



Master thesis

The relationship between work-home culture and organizational citizenship behavior: the mediating role of work-family enrichment

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Preface

This research is realized as a master thesis for the study Human Resource Studies at Tilburg University, the Netherlands. For about half a year I have focused myself on this master thesis as closure of my study. Before starting, I had to make a top-4 preference list out of approximately 30 topics from the HR field. Eventually this resulted in the topic ‘work-life balance’.

Work-life balance is a very broad topic with different points of view, ranging from a negative interference between work and family roles to the later point of view which states that work and family roles can enrich each other. Within the thesis circle of this topic, we were free to choose in which direction we wanted to do our study. After doing research about the topic, my interest was aroused by the concept ‘work-family culture’. Many organizations implement work-home arrangements without having a positive work-home culture, which stimulate employees to use these work-home arrangements. This resulted in a study in which the relationship between work-home culture and organizational citizenship behavior is investigated, mediated by work-family enrichment. With this research, I hope to achieve that organizations understand the importance of a positive work-home culture.

I would like to take the opportunity to thank various people who helped me with realizing my master thesis. First, a special thanks to Geertje van Daalen, my supervisor during this period. She gave me good advice and helped me with the different steps of my master thesis. Second, I would like to thank Marcel van Assen (MTO Professor) and Christina Meyers (Second reader). Marcel gave me good advice for doing my analysis and helped me to have a critical view on this process and Christina gave me a last critical view with her feedback. Furthermore, I would like to thank Simone van Arkesteijn and Manja Verhoeven, two students who participated in the thesis circle of work-life balance as well. They gave me feedback during the different stages and together with them I have realized the data collection. As last, I am grateful for the support of my friends and family during difficult periods and for reading pieces of my master thesis on clearness and language.

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Abstract

Due to the increase of dual-earners and part-time working, there is an increase of women and men who have to combine work and family roles. Despite the leading expected negative effects of balancing these two roles, this research has focused on the positive effects, known as work-family enrichment. The aim of this research is to investigate the relationship between work-home culture (support and hindrance) and organizational citizenship behavior, with a focus on the mediation role of work-family enrichment. Examining these effects could give organizations insight and opportunities to improve the perceived positive work-home culture of employees. Convenience sampling resulted in a heterogeneous sample of 171 individual employees. The results indicated that work-home culture support does influence employees to engage in organizational citizenship behavior and that this relationship is mediated by work-family enrichment. However, no direct and indirect relationship is found between work-home culture hindrance and organizational citizenship behavior, mediated by work-family enrichment.

Keywords: work-family culture support, work-family culture hindrance, work-family enrichment, organizational citizenship behavior

Introduction

The Netherlands is, in Europe, by far the country with the largest number of part-time working employees (CBS, 2014; 2016). Due to this, the dual earners are increasing as well (CBS, 2015). In The Netherlands, the most frequent combination today is one partner with a full-time job and the other partner with a large part-time job. Because more time is spent for work, less time is available for family roles. An imbalanced work-life relationship is associated with stress, fatigue and illness which can affect the individual employee as well the organization (Bailyn, 1993; Kofodimos, 1993).

Most research in the work-family interaction literature is done on work-life conflict, which is the incompatibility between work and family and their negative consequences (Eby, Casper, Lockwood, Bordeaux & Brindley, 2005). Work-life conflict is based on the classical perspective of role stress theory, which assumes that managing multiple roles is difficult and inevitably creates strain (Cooper, Winnubst & Schabracq, 2003). However, in the last decade,

scholars have made efforts to examine the positive work-family interaction on individual's attitude and behavior, mostly described as work-family enrichment, which assumes that having multiple roles is beneficial for employees (Greenhaus & Powell, 2006; Carlson, Kacmar, Wayne & Grzywacz, 2006). In this study, it will be investigated if work-family enrichment (WFE) mediates the relationship between work-home culture (WHC) and organizational citizenship behavior (OCB). Work-family enrichment can be fostered by different processes (Barnett & Hyde, 2001), which is in line with Shein's (2011) empirically grounded model of work-family enrichment. This model describes through different pathways how resources at work improve the performance in someone's family role, which in turn improves the performance in the work role. An example of resources implemented by organizations to improve employees' performance in the family and work domain are work-home (WH) arrangements such as on-site day-care centers, employee assistance programs, working from home and flex time (Burke, 2006). However, results about the effectiveness of such programs are mixed. Some studies found a relationship between those programs and work-life balance while other studies did not find an effect or a negative effect (Bragger, Rodriguez-Srednicki, Kutcher, Indovino & Rosner, 2005). This means that providing such WH arrangements are not always sufficient for a positive work-life balance. Cohen (1997) showed in his study that organizational commitment is dependent on how organizations handle with and react on the private life of employees. Further, Thompson, Beauvais & Lyness (1999) found that employees were more likely to take advantage of WH arrangements in a supportive work-home culture and that the employees' levels of work-family conflict were lower. Bragger et al. (2005) confirmed this and found a significant negative relationship between work-home culture and work-family conflict. When employees experience a positive work-home culture, they are more confident that WH arrangements do not threaten their jobs and career opportunities (Bragger et al., 2005). Work-home culture can be divided into the dimensions support and hindrance (Dijkers, Geurts, Dulk, Peper, Taris & Kompier, 2007) and can be described as "the shared assumptions, beliefs and values regarding the extent to which an organization supports and values the integration of employees' work and family lives" (Thompson et al., 1999, p. 394).

Unfortunately, little research is done on the relationship between work-home culture and work-family enrichment. Baral & Bhargava (2010) investigated this relationship, but did not find a significant effect. However, since this research has been done, new insights about the concept

of work-home culture are done, in which more dimensions of support are taken into account (Dijkers et al., 2007).

As the model of Shein (2011) describes, resources at work can improve the performance in the work domain through improved performance in the family domain. In other words, organizations which invest in resources to improve employees' performance in the family role, can benefit of this increased performance as well. Work-family enrichment has been found to be positively related to different job outcomes, such as organizational commitment (Wayne, Randel & Stevens, 2006; van Steenbergen, Ellemers & Mooijaart, 2007) and job satisfaction (Beutell and Wittig-Berman, 2008). However, still little research is done between the organizational interventions, work-family enrichment and organizational outcomes, such as OCB. OCB is a dimension of job performance that is not formally included in employees' job description (Peeters, de Jonge & Taris, 2014) and can be described as "going above and beyond the call of duty" (Podsakoff, Mackenzie, Paine & Bachrach, 2000, p. 524).

This study aims to contribute to the understanding of the possible effects for both employees (work-family enrichment) and organizations (OCB) when organizations invest in a positive work-home culture. Therefore, the following research question is formulated:

"Does work-home culture (support and hindrance) affect OCB and does work-family enrichment mediate this effect?"

Theoretical framework

This corroborate this research, the work-family enrichment model of Shein (2011) is used, which describes that resources generated in the work role improve the performance in the family role (or the other way around) through different pathways. Within this study, the instrumental pathway is applicable when resources derived from the work role, are transferred and applied in the family role, which will result in improved performance in this role. The affective pathway is applicable when resources derived from the work role produces an (facilitative) affect that improves the performance in the family role. When both pathways occur, it is called the mixed pathway. Finally, a feedback phenomenon occurs when the improved performance in the family role results in improved performance in the work role. This model is applicable for the mediating relationships between work-home culture (hindrance and support), work-family enrichment and OCB. A supportive or hindrance work-home culture affects someone's work-to-family

enrichment (increased performance at family role), which in turn could affect someone to engage in OCB (increased performance at the work role). However, this model is only applicable for the mediating relationships, the direct relationship can be explained by the social exchange theory (Homans, 1961). However, the model of Shein (2011) is an important framework in explaining the different relationships within this study, replenished with other theories such as the broaden-and-build theory of positive emotions (Frederickson, 1998) and the ecological systems theory (Bronfenbrenner, 1992).

Work-home culture

The concept of work-home culture (WH culture), is first described by Thompson et al. (1999). They describe WH culture as “the shared assumptions, beliefs and values regarding the extent to which an organization supports and values the integration of employees’ work and family lives” (p. 394) and consists of three components. The first one is managerial support, which can be described as the extent to which managers are feeling empathy to employees’ familiar responsibilities. The second is career consequences, which contain the employees’ perception of a negative career development as a consequence of the use of work-home arrangements. The last component is organizational time demands, which is the employees’ expectations to spend much visible time at work.

