



**A PROPOSED FRAMEWORK ON THE RELATIONSHIP  
BETWEEN WORK FAMILY ENRICHMENT AND SATISFACTION:  
MODERATING ROLE OF SOCIO-CULTURAL FACTORS IN  
BORNEO'S OIL AND GAS INDUSTRY EMPLOYEES**

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**Abstract:**

The work environment of the offshore platform is unique as such employees live and work in the same confined area surrounded by nothing but the uncertain ocean. Due to the challenging and stressful working environment, oil and gas industry employees in Malaysia and especially in Borneo are facing critical work family enrichment and satisfaction issues. Therefore, it is imperative to investigate the family work enrichment and satisfaction especially among employees in oil and gas industrial context. The main objective of this paper is to propose a framework on the relationships between work family enrichment factors (capital, affect and development) and satisfaction (job and family satisfaction) and the moderating role of socio-cultural factors (monocronic-polycronic time orientation and gender role ideology) among oil and gas industry employees in Borneo. Thus, it might be recommended that the organization and management should enhance the job and family satisfaction related to work family enrichment and the skills of employer and supervisors to play effective key role in increasing socio-cultural environments in the organization which could affect employees' overall satisfaction.

**Keywords:** work family enrichment, satisfaction, oil and gas industry, Borneo

**1. Introduction**

Working on an oil rig is perceived a challenge to many people. Having to live and work as the same site, shift work schedule with long working hours, high risk and remote work environment, are the some common features of the job. High job satisfaction are key

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factor to retaining the oil and gas industry employees. This is critical to oil and gas companies as skilled and experienced employees are highly demanded to the industry. In today's working world, most of employees' time is spent at the workplace, making their work take over their lives as a whole. The increasing demand from their jobs required employees to be even more committed to their job, even extended beyond their working hours. This contributes to a lot of work related problems such as stress and an imbalance in their roles as a worker, parent or family member.

This paper aimed to examine the moderating role of socio-cultural factors in the relationship between work family enrichment and satisfaction especially in oil and gas industry context. Work-family enrichment and work family conflict are two different constructs that can exist simultaneously (Gryzwacz and Marks, 2000). This paper is to propose a framework to be applied in an Eastern cultural context, in contrast to most of the research in the work to family field which has been conducted in a western cultural context. As enrichment research emanated from the western developed countries such as the United States, it is not surprising that literature in the field is dominated by a western perspective (Hassan et al., 2009). Thus, this paper will enable us to assess in East Malaysia oil and gas industry especially in Borneo context (Bintulu, Miri, Kota Kinabalu and Labuan). We can observe the perspective of work family enrichment in oil and gas industry to see the different culture of their work family enrichment. Work family enrichment predicted job satisfaction positively and confirming the same domain effect as in other western studies (Carlson et al., 2006; Haar and Bardoel, 2008; Hill, 2005). In other words, when work resources (e.g. knowledge, skills, attitude, and salary) could lead to be a better family functioning, employees would feel more satisfied with their job. In a collectivist context, employees regard family prosperity as an important end over in life and work is one of the means to achieve it (Hassan et al., 2009).

In addition, research on work family enrichment is also bi-directional from family to work enrichment and also work to family enrichment which can influence positively on family and job satisfaction. Work family enrichment is one construct representing how work and family benefit each other (Greenhaus and Powell, 2006). Researchers (Carlson, Kacmar et. al., 2006; Greenhaus and Powell, 2006) are beginning to shift the focus from these negative aspects to discovering the positive potential available for those who choose to juggle both work and family roles. Coming to the rescue, those enjoying a full and joyful life by combining work and family roles, an emerging body of research is now showing the benefits derived from multiple role participation.

This paper provides support that individuals can experience various benefits and increase in the quality of life (Carlson et al., 2006; Greenhaus and Powell, 2006). This new construct is called work-family enrichment. Understanding the benefits of combining work and family will assist men and women in their quests for greater satisfaction in life. It will also help employers to understand how to cultivate greater job satisfaction among their employees and improve individual and organizational performance (Stoddard and Madsen, 2007).

Therefore, in this paper, it acknowledged that work family enrichment introducing positive side of work family interface. There are several outcomes of the dimensions which the organization can learn and hope to get from the paper. The outcomes could improve the employees' quality of life and improve their family development.

## **2. Literature Review**

The literature review presents the present situation on knowledge and matters of interest to this paper. The past literature, theoretical models and relationships between the key variables were reviewed for the purpose of conceptual framework development.

