative work-family management		
11.	The candidate constantly thinks about how the work in his/her department/team can be organized to jointly benefit employees and the company.	
12.	The candidate asks for suggestions from his/her co-workers/subordinates to make it easier for them to balance work and nonwork demands.	
13.	The candidate is creative in reallocating job duties to help his/her department/team to work better.	
14.	The candidate can manage the department/team to enable everyone's needs to be met.	

Additional comments:	/20
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Signature: \_\_\_\_\_

Date: \_\_\_\_\_