In addition, Allen (2001) argued that the concept of managerial support mentioned by Thompson et al. (1999) should not be defined as one large concept, but that it consist of different levels within the organization. He stated that a distinction should be made between global organizational support and supervisor support. In line with this, Dikkers, Geurts, Den Dulk, Peper & Kompier (2004), argued that support from colleagues is one of the levels of support that need to be acknowledged as well. Taking all this into account, WH culture can be described as a five-dimensional construct, including (I) organizational support, (II) supervisor support, (III) colleagues’ support, (IV) career consequences, and (V) organizational time demands (Dikkers et al., 2004). These five components can be assigned to two broader dimensions of WH culture, namely support and hindrance. The dimension “support” reflects the perception of employees towards organizations, supervisors’, and colleagues’ responsiveness to work-family issues and the use of WH arrangements. The dimension “hindrance” reflects the employees’ perceptions of career consequences and organizational time demands that may hinder them from using WH arrangements (Dikkers et al., 2004).

Organizational citizenship behavior

Organizational citizenship behavior (OCB) is part of the larger multi-faced construct job performance (Peeters et al., 2014). Job performance consists of three dimensions: task performance, organizational citizenship behavior and counterproductive behavior. OCB can be defined as ‘going above and beyond the call of duty’ (Podsakoff et al., 2000) and is extra-role performance that is not formally included in someone’s job description. Nonetheless, this does not mean that this sort of performance is not valuable for the organization or people working within the organization (Organ & Ryan, 1995). Examples of OCB are: talking favorably to outsiders about one’s employer, volunteering to work on unpleasant assignments and assisting an overextended co-worker with his or her job tasks (Peeters et al., 2014)

The relationship between work-home culture and organizational citizenship behavior

The relationship between work-home culture and OCB can be explained by the social exchange theory. Social exchange can be defined as ‘the exchange of activity, tangible or intangible, and more or less rewarding or costly, between at least two persons’ (Homans, 1961, p. 13).

Individuals who are involved in an exchange relationship, expect a balanced relationship (Blau, 1964). If this exchange relationship is unbalanced, an individual will feel obligated towards the other individual to engage in activities to restore this relationship. The relationship needs to be balanced again. This social obligation to reciprocate is called the ‘norm of reciprocity’ (Gouldner, 1960).

If employees perceive support from the organization, their supervisor or colleagues’, they can feel obligated to engage in mutual activities. Such an activity can be showing more OCB, mainly towards the source from who they received the support. Rhoades & Eisenberger (2002) showed in their meta-analysis that perceived organizational support affect employees to show OCB. This OCB may not only be focused to the organization, but also to the employees’ supervisor or colleagues from who they receive (WHC) support, for example helping a colleague with a difficult task. It has been studied that perceived supervisor support (Whittington, Goodwin & Murry, 2004) and coworker support (Halbesleben & Wheeler, 2015) positively affects employees to invest in OCB aimed at their supervisor or coworker. These studies are directed to general organizational, supervisor and coworker support. However, these findings are the foundation for understanding the relationship between the work-family specific support (WHC

support) and OCB. Bragger et al. (2005) found in their research that the social exchange theory is applicable for WHC support as well and found a positive relationship between WHC support and OCB.

The opposite can occur when employees perceive a hindrance WHC. Unfortunately, there are no studies found in which WHC hindrance or the sub dimensions career consequences and organizational time demands are investigated as antecedents of OCB. However, Thompson et al. (1999) found in their study that higher organizational time demands resulted in lower affective commitment. Affective commitment and OCB can both been seen as positive attitudes towards the organization. Furthermore, it is found that OCB is negatively influenced by time pressures, which can be compared with organizational time demands (Hui, Organ & Crooker, 1994). Based on this studies and the social exchange theory it is expected that employees who perceive a hindrance WHC do not feel the obligation to engage in mutual activities, such as OCB. When employees do not perceive their work as a desirable place to work, they are less willing to do something in return (Thompson et al. 1999). Accordingly, the following hypotheses are formulated:

H1a; A supportive work-home culture has a positive effect on OCB.

H1b; A hindrance work-home culture has a negative effect on OCB.

Work-family enrichment

Work-family enrichment is a relatively new concept that is examined since the last decade. For a much longer period, research is done to the opposite concept work-life conflict, which is about the incompatibility between work and family and their negative consequences (Eby et al., 2005). Work-family enrichment is defined as “the extent to which experiences in one role improve the quality of life, namely performance or affect, in the other role” (Greenhaus & Powell, 2006), and can be divided into work to family development, work to family affect and work to family capital. This means that when someone gains resources generated in role A, the individual performance (development, affect or capital) in role B can be improved. Work-family enrichment occurs when the recourse gains generated at the work domain, improve the individual performance in the family domain.

The relationship between work-home culture and work-family enrichment

The work-family enrichment model of Shein (2011) is an important model in understanding the relationship between work-home culture and work-family enrichment, corroborated with the ecological system theory of Bronfenbrenner (1992).

Grywacz & Marks (2000) have studied the work-family interface utilizing the ecological systems theory of Bronfenbrenner (1992.) They found that ecological resources at work (i.e. support from co-workers and supervisors) are associated with lower levels of work-family conflict and higher levels of work-family enrichment, which is in line with the model of Shein (2011). Work-family enrichment can be generated through two different pathways, the instrumental and the affective pathway (Shein, 2011). For example, when a coworker helps someone out who has care responsibilities, this can have a direct effect on someone's work-family enrichment because more time can be spent on these care responsibilities (instrumental pathway). Further, when someone can discuss his (or her) private life with his supervisor, this can influence someone's mood about his personal life and feel that he is a better family member (affective pathway).

The model of Shein (2011) explains the positive relationship between job resources and improved performance in the family and work role. However, this study uses this model to explain the negative relationship between job demands and decreased performance in the family and work role as well. This can be supported by the ecological system theory (Bronfenbrenner, 1992). It is found that ecological barriers at work (i.e. pressure at work) are associated with higher levels of work-family conflict and lower levels of work-family enrichment (Grywacz & Marks., 2000). For example, when is expected that employees should work long days and be available all of the time, less time is available for their private life, which directly decreases their work-family enrichment (instrumental pathway). Further, when employees are seen as less ambitious because of reduced working hours, their self-confidence can decrease which can make them a less good family member (affective pathway).

Michel, Kotrba, Mitchelson, Clark & Baltes (2010) supported the ecological system theory by investigating the antecedents of work-family conflict in a meta-analysis. They found that when role stressors (i.e. work time demands) at work increases, work-life conflict increases and when social support (organizational, supervisor and coworker) increases, work-life conflict decreases. Further, Abendroth & den Dulk (2011) found that supervisor and colleagues' support

have a positive impact on an employees' work-life balance satisfaction. Accordingly, the following hypotheses are formulated:

H2a; A supportive work-home culture has a positive effect on work-family enrichment.

H2b; A hindrance work-home culture has a negative effect on work-family enrichment.

The relationship between work-family enrichment and OCB

The broaden-and-build theory of positive emotions (Fredrickson, 1998) states that "certain discrete positive emotions (including joy, interest, contentment, pride, and love) although phenomenologically distinct, all share the ability to broaden peoples momentary thought-action repertoires and build their enduring personal resources, ranging from physical and intellectual resources to social and psychological resources" (Fredrickson, 2001). Thought-action repertoires are "the cognitions and behaviors an individual is capable of performing" (Carlson, Kacmar, Grzywacz, Tepper & Whitten, 2013, p. 91). This theory is originally developed in explaining the evolutionary and developmental value of positive emotions (Fredrickson, 1998). However, the broaden-and-build theory is a useful framework for understanding employee behaviors (Bakker, 2008) and usage of this theory in the organizational literature is increased (Bakker, Demerouti & Dollard, 2008), including research on work-family enrichment. Jaga & Bagraim (2011) found that work-family enrichment positively affects someone's job satisfaction and career satisfaction and McNall, Nicklin & Masuda (2010) found in their the meta-analysis that higher levels of work-family enrichment increases someone's job satisfaction and affective commitment.