### **2.1 Work Family Enrichment**

Carlson et al. (2006) defines enrichment as a source of positive experience from a role, which will improve performance in the other roles, either directly or indirectly through instruments or effective action. Enrichment occurs when resources gains in Role A improve individual performance in Role B. To have a clear picture of what work-family enrichment is all about, it is important to first understand the term itself.

This is the essence of work-family enrichment (Greenhaus and Powell, 2006). The intersection of work and family has been the subject of a great deal of research over the last 25 years (Greenhaus and Parasuraman, 1999; Greenhaus and Powell, 1996). The disciplines of management and psychology have shown an increased interest in the subject of how men and women balance their work and family responsibilities (Edwards and Rothbard, 2000; Kirchmeyer, 1992a, 1992b; Kossek et al., 1999). Stoddard and Madsen (2007) stated that by understanding the benefits of combining work and family will assist men and women in their quests for greater satisfaction in life. It will also help employers to understand how to cultivate greater job satisfaction among their employees and improve the individual and organizational performance.

### **2.2 Underlying Theory**

The theoretical framework for work-family enrichment focuses on the generation and application of resources gained through participating in work and family roles that, when applied, result in improved performance or positive affect (mood) in the other role (Carlson et al., 2006). There are three main components that outline the theoretical framework of work-family enrichment; 1) work-family enrichment directions and dimensions, 2) resources generated in work and family roles, and 3) paths that promote work-family enrichment in each role (Greenhaus & Powell, 2006).

First, work-family enrichment is conceptualized as being multidimensional. Work can provide resource gains that enhance performance in the family domain, or family can provide resources gains that improve performance in the work domain (Carlson et al., 2006). It is concerned with the resources gained through work experience that are

transferred to family life resulting in either increased performance or positive affect in the family role, and it looks at family experiences that translate to increased performance or affect at work. In addition to the directions (i.e., work-to-family enrichment (WFE) and family-to-work enrichment (FWE), Carlson et al. (2006) further investigated three dimensions for each direction of enrichment. These dimensions were defined by Carlson et al. (2006) as follows:

**A. Work-to-family direction**

- a) *Development* occurs when involvement in work leads to the acquisition or refinement of skills, knowledge, behaviors, or ways of viewing things that help and individual be a better family member.
- b) *Affect* is defined as a positive emotional state or attitude which results when involvement in work helps the individual be a better family member.
- c) *Capital* occurs when involvement in work promotes levels of psycho-social resources such as a sense of security, confidence, accomplishment, or self-fulfillment that helps the individual be a better family member.

**B. Family-to-work direction**

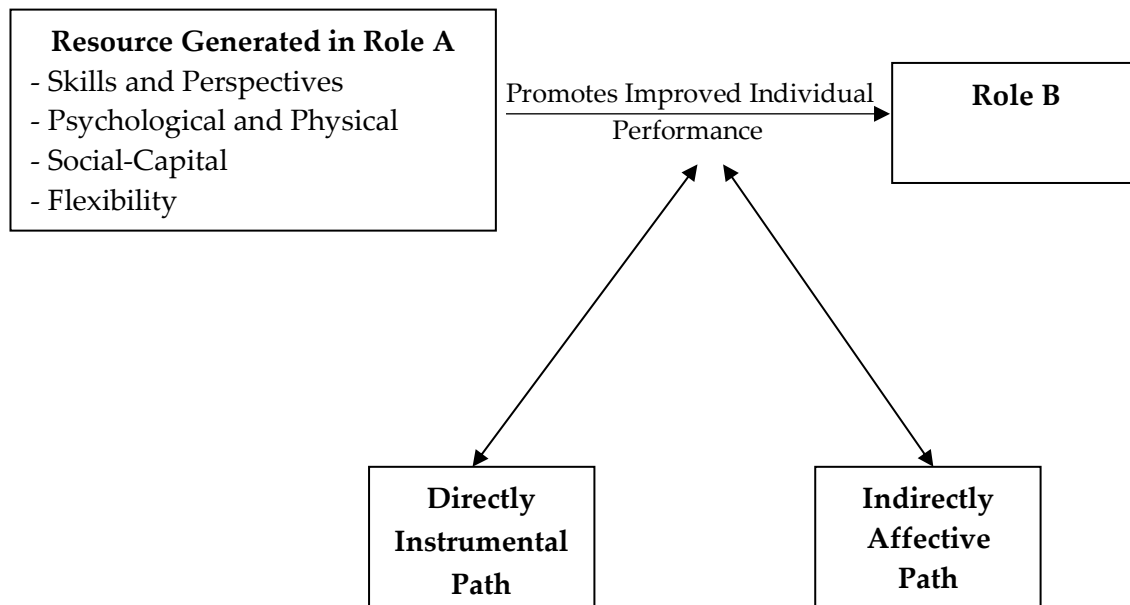
- a) *Development* occurs when involvement in family leads to the acquisition or refinement of skills, knowledge, behavior or ways of viewing things that help an individual be a better worker.
- b) *Affect* occurs when involvement in family results in a positive emotional state or attitude which helps the individual be a better worker.
- c) *Efficiency* occurs when involvement with family provides a sense of focus or urgency which helps the individual be a better worker.

Second, Greenhaus and Powell (2006) describe a resource as an asset that may be drawn on when needed to solve a problem or cope with a challenging situation. They have also identified and defined five types of resources that have the ability to promote work-family enrichment: skills and perspectives, psychological and physical resources, social-capital resources, flexibility, and material resources. Skills and perspectives refer to cognitive and task-related interpersonal skills. Perspective deals with handling situations and respecting differences, while skills focus on coping and multitasking abilities obtained through role experience. Psychological resources include self-esteem and self-efficacy, as well as positive emotions about the future. Physical resources refer to increasing energy, mental sharpness and stamina. Social-capital resources are interpersonal relationships developed at work or through family participation that help individuals to achieve their goals. Flexibility refers to an individual's ability to determine the timing, pace, and location where role requirements are met. Material resources include money and gifts obtained from work and family roles. Work-family enrichment occurs when resources generated through participation in Role A (i.e., work or family) are applied and promote either increased performance or positive affect in Role B (i.e., work or family), thus increasing the quality of life in Role B. Third, Greenhaus and Powell (2006) found that resources promote work-family enrichment primarily through two

different paths: instrumental and affective (see Figure 1). The instrumental pathway is illustrated through prior research revealing that employees believe their family involvement has prepared them with resources necessary to handle co-workers or that these resources have increased their ability to perform on the job (Carlson et al., 2006; Crouter, 1984).

For example, managers who learn greater communication skills through work experience are able to apply this skill with their families, thus decreasing conflict and increasing the quality of family life. In the instrumental path, resource gains at work have a direct effect on the other role (family), and the application results in improved performance in that role.

**Figure 1: Work-family Enrichment Resources and Paths**



### 2.3. Dimensions of Work Family Enrichment

The following discussion provides the discussions on the dimensions of work family enrichment.

#### 2.3.1 Work Family Capital

Work family capital is defined as when involvement in work promotes levels of psychosocial resources such as a sense of security, confidence, accomplishment, or self-fulfillment that helps the individual to be a better family member in the role of the family (Carlson et al, 2006). Koon et al. (2000) have found that job satisfaction is a concoction of the positive and negative emotions that employees have towards their job, and it is a subjective viewpoint of the feeling that employees have about their job. Employees' sense of accomplishments and triumph of the assignments given by the management is considered as job satisfaction (Fontova-Almato, 2020), and raise the level of work-family enrichment.

In general, the others thing that increase the level of work family enrichment as well as self-esteem is self-confidence and achievement in the workplace. The study of this topic is still new and both sources have not been done specifically. However, it can be concluded that the level of confidence and achievement in the workplace affects the individual's role within the family and increase the enrichment on individual work family enrichment. For example, individual who receives an award from their work tends to bring positive impact and have a close relationship among themselves.

As a conclusion, it is possible when an individual is satisfied with his life, then automatically will affect their satisfaction.

### **2.3.2 Work Family Affect**

Work family affect is defined as when involvement in work results in a positive mood, emotional state or attitude which helps the individual to be a better family member (Carlson et al, 2006). Greenhaus and Powell (2006) suggested additive model, the experience in the workplace and the family additional impact of the satisfaction. It means that satisfaction achieved either at work or family will contribute to the feelings of happiness, life satisfaction and have a better quality of their life.

For example, if a person satisfied and happy with their work which is done by himself or herself, the positive feelings will occur and it will impact their family too. This positive feelings are transferred to his or her role as family members, which they will happy with their family.