Work-family enrichment occurs when experiences in the work role improve the performance in the family role (Shein, 2011) and can be seen as a positive experience that contributes to positive emotions which stimulate outwardly oriented thoughts and actions (Carlson, Ferguson, Kacmar, Grzuwacz & Whitten, 2011). Work-family enrichment (Baral & Bhargava, 2010) and work-family balance (Carlson et al., 2013) both increase employees' willingness to engage in OCB. Applied to the broaden-and-build theory, work-family enrichment can be seen as a positive emotion that broadens people's thought-action repertoires. OCB can be seen as such a thought-action repertoire because it enhances relationships between coworkers

and they increase the relationship between the employee and organization (Mossholder, Settoon & Henagan, 2005). Accordingly, the following hypothesis is formulated:

H3; Work-family enrichment has a positive effect on OCB.

The mediating role of work-family enrichment

Work-family enrichment is not just an unidirectional process, in which resources acquired at work improve someone's performance in the family domain (Shein, 2011). The feedback phenomenon states that resources acquired at work are transferred and applied in the family domain and improve the performance at the family domain, which in turn results in a feedback effect at work, where performance is enhanced further. This means that resources acquired in one domain give the opportunity to improve performance in both domains. In other words, work-family enrichment can be seen as a mediator between resources gained at work and improved performance at work (Shein, 2011).

Evidence for the feedback phenomenon is found by different researchers. Baral & Bhargava (2008) found that work-family enrichment mediates the relationship between job characteristics (e.g. autonomy and variety) on the one hand and job satisfaction, organizational commitment, and OCB on the other hand. They also found evidence that work-family enrichment mediates the relationship between supervisor support and affective commitment. Further, evidence is found that work-family enrichment mediates the relationship between the antecedent flexible work arrangements and the outcomes job satisfaction & turnover intentions (McNall, Masuda & Nicklin, 2010) and between a family supportive culture and affective commitment (Wayne et al., 2006).

In this study, it is expected that work-family enrichment partially mediates the relationship between work-home culture (supportive and hindrance) and OCB, because of the expected direct effect between work-home culture and OCB. Accordingly, the following hypotheses are formulated:

H4a; Work-family enrichment (at least) partially mediates the relationship between a supportive work-home culture and OCB.

H4b; Work-family enrichment (at least) partially mediates the relationship between a hindrance work-home culture and OCB.

All described hypotheses are clarified in the following conceptual model. In this conceptual model, all direct and indirect relationships are taken into account.

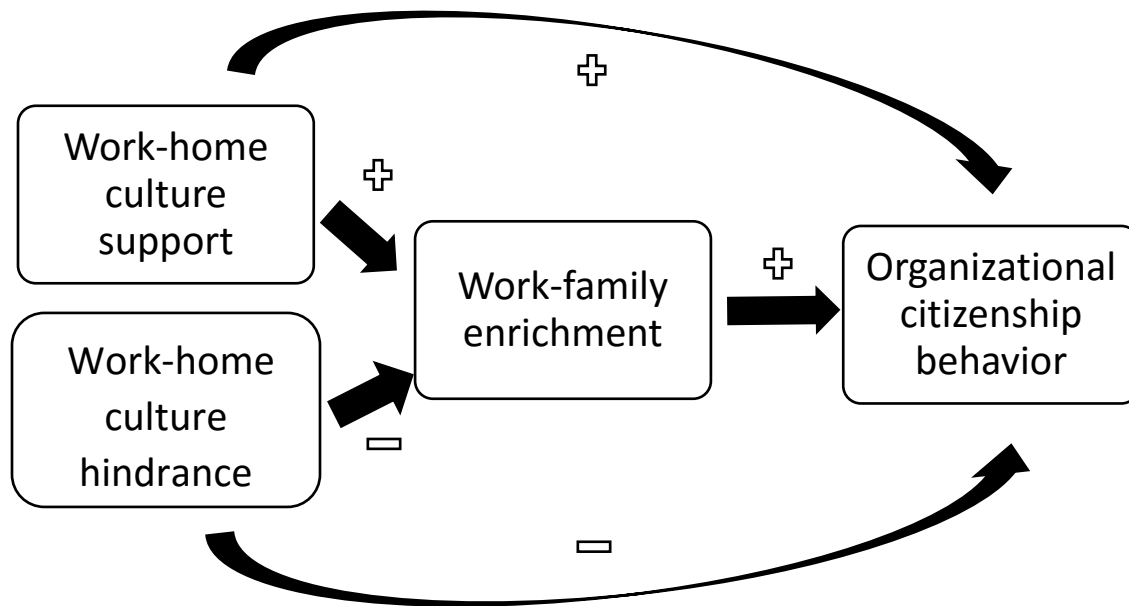


Figure 1 Conceptual model

Method

Design

This research is an explanatory study, in which quantitative data is used to test the hypotheses. This research is cross-sectional and the unit of analysis is the individual employee.

Participants & procedure

The data in this research was gathered for the master thesis of three students of the study Human Resource Studies at Tilburg University, the Netherlands. Despite the research being done individually, data collection was done together. First, a pilot study was done to investigate possible problems. Due to this pilot study, some questions were adjusted to have a better fit within the Dutch context. The data was gathered with an online questionnaire, making use of the data collection program “Qualtrics” (Qualtrics LLC, 2016). Convenience sampling was done to reach the respondents for the survey. This was done within the environment of the researchers, making use of for instance Facebook, LinkedIn, email, private networks and personal contact.

Respondents were voluntary to fill in the questionnaire. A cover letter was provided in which instructions and the time to fill in the questionnaire were given and the anonymity of the respondents was mentioned. This cover letter can be found in Appendix A. The questions were collected from already existing, reliable research. All questions were translated into Dutch with the standard translation/back translation procedure (Brislin, Lonner & Thorndike, 1993).

The online questionnaire of this research has resulted in 305 respondents. Because this research was restricted to the working population of the Netherlands, two questions were added to filter the students and the unemployed from the employed population. In total, 242 employed people have contributed to this research. Because not all of these employed respondents have filled in the questionnaire completely, finally the results of a heterogeneous group of 171 respondents is established and used in this research.

In this research, 59.10% of the respondents was female. The age of the respondents ranged from 21 to 63 years old ($M=38.04$, $SD=12.70$). 60.20% of the respondents was higher educated. The working week of the respondents ranged from 9 to 65 hours per week ($M=35.78$ $SD=10.51$). 74.30% of the respondents live together and 52.90% has children. An overview of the characteristics of the sample can be found in Table 1.

Table 1. Demographic characteristics of sample

<i>Control variables</i>	N (%)	Mean	SD
Gender	171		
Male	70 (40.90%)		
Female	101 (59.10%)		
Age employees (yr.)	171	38.04	12.70
Education	171		
Higher education	103 (60.20%)		
Working hours (per week)	171	35.78	10.51
Living together	171		
Yes	127 (74.30%)		
No	44 (25.70%)		
Children	171		
Yes	90 (52.60%)		
No	81 (47.40%)		

Measures

For this research, the variables work-home culture, work-family enrichment and organizational citizenship behaviour were used in the questionnaire. All questionnaires can be found in Appendix B.

Work-home culture. This variable was measured with the scale of Dikkers et al. (2004; 2007) and consists of 17 items. Based on earlier research (Dikkers et al., 2007), work-home culture is a two-factor structure, divided into the factors ‘support’ and ‘hindrance’. In this research, these two dimensions were investigated separately.

The dimension support consisted of 10 items, based on the sub dimensions organizational support (4 items), supervisor support (3 items) and colleagues’ support (3 items). Despite these sub dimensions, WHC support is found as one factor (Dikkers et al., 2007). An example questions was: ‘This organization is supportive of employees who want to switch to less demanding jobs for private reasons’. Responses were given on a 5-point Likert scale, ranging from ‘totally disagree’ to ‘totally agree’. A Cronbach’s alpha (α) of 0.87 was found, which means that the reliability of the scale is good.

The dimension hindrance consisted of 7 items, based on the sub dimensions career consequences (3 items) and time demands (4 items). Despite these sub dimensions, WHC hindrance is found as one factor (Dikkers et al., 2007). An example questions was: ‘In this organization, employees are expected to put their job before their private life when necessary’. Responses were given on a 5-point Likert-scale, ranging from ‘totally disagree to ‘totally agree’. A Cronbach’s alpha (α) of 0.87 was found, which means that the reliability of the scale is good.

Work-family enrichment. This variable was measured with the scale of Carlson et al. (2006) and consisted of nine items, subdivided into the three dimensions ‘development’, ‘affect’ and ‘capital’. Despite the division in the three dimensions, work-family enrichment can be measured as one factor (Carlson et al., 2006). An example question was: ‘My involvement in my work helps me to understand different viewpoints and this helps me be a better family member’. Responses were given on a 5-point Likert-scale, ranging from ‘totally disagree’ to ‘totally agree’. A Cronbach’s alpha (α) of 0.93 was found, which means that the reliability of the scale is good.

OCB. This variable is measured with the scale of Tsui, Pearce, Porter & Tripoli (1997) and consisted of nine items. An example question was: ‘Informs management of potentially unproductive policies and practices’. Responses were given on a 7-point Likert-scale, ranging from ‘strongly disagree’ to ‘strongly agree’. A Cronbach’s alpha (α) of 0.92 was found, which means that the reliability of the scale is good.

Demographic variables. Gender (1=male, 2=female), age, level of education, working hours per week, children (1=yes 2=no), living together (1=yes, 2=no) were filled out by the respondents.

Analysis

The collected data in Qualtrics was automatically transferred to SPSS, in which the data was analyzed. This data contained the variables WHC support, WHC hindrance, WFE, OCB and the demographic variables. First, two regression analysis were performed in which the independent demographic variables were tested on the dependent variables WFE and OCB. This is done to investigate which control variables should be included in the hypotheses testing. Second, bivariate correlations were measured to give a first insight in the relationships between the different (control) variables.

To answer the research question, the hypotheses of this research were tested with a Hayes Process routine (Hayes, 2012), which test the direct and indirect effects at the same time. In this research, two separate mediation models are tested with each one of the antecedents (WHC support or WHC hindrance). The reason for this is the possibility that the two antecedents will highly correlate together which can cancel out each other’s’ effects (Hayes, 2013). In the first mediation model, the direct effect between a supportive WHC (X1) and OCB (Y) and the indirect effect mediated by WFE (M) were tested. Second, the direct effect between a hindrance WHC (X2) and OCB (Y) and the indirect effect mediated by WFE (M) were tested. Finally, within both mediation models the control variables working hours, education and age were included.

Results

Descriptive statistics

To test which demographic variables should include in the Hayes Process Routine as control variables, regression analyses were performed. These regression analyses showed a significant relationship between education and OCB ($\beta=.112$, $p<.05$) and between working hours per week and OCB ($\beta=.017$, $p<.05$). No significant relationships were found between the demographic variables and WFE. Based on theory, the control variable age is included as well, as older employees are more cooperative with their colleagues (Singh & Singh, 2010) and show higher levels of sportsmanship OCB (Zacher & Frese, 2009).

The descriptive statistics and correlations among the studied and control variables are described in table 2. This table shows that there is a positive significant relationship between WHC support and OCB ($r=.247$, $p<.01$) and between WHC support and WFE ($r=.374$, $p<.01$). Further, a positive significant relationship is found between WFE and OCB ($r=.344$, $p<.01$). No significant relationship is found between WHC hindrance and WFE and between WHC hindrance and OCB. The control variable working hours is positive significant related to WHC hindrance ($r=.265$, $p<.01$). No other significant correlations were found between the control variables and the studied variables.

Table 2. Correlations

	Mean	SD	1	2	3	4	5	6	7
1. Work-family enrichment	3.30	.73	-						
2. Work-home culture support	3.55	.60	.374**	-					
3. Work-home culture hindrance	2.86	.80	-.069	-.332**	-				
4. Organizational citizenship behavior	5.37	.94	.344**	.247**	-.028	-			
5. Working hours (per week)	35.78	10.51	-.009	-.059	.265**	.147	-		
6. Education (higher education)	60.20%		.040	.019	.065	.065	.205**	-	
7. Age	38.04	12.70	-.023	-.091	.029	.111	.220**	-.301**	-

* $p<.05$ (two tailed) ** $p<.01$ (two tailed)

Test of hypotheses

Hypothesis 1a

A Hayes process routine is conducted to test the hypothesis that a supportive WHC would result in higher levels of OCB. As shown in table 3, results indicate a significant positive relationship between a supportive WHC and OCB, controlling for working hours, education and age ($\beta=.266$, $p<.05$). This suggests that employees who perceive a supportive WHC, are more willing to engage in OCB, which means that hypothesis 1a is accepted.

TABLE 3. Model coefficients with X = WHC Support

Antecedent	Consequent						
	WFE			OCB			
	Coeff.	SE	<i>p</i>	Coeff.	SE	<i>p</i>	
WHC support	<i>a</i> .459	.088	.000	<i>c'</i> .266	.117	.000	
WFE	---	---	---	<i>b</i> .359	.095	.024	
Working hours	.001	.005	.885	.015	.006	.020	
Education	.017	.005	.885	.117	.040	.004	
Age	.001	.004	.741	.017	.005	.002	
constant	<i>i</i> ₁ 1.484	.496	.003	<i>i</i> ₂ 1.307	.623	.037	
			$R^2 = .142$				
			$F(4,166) = 6.846, p <.001$				
				$R^2 = .228$			
				$F(5,165) = 9.740, p <.001$			

Hypothesis 1b

This hypothesis predicted that a hindrance WHC would result in lower levels of OCB. As can be seen in table 4, this hypothesis is not supported ($\beta=-.08$, $p >.05$). Therefore, it cannot be stated that when employees perceive a hindrance WHC, they are less willing to show OCB, which means that hypothesis 1b is rejected.

TABLE 4. Model coefficients with X = WHC Hindrance

Antecedent	Consequent						
	WFE			OCB			
	Coeff.	SE	<i>p</i>	Coeff.	SE	<i>p</i>	
WHC hindrance	<i>a</i> -.065	.074	.377	<i>c'</i> -.083	.085	.328	
WFE	---	---	---	<i>b</i> .434	.089	.000	
Working hours	.000	.006	.995	.016	.007	.021	
Education	.018	.036	.606	.118	.041	.005	
Age	.000	.005	.923	.016	.005	.003	
constant	<i>i</i> ₁ 3.389	.404	.000	<i>i</i> ₂ 2.244	.555	.000	
	$R^2 = .007$			$R^2 = .208$			
	$F(4,166) = .285, p = .887$			$F(5,165) = 8.675, p < .001$			

Hypothesis 2a

As can be seen in table 3, the hypothesis that stated that a supportive WHC would predict higher levels of WFE when controlling for working hours, education and age is supported ($\beta = .459, p < .01$). This suggests that employees who perceive a supportive WHC perceive higher levels of WFE, which means that hypothesis 2a is accepted.

Hypothesis 2b

The hypothesis that stated that a hindrance WHC results in lower levels of WFE cannot be supported, as shown in table 4 ($\beta = -.065, p < .05$). Therefore it cannot be stated that employees who perceive a hindrance WHC, perceive lower levels of WFE, which means that hypothesis 2b is rejected.

Hypothesis 3

This hypothesis is tested twice, because two Hayes process routines are performed with each one of the two antecedents (WHC support and WHC hindrance). Because of this, two different coefficients are found. Table 3 and 4 shows that WFE would result in higher levels of OCB when controlling for working hours, education and age ($\beta=.359/.434$, $p < .01$). This suggests that employees who perceive higher levels of WFE are more willing to show OCB, which means that hypothesis 3 is accepted.

Hypothesis 4a

This hypothesis stated that WFE (at least) partially mediates the relationship between WHC support and OCB. Bias-corrected bootstrap confidence interval based on 1000 bootstrap samples was entirely above zero (.076 to .307), which means a significant indirect effect between WHC support and OCB, mediated by WFE is found. Because the direct effect between WHC support and OCB (hypothesis 1a) is found as well, WFE mediates this relationship partially. This means that hypothesis 4a is accepted.

Hypothesis 4b

This hypothesis stated that WFE (at least) partially mediates the relationship between WHC hindrance and OCB. With a bias-corrected bootstrap confidence interval based on 1000 bootstrap samples (-.108 to .026), no evidence is found for a significant indirect effect between WHC hindrance and OCB, mediated by WFE. This means that hypothesis 4b is rejected.

Figure 2 shows all hypotheses of this research in a hypotheses testing results model. As can be seen in the figure, the relationship between WHC support and WFE, WHC support and OCB and WFE and OCB are all found in this research. This resulted in an indirect effect between WHC support and OCB mediated by WFE as well. Both direct relationships with the independent variable WHC hindrance are not found, which resulted that the indirect relationship between WHC hindrance and OCB mediated by WFE is rejected as well.

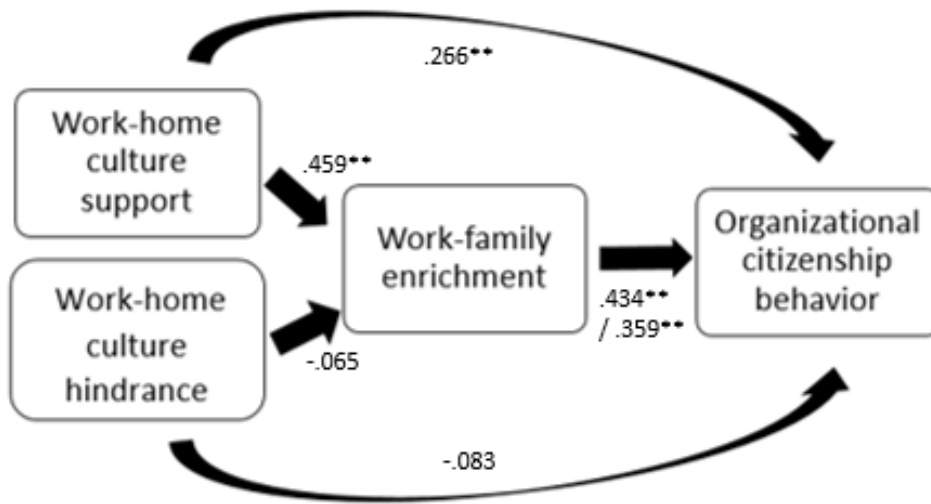


Figure 2 Effects of WHC support and WHC hindrance on OCB and the mediating effect of WFE

* $p < .05$ (two tailed) ** $p < .01$ (two tailed)

Discussion

Nowadays, there is an increase in work-home arrangements provided by organizations for their employees. The intention of these work-home arrangements is to make employees able to combine their work and family roles (Burke, 2006). Evidence is found that a positive work-home culture contributes to more usage of these work-home arrangements by employees and lower work-family conflict (Cohen, 1997; Thompson et al, 1999, Bragger et al., 2005). Since most research is done to the negative relationship between work and family (work-family conflict), evidence is found that these two domains can complement each other as well, resulting in the concept work-family enrichment (Greenhaus & Powell, 2006; Carlson, Kacmar, Wayne & Grzywacz, 2006).

In this study, it is investigated if the two dimensions (support and hindrance) of work-home culture affects someone's willingness to show organizational citizenship behavior and the mediation role of work-family enrichment in this relationship. Based on the social exchange theory (Homans, 1961), the ecological system theory (Bronfenbrenner, 1992), the broaden-and-build theory of positive emotions (Frederickson, 1998) and the model of work-family enrichment created by Shein (2011), a conceptual model is created. Despite this theoretical foundation, only a part of the hypotheses in this research are accepted.

Interpretation of the results

Relationship between work-home culture (support & hindrance) and organizational citizenship behavior

The first priority of this research was to investigate the relationship between work-home culture and organizational citizenship behavior. Because this research divided work-home culture into two dimensions, two hypothesis were performed. Hypothesis 1a stated that a supportive WHC positively affects employees to show OCB. As expected, this research found that employees who perceive a supportive WHC were more willing to show OCB. This finding is in line with the social exchange theory and different studies investigating the relationship between support and OCB based on this theory (Rhoades & Eisenberger, 2004; Whittington, Goodwin & Murry, 2004; Halbesleben & Wheeler, 2015).

Hypothesis 1b stated that a hindrance WHC negatively affects employees to show OCB. Contrary to the theory, this study did not find this negative relationship. Probably employees do not engage less in OCB when they perceive a hindrance WHC. A hindrance WHC consists of organizational time demands and negative career consequences. Explanation of this hypothesis was based on the social exchange theory and studies which investigated comparative variables for organizational time demands and OCB (Thompson et al., 1999; Hui et al., 1994). No studies were found in which career consequences were related to OCB, which makes the theoretical explanation for the relationship between organizational time demands and OCB stronger than the relationship between career consequences and OCB. Reason for not finding a relationship between WHC hindrance and OCB could be the usage of WHC hindrance as one concept. Dikkers et al., (2007) found that WHC hindrance can be seen as one concept instead of the two different sub dimensions separately. However, probably there is a difference between these two sub dimensions which both have a different (or none) effect on OCB.

Because only the relationship with WHC support is found, presumably the positive aspect (support) of work-home culture is more influential than the negative aspect (hindrance) for employees to show or not show OCB. In other words, employees feels the obligation to show OCB when they perceive a supportive WHC but do not show less OCB when they perceive a hindrance WHC. Apparently employees are more susceptible for the support they achieve from the organization, their supervisor and colleagues compared to the hindrance they perceive at work towards their private situation.

Relationship between work-home culture (support & hindrance) and work-family enrichment

The second aim of this research was to investigate the relationship between work-home culture and work-family enrichment. Hypothesis 2a which stated that WHC support positively influences WFE is accepted. This finding is in line with the ecological system theory (Bronfenbrenner, 1992), that stated that ecological resources at work are related to higher levels of work-family enrichment.

Hypothesis 2b stated that WHC hindrance negatively influences WFE, but cannot be confirmed by this research. An assumption for not finding this relationship could be the self-made choice employees make to combine their family role with a paid job. Almost half of the women in the Netherlands are working part-time because of care for family or household (CBS, 2011). Because they choose to combine both roles themselves, they are more willing to accept the negative effects at work and do not let them influence the perception of their work-family enrichment. A second explanation could be that WHC support buffers the negative effects of WHC hindrance. Bakker, Demerouti & Euwema (2005) found in their study that high levels of work overload, emotional demands, physical demands and work-home interference (job demands) did not result in a burnout if employees experienced high levels autonomy, received feedback, social support and a high-quality relationship with his/her supervisor (job resources). Probably the same effect occurs within the relationship between WHC hindrance and work-family enrichment. Despite this research did not take this into account, Dikkers et al. (2004) investigate four types of WHC by splitting the two dimensions of WHC into high and low scores and combined them. They has found that the largest proportion of workers experience both high support and high performance, also called contradictory WHC. When both dimensions are high, support can lessen or cancel out the relationship between WHC hindrance and WFE. For example, it can be possible that support from colleagues' can help employees deal with the expectation from the organization to work overtime on a regular basis.

Consistent with the relationship between WHC and OCB, employees' perception of WFE is probably more influenced by WHC support than by WHC hindrance. This means that employees take advantage of the support they achieve at work to enrich their private life, but do not let the perceived hindrance influence their private life negatively.

Relationship between work-family enrichment and organizational citizenship behavior

The third aim of this research was to investigate the relationship between WFE and OCB, which resulted in hypothesis 3. As expected, a positive relationship is found which is in line with the broaden-and-build theory of positive emotions (Frederickson, 1998) and the feedback phenomenon (Shein, 2011). This means that employees are more willing to show OCB when they perceive higher levels of WFE. The positive emotions that emerge when employees experience higher levels of WFE broaden their thought-action repertoires, resulting in OCB (Frederickson, 2001).

The mediating role of work-family enrichment

The last aim of this research was to investigate the mediating role of WFE for the relationship between WHC and OCB. Hypothesis 4a which stated that WFE mediates the relationship between WHC support and OCB is in line of existing literature (Baral & Bhargava, 2008; McNall et al., 2010 and Wayne et al., 2006). The mediating role of WFE is found for the relationship between WHC support and OCB, which means that WHC support affects OCB directly (hypothesis 1a) and indirectly through WFE.

Hypothesis 4b stated that WFE mediates the relationship between WHC hindrance and OCB. However, this study did not find this mediating relationship. Theoretical foundation for this hypothesis was based on the work-family enrichment model of Shein (2011), combined with the ecological system theory (Bronfenbrenner, 1992). This model is supported by several studies that are based on positive antecedents (Baral & Bhargava, 2008; McNall et al., 2010 & Wayne et al., 2006). The WFE model (Shein, 2011) is based on resources that improves performance, instead of demands that decreases performance. Presumably this model is less relevant for negative antecedents, such as WHC hindrance. The reason for this could be the same as for hypothesis 2b, employees accept the negative aspects of a work-home culture because of their self-made choice to combine work and family.

Limitations & Future research

This study made use of convenience sampling to gather the respondents, because random sampling was not a possibility. Despite a heterogeneous group is realized with convenience sampling, it could have affected the results of this study because this method is less reliable than random sampling. Furthermore, it is possible that demographic factors that are not taken into account in this research did not lead to a heterogeneous group.

Because of limited available time, data gathering is done at one point in time, which makes this a cross-sectional study. With this design, it is difficult to draw. Despite the theoretical support, it is hard to draw conclusions regarding causality with a cross-sectional design. An implication for further research is to do a longitudinal design with the same relationships as this study. When data gathering will be done at several points in time, better conclusions can be drawn regarding the causality.

This study collected data under the Dutch employed people, without making a difference between different sectors. It is found that WHC support is a good predictor for OCB directly and indirectly through WFE. This means that the conclusion can be made that when organizations invest in WHC support, employees engage more in OCB and have higher levels of WFE. Because this research was focused on the Dutch working population in general, no conclusions can be drawn between the effects in different sectors. A study in Finland found that work-home culture does differ between different sectors (Mauno, Kinnunen & Piitulainen, 2005). They found that positive work-home cultures are more present in female-dominated public sectors compared to male-dominated private sectors. These different levels of work-home culture between sectors could affect the levels of WFE and OCB within these sectors.

Work-home culture is in this study divided into support and hindrance. The dimension support consist of the three sub dimensions organizational support, supervisor support and colleague support. WHC support is measured as one concept instead of the different sub dimensions individually. However, earlier research found that different sources of support differ in their relationship with work-family conflict (Van Daalen, Willemsen & Sanders, 2006). This can probably be the same when investigating the relationship with work-family enrichment. Despite this research found a relationship between WHC support and WFE, no conclusion can be made directed to the effect of the different sources of support. An implication for further research

is to investigate the different sources of support and career consequences and organizational time demands individually. Possible different relationships can be found between the different sources of support. Further, this research did not find any relationship with WHC hindrance and OCB and WFE. However, when WHC hindrance is divided into career consequences and organizational time demands, possible other effects are found.

This research is based on the self-ratings of the employee on WHC, WFE and OCB. This means that only conclusions can be drawn from the employees' perception. An implication for further research could be to do a multi-level analysis by investigating organizations' intentions of the work-home culture. By doing this, it can be investigated if the intention of organizations fit with the perceptions of the employee. This is in line with the Black Box Approach (Wright & Nishii, 2013) which stated that intended practices and policies carried out by managers and organizations are not always in line with the perception of the employees. When can be investigated if the intention of organizations is in line with the perception of employees, organizations know that the resources they invest in these intentions are spent for the right purposes. However, it can be useful to know when the intention of the organization is not in line with the perception of the employees as well. When this is the case, organizations know they need to arrange their investments for a positive WHC differently.

Results of this research found that WHC support is apparently a more important predictor for WFE and OCB than WHC hindrance. Based on this finding, future research on WHC should take into account that WHC is not one concept, but that the two dimensions need to be seen separately (Dijkers et al., 2007). Furthermore, an implication for further research is to investigate why employees perceive the positive stimulations as more important than the negative stimulations for their levels of work-family enrichment and OCB.

This study did not find a relationship between WHC hindrance and WFE. Because WHC support and hindrance are investigated separately, no conclusions can be drawn towards the combinations of the levels of WHC support and hindrance. A possible explanation for not finding the relationship could be the buffering effect of work-home support on this relationship, comparable to research of Bakker et al. (2005). Dijkers et al. (2004) found that both high levels of WHC support and WHC hindrance is the most common combination among employees. Because of this, it would be interesting to investigate if higher levels of WHC support affect the relationship between WHC hindrance and WFE.

Practical implications

The results of this research showed that high levels of WHC support directly influences employees to show OCB and indirectly through WFE. However, no results were found with the antecedent WHC hindrance. This means that employees perceive WHC support as more important than WHC hindrance for their WFE and for engaging in OCB. This result implicates that it is more important for organizations to focus on the positive aspect of WHC, namely support. Doing this, the Black-box Approach (Wright & Nishii, 2013) should be taken into account. It is important that organization communicate with employees to make sure that they perceive the WHC as the organization intends to and to be aware of employees' work and private lives. Supervisors can communicate with employees about their perspective and expectations for the future and how they can combine this with their private life. Organizations could implement this in already existing meetings, for example performance appraisals or evaluation meetings. Next to organizational and supervisor support, colleagues' support is one of the dimensions of WHC support. Organizations can achieve colleagues' support through for example a peer conversation, in which employees can share their workexperiences and how they deal and think about the interference between their work and private life. This can enlarge the mutual trust between colleagues and their supervisor. When they can trust each other, it can be easier for employees to give and accept support from each other.

Further, work-family culture is more influential than work-home arrangements for employees' work-life balance (Allen, 2001; Benson, 2002). Work-home arrangements are useless when organizations do not have a positive work-home culture because employees are not supported to use these WH arrangements. However, a combination of both WH arrangements and WH culture have the largest effect on employees' work-life balance. This means that organizations should not only focus on a positive WH culture, but also give employees the opportunity to use WH arrangements.

Conclusion

Since evidence is found that work and family roles are difficult to combine and create strain (Cooper et al., 2003), organizations make efforts to balance these roles by providing work-home arrangements. Unfortunately, these work-home arrangements do not always contribute to a positive work-life balance (Bagger et al., 2005). However, research found that a positive work-home culture can provide lower levels of work-family conflict (Thompson et al., 1999; Bragger et al, 2005). Because new insights have examined the positive impact of enacting work and family roles, this study investigated the relationship between work-home culture and work-family enrichment, combined with organizational citizenship behavior.

This research have contributed to the work-family interaction theory by answering the following research question: *“Does work-home culture (support and hindrance) affect OCB and does work-family enrichment mediates this effect?”*

Answering this research question, no direct and indirect relationship is found between WHC hindrance and OCB, mediated by WFE. This means that the conclusion can be drawn that WHC hindrance does not affect OCB and WFE within the context of this research. However, both the direct effect between WHC support and OCB and the indirect effect mediated by WFE are found. This means that when organizations want to focus on OCB, it is more useful to increase the perception of WHC support in the organization instead of decrease the perception of WHC hindrance.

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Appendix A – Cover letter

Beste deelnemer,

Op de dag van vandaag zijn er steeds meer tweeverdieners, alleenstaande ouders en mantelzorgers. Mede hierdoor is er de afgelopen jaren in de werksituatie veel veranderd, zoals het invoeren van thuiswerken en flexuren. Als gevolg van deze veranderingen zijn voor de meeste mensen hun grenzen tussen het privé- en werkleven erg vervaagd.

Wij zijn drie studenten van de Master Human Resource Studies aan Tilburg University en doen een afstudeeronderzoek over hoe mensen de balans tussen hun privé- en werkleven ervaren en hoe werkgevers hierop kunnen inspelen.

De vragen in dit onderzoek hebben betrekking op je huidige leefsituatie en je ervaring met werk-privé balans en gerelateerde onderwerpen. Wij adviseren je om rustig de tijd te nemen om de stellingen/vragen goed te lezen. Om de kwaliteit van ons onderzoek te garanderen, is het van belang om zo eerlijk mogelijk te antwoorden.

Uiteraard is deelname anoniem en zullen je gegevens onder strikte vertrouwelijkheid worden behandeld. Het invullen van de vragenlijst zal ongeveer 10 tot 15 minuten van je tijd in beslag nemen. Wij willen je er graag op attent maken dat slechts volledig ingevulde vragenlijsten bruikbaar zijn.

Bij vragen kun je ons altijd bereiken via e-mail. Je kan aan het onderzoek beginnen door op de pijlknop rechts onderaan deze pagina te klikken.

Alvast bedankt dat je ons helpt afstuderen!

Groeten,

Masterstudenten Human Resource Studies

Simone Arkesteijn

Carla van Nistelrooij

Manja Verhoeven

Appendix B – questionnaire

Background

1. Bent u voltijd student?
 - Ja
 - Nee
2. Heeft u een betaalde baan?
 - Ja
 - Nee
3. Wat is uw geslacht?
 - Man
 - Vrouw
4. Wat is uw leeftijd?

5. Wat is uw hoogst genoten opleiding?
 - Basisonderwijs
 - LBO / VBO / Huishoudschool /
 - Leerlingstelsel
 - MAVO / ULO / MULO
 - HAVO / MMS
 - VWO / Atheneum / Gymnasium / HBS
 - MBO
 - HBO
 - Universiteit
 - Anders, nl. _____
6. Hoeveel uur werkt u gemiddeld per week?
_____ uur

7. Hebt u kinderen?

- Ja
- Nee

8. Bent u samenwonend/getrouwd?

- Ja
- Nee

Work-home culture (Dijkers et al., 2004; 2007)

1= helemaal oneens 2 = oneens 3= neutral 4= eens 5=helemaal eens

Support

1. Leidinggevenden op mijn werk zijn in het algemeen dienstwillig ten opzicht van de privésituaties van werknemers
2. Op mijn werk heeft men begrip voor de zorgtaken van medewerkers
3. Op mijn werk is het belangrijk dat werknemers naast hun werk voldoende tijd hebben voor hun privéleven
4. De organisatie waarin ik werk steunt werknemers die om privéredenen naar minder zware functies willen overstappen
5. Mijn collega's steunen medewerkers die om privéredenen (tijdelijk) minder uren willen werken
6. Mijn collega's steunen medewerkers die om privéredenen naar minder zware functies willen overstappen
7. Ik vind het fijn om met mijn collega's over (gedeeltes van) mijn privésituatie te praten
8. Mijn collega's helpen me als ik het (tijdelijk) erg druk heb met mijn zorgtaken
9. Mijn leidinggevende steunt medewerkers die om privéredenen naar minder zware functies willen overstappen
10. Mijn leidinggevende steunt medewerkers die om privéredenen (tijdelijk) minder uren willen werken

Hindrance

1. Om hoger op te komen in de organisatie waar ik werk wordt er van medewerkers verwacht dat ze regelmatig overwerken
2. Om in de organisatie waar ik werk serieus genomen te worden, wordt er van medewerkers verwacht dat zij lange werkdagen maken en altijd beschikbaar zijn
3. Op mijn werk wordt van medewerkers verwacht dat ze, wanneer nodig, hun werk voorrang geven boven hun privé situatie
4. Op mijn werk worden medewerkers die om privé redenen (tijdelijk) minder uren willen werken gezien als minder carrière gericht
5. In de organisatie waar ik werk is het niet grijpen van een promotiekans vanwege privé redenen niet goed voor je loopbaan
6. In de organisatie waar ik werk zullen medewerkers die om privé redenen (tijdelijk) minder uren willen werken minder snel carrière maken
7. In de organisatie waar ik werk is het voor vrouwen die om privé redenen (tijdelijk) minder uren willen werken meer geaccepteerd dan voor mannen

Work-family enrichment (Carlson et al., 2005)

1= helemaal oneens 2 = oneens 3= neutral 4= eens 5=helemaal eens

1. Mijn betrokkenheid bij mijn werk helpt me om verschillende standpunten te begrijpen en dit helpt me een beter familielid te zijn
2. Mijn betrokkenheid bij mijn werk helpt me om kennis te verkrijgen en dit helpt me een beter familielid te zijn
3. Mijn betrokkenheid bij mijn werk helpt me vaardigheden te verkrijgen en dit helpt me een beter familielid te zijn
4. Mijn betrokkenheid bij mijn werk brengt me in een goede stemming en dit helpt me een beter familielid te zijn
5. Mijn betrokkenheid bij mijn werk geeft me een gelukkig gevoel en dit helpt me een beter familielid te zijn
6. Mijn betrokkenheid bij mijn werk maakt me vrolijk en dit helpt me een beter familielid te zijn

7. Mijn betrokkenheid bij mijn werk geeft me persoonlijke voldoening en dit helpt me een beter familielid te zijn
8. Mijn betrokkenheid bij mijn werk geeft me een gevoel van vervulling en dit helpt me een beter familielid te zijn
9. Mijn betrokkenheid bij mijn werk geeft me een succesvol gevoel en dit helpt me een beter familielid te zijn

Organizational citizenship behavior (Tsui et al., 1997)

1=helemaal oneens 2= oneens 3= beetje oneens 4=neutraal 5=beetje eens 6=eens 7=helemaal eens

1. Ik doe suggesties om werkwijzen te verbeteren
2. Ik kom eerlijk voor mijn mening uit, ook wanneer anderen het niet met me eens zijn
3. Ik houd twijfels over werkgerelateerde zaken niet voor mezelf, ook wanneer anderen het niet met me eens zijn
4. Ik doe suggesties om de organisatie waarin ik werk te verbeteren
5. Ik breng slecht lopende zaken onder de aandacht bij het management
6. Ik doe suggesties om de afdeling waarin ik werk te verbeteren
7. Ik informeer het management over het beleid en de werkzaamheden die mogelijk niets of weinig opleveren
8. Ik ben bereid om me duidelijk uit te spreken wanneer het beleid niet bijdraagt aan het behalen van de afdelingsdoelstellingen
9. Ik draag vernieuwingen in het werk aan om organisatie of afdelingsdoelstellingen te behalen

Statistics

Reliability analysis

Work-family enrichment

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,931	,930	9

Work-home culture support

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,874	,875	10

Work-home culture hindrance

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,873	,874	7

Organizational citizenship behavior

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,917	,917	9

Correlations

		Geslacht	Leeftijd	Opleiding	Uren_werk	Samenwonend	Kinderen	WFE	WLCS	WLCH	OCB
Geslacht	Pearson Correlation	1	,014	,055	-,509**	-,109	-,092	,063	,102	-,204**	-,017
	Sig. (2-tailed)		,860	,474	,000	,158	,234	,415	,183	,007	,822
	N	171	171	171	171	171	171	171	171	171	171
Leeftijd	Pearson Correlation	,014	1	-,301**	-,220**	-,487**	-,744**	-,023	-,091	,029	,111
	Sig. (2-tailed)	,860		,000	,004	,000	,000	,767	,235	,702	,148
	N	171	171	171	171	171	171	171	171	171	171
Opleiding	Pearson Correlation	,055	-,301**	1	,205**	,149	,161*	,040	,019	,065	,189*
	Sig. (2-tailed)	,474	,000		,007	,051	,035	,603	,804	,396	,013
	N	171	171	171	171	171	171	171	171	171	171
Uren_werk	Pearson Correlation	-,509**	-,220**	,205**	1	,172*	,253**	-,009	-,059	,265**	,147
	Sig. (2-tailed)	,000	,004	,007		,024	,001	,907	,444	,000	,055
	N	171	171	171	171	171	171	171	171	171	171
Samenwonend	Pearson Correlation	-,109	-,487**	,149	,172*	1	,513**	,118	,172*	-,098	-,013
	Sig. (2-tailed)	,158	,000	,051	,024		,000	,124	,025	,202	,870
	N	171	171	171	171	171	171	171	171	171	171
Kinderen	Pearson Correlation	-,092	-,744**	,161*	,253**	,513**	1	-,004	,080	,092	-,131
	Sig. (2-tailed)	,234	,000	,035	,001	,000		,957	,300	,231	,087
	N	171	171	171	171	171	171	171	171	171	171
WFE	Pearson Correlation	,063	-,023	,040	-,009	,118	-,004	1	,374**	-,069	,344**
	Sig. (2-tailed)	,415	,767	,603	,907	,124	,957		,000	,369	,000
	N	171	171	171	171	171	171	171	171	171	171
WLCS	Pearson Correlation	,102	-,091	,019	-,059	,172*	,080	,374**	1	-,332**	,247**
	Sig. (2-tailed)	,183	,235	,804	,444	,025	,300	,000		,000	,001
	N	171	171	171	171	171	171	171	171	171	171
WLCH	Pearson Correlation	-,204**	,029	,065	,265**	-,098	,092	-,069	-,332**	1	-,028
	Sig. (2-tailed)	,007	,702	,396	,000	,202	,231	,369	,000		,719
	N	171	171	171	171	171	171	171	171	171	171
OCB	Pearson Correlation	-,017	,111	,189*	,147	-,013	-,131	,344**	,247**	-,028	1
	Sig. (2-tailed)	,822	,148	,013	,055	,870	,087	,000	,001	,719	
	N	171	171	171	171	171	171	171	171	171	171

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Regression analysis including control variables

Regression analysis with outcome variable = OCB

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,602	,863		4,172	,000
	Geslacht	,119	,168	,063	,709	,479
	Leeftijd	,011	,009	,150	1,277	,203
	Opleiding	,112	,045	,202	2,513	,013
	Uren_werk	,017	,008	,191	2,088	,038
	Samenwonend	,154	,189	,072	,812	,418
	Kinderen	-,246	,219	-,131	-1,125	,262

a. Dependent Variable: OCB

Regression analysis with outcome variable = WFE

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,830	,698		4,056	,000
	Geslacht	,123	,136	,083	,908	,365
	Leeftijd	8,360E-5	,007	,001	,012	,991
	Opleiding	,009	,036	,021	,247	,805
	Uren_werk	,002	,007	,024	,248	,804
	Samenwonend	,279	,153	,167	1,822	,070
	Kinderen	-,132	,177	-,091	-,746	,457

a. Dependent Variable: WFE

Hayes Analysis

Hayes analysis with $x = WHCS$ $M = WFE$ $Y = OCB$, without control variables

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Release 2.11 *****

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
 Documentation available in Hayes (2013). www.guilford.com/p/hayes3

Model = 4
 Y = OCB
 X = WLCS
 M = WFE

Sample size
 171

Outcome: WFE

Model Summary

R	R-sq	F	df1	df2	p
,374	,140	27,492	1,000	169,000	,000

Model

	coeff	se	t	p	LLCI	ULCI
constant	1,682	,313	5,374	,000	1,064	2,300
WLCS	,456	,087	5,243	,000	,285	,628

Outcome: OCB

Model Summary

R	R-sq	F	df1	df2	p
,367	,134	13,048	2,000	168,000	,000

Model

	coeff	se	t	p	LLCI	ULCI
constant	3,366	,438	7,679	,000	2,500	4,231
WFE	,376	,100	3,779	,000	,180	,573
WLCS	,215	,121	1,774	,078	-,024	,455

***** DIRECT AND INDIRECT EFFECTS *****

Direct effect of X on Y

Effect	SE	t	p	LLCI	ULCI
,215	,121	1,774	,078	-,024	,455

Indirect effect of X on Y

	Effect	Boot SE	BootLLCI	BootULCI
WFE	,172	,060	,078	,320

Normal theory tests for indirect effect (Sobel test)

Effect	se	Z	p
,172	,057	3,030	,002

***** ANALYSIS NOTES AND WARNINGS *****

Number of bootstrap samples for bias corrected bootstrap confidence intervals:

1000

Level of confidence for all confidence intervals in output:

95,00

----- END MATRIX -----

Hayes analysis with x= WHCS M = WFE Y = OCB , with control variables

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Release 2.11 *****

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
Documentation available in Hayes (2013). www.guilford.com/p/hayes3

Model = 4
Y = OCB
X = WLCS
M = WFE

Statistical Controls:
CONTROL= Uren_wer Opleidin Leeftijd

Sample size
171

Outcome: WFE

Model Summary

R	R-sq	F	df1	df2	p
,376	,142	6,846	4,000	166,000	,000

Model

	coeff	se	t	p	LLCI	ULCI
constant	1,484	,496	2,992	,003	,505	2,464
WLCS	,459	,088	5,194	,000	,285	,634
Uren_wer	,001	,005	,145	,885	-,010	,011
Opleidin	,017	,033	,501	,617	-,049	,082
Leeftijd	,001	,004	,331	,741	-,007	,010

Outcome: OCB

Model Summary

R	R-sq	F	df1	df2	p
,477	,228	9,740	5,000	165,000	,000

Model

	coeff	se	t	p	LLCI	ULCI
constant	1,307	,623	2,098	,037	,077	2,538
WFE	,359	,095	3,777	,000	,171	,546
WLCS	,266	,117	2,281	,024	,036	,496
Uren_wer	,015	,006	2,353	,020	,002	,028
Opleidin	,117	,040	2,896	,004	,037	,197
Leeftijd	,017	,005	3,185	,002	,007	,028

***** DIRECT AND INDIRECT EFFECTS *****

Direct effect of X on Y

Effect	SE	t	p	LLCI	ULCI
,266	,117	2,281	,024	,036	,496

Indirect effect of X on Y

	Effect	Boot SE	BootLLCI	BootULCI
WFE	,165	,056	,077	,303

Normal theory tests for indirect effect (Sobel test)

Effect	se	Z	p
,165	,055	3,018	,003

***** ANALYSIS NOTES AND WARNINGS *****

Number of bootstrap samples for bias corrected bootstrap confidence intervals:
1000

Level of confidence for all confidence intervals in output:
95,00

----- END MATRIX -----

Hayes analysis with x= WHCH M = WFE Y = OCB , without control variables

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Release 2.11 *****

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
Documentation available in Hayes (2013). www.guilford.com/p/hayes3

Model = 4
Y = OCB
X = WLCH

M = WFE

Sample size
171

Outcome: WFE

Model Summary

R	R-sq	F	df1	df2	p
,069	,005	,811	1,000	169,000	,369

Model

	coeff	se	t	p	LLCI	ULCI
constant	3,481	,208	16,773	,000	3,071	3,891
WLCH	-,063	,070	-,901	,369	-,201	,075

Outcome: OCB

Model Summary

R	R-sq	F	df1	df2	p
,344	,118	11,265	2,000	168,000	,000

Model

	coeff	se	t	p	LLCI	ULCI
constant	3,926	,411	9,546	,000	3,114	4,738
WFE	,442	,093	4,731	,000	,257	,626
WLCH	-,005	,085	-,054	,957	-,173	,163

***** DIRECT AND INDIRECT EFFECTS *****

Direct effect of X on Y

Effect	SE	t	p	LLCI	ULCI
-,005	,085	-,054	,957	-,173	,163

Indirect effect of X on Y

	Effect	Boot SE	BootLLCI	BootULCI
WFE	-,028	,036	-,104	,035

Normal theory tests for indirect effect (Sobel test)

Effect	se	Z	p
-,028	,032	-,866	,386

***** ANALYSIS NOTES AND WARNINGS *****

Number of bootstrap samples for bias corrected bootstrap confidence intervals:
1000

Level of confidence for all confidence intervals in output:
95,00

----- END MATRIX -----

Hayes analysis with $x = WHCH$ $M = WFE$ $Y = OCB$, with control variables

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Release 2.11 *****

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
 Documentation available in Hayes (2013). www.guilford.com/p/hayes3

Model = 4
 Y = OCB
 X = WLCH
 M = WFE

Statistical Controls:
 CONTROL= Uren_wer Opleidin Leeftijd

Sample size
 171

Outcome: WFE

Model Summary

R	R-sq	F	df1	df2	p
,083	,007	,285	4,000	166,000	,887

Model

	coeff	se	t	p	LLCI	ULCI
constant	3,389	,404	8,389	,000	2,591	4,187
WLCH	-,065	,074	-,887	,377	-,210	,080
Uren_wer	,000	,006	-,006	,995	-,011	,011
Opleidin	,018	,036	,516	,606	-,052	,089
Leeftijd	,000	,005	-,097	,923	-,010	,009

Outcome: OCB

Model Summary

R	R-sq	F	df1	df2	p
,456	,208	8,675	5,000	165,000	,000

Model

	coeff	se	t	p	LLCI	ULCI
constant	2,244	,555	4,042	,000	1,148	3,340
WFE	,434	,089	4,850	,000	,257	,610
WLCH	-,083	,085	-,981	,328	-,251	,084
Uren_wer	,016	,007	2,337	,021	,002	,029
Opleidin	,118	,041	2,872	,005	,037	,199
Leeftijd	,016	,005	3,009	,003	,006	,027

***** DIRECT AND INDIRECT EFFECTS *****

Direct effect of X on Y					
Effect	SE	t	p	LLCI	ULCI
-,083	,085	-,981	,328	-,251	,084

Indirect effect of X on Y				
	Effect	Boot SE	BootLLCI	BootULCI
WFE	-,028	,035	-,106	,031

Normal theory tests for indirect effect (Sobel test)			
Effect	se	Z	p
-,028	,033	-,855	,393

***** ANALYSIS NOTES AND WARNINGS *****

Number of bootstrap samples for bias corrected bootstrap confidence intervals:
1000

Level of confidence for all confidence intervals in output:
95,00

----- END MATRIX -----