Work involvement may also be associated with aspects of feeling (affective) for a good job ensuring the involvement of a person to give a focus in his work. Wayne et al. (2006) also pointed out that flexible work arrangements may generate more perceptions of control over work–family matters, thereby increasing positive attitudes at work that may transfer to more positive affect at home (Greenhaus and Powell, 2006). This situation can be interpreted as giving the experience feeling happy with the work. It is also effecting a better role as a member of the family.

### **2.3.3 Work Family Development**

This dimension is as when involvement in work leads to the acquisition or refinement of skills, knowledge, behaviors, or ways of viewing things that help an individual be a better family member. It is result from the interaction of a work, the work that is done to help individuals to learn and acquire new skills, like problem solving skills in the workplace. Gennhaus and Powell (2006) has proposed a model that is synergistic model. It is to propose that experiences in one role can produce benefits in the other, in terms of the transfer of positive experiences from one to the other. For example, where participation in work roles create energy and/or skills that can be used as resources in the family role.

For example, in the synergistic model there are two functions or roles where the function/role A (work) and the function/role B (the family). These devastating impact of these two functions/ roles are inter-related, the skills to perform tasks at work and the

implications of interdependence with one another as the skills to solve problems in the home. In additions, to be a patient person in terms of individual attitudes such as the hassle of treating children with problems that makes worker needs to overcome and control his feelings while doing their works or task in their workplace. Research already shows that work engagement was positively related to job performance (Demerouti and Cropanzano, 2010).

Overall, development dimension is more looking for contribution on work family enrichment. Skills that they had learn in the workplace is helping a person in their life at home. This is the result in enhanced satisfaction with family. This will then give energy and spirit for them to do their work and improve weaknesses of their career. In addition, they can improve their platform in their workplace, increase their wages and so forth.

## **2.4 Socio-Cultural Factors**

The following section presents the discussion on the socio-cultural factors.

### **2.4.1 Monochronic-Polychronic Time Orientation**

Polychronic is theorized that the notch to which individuals prefer to engage in multiple task simultaneously as opposed to working on one task at a time (Hall, 1959). Individuals who prefer to work on several tasks at the same time are known as polychronic, whereas those who prefer to complete one task before moving on to the next are known as monochronic (Bluedorn et. al., 1999). Research indicates that polychronicity is a significant predictor of multitasking (Grawitch and Barber, 2013). Polychronics tend to want to complete as many tasks as possible, but in doing so, they may sometimes lose track of time. Thus, polychronicity has a negative correlation with punctuality values and an emphasis on schedules and deadlines (Conte et al., 1999). Ishizaka et al. (2001) found that polychronicity predicts task-related hurry, but not general hurry. Therefore, polychronic individuals may frequently rush to complete tasks at work, but may not necessarily feel rushed in their daily lives. In addition, in a sample of oil and gas workers, those with higher polychronicity were found to have higher job satisfaction (Jang and George, 2012). It suggest that people have well thought-out motivations behind their tendency toward multitasking. In light of the observations and discussions above, this paper argues that this time orientation does have a moderating roles on the jobs and family enrichment.

### **2.4.2 Gender Role Ideology**

Gender role ideology is an individual's attitudes and beliefs about roles of men and women regarding work and managing home/children (Bansal and Agarwal, 2019). Gender and gender role ideology are two different constructs. The first refers to biological sex, whilst the second is an attitudinal identification in the performance of roles (e.g. Livingston and Judge, 2008). The social role theory suggests that there are gender differences in occupational roles, suggesting that women are more likely to be

homemakers and men are more likely to be the breadwinner (Guttek et al., 1991). This view blended with status characteristics theory and cognitive theories of gender development (Kengatharan, 2020). More specifically, Gender role ideology is conceptualized as falling on a unidimensional continuum, ranging from traditional to nontraditional or egalitarian (Gibbons et al., 1997).

Individuals with a traditional gender role ideology believe that the primary domain of a woman is her home; thus, she should give priority to family responsibilities, whereas men have a "bread-earner" role, whereby they should take work responsibilities (Guttek et al., 1991). However, nontraditional or egalitarian individuals do not separate their work and family domains on the basis of their gender. They believe in an equal role distribution for both men and women. Extant literature suggests that gender role differences affect experiences of enrichment (McElwain et al., 2005; Powell et al., 2009), which also has an impact on an individual's appraisal processes toward the enrichment (Cinamon and Rich, 2002; Zhao et al., 2017). In light of the observations and discussions above, this paper argues that gender role ideology does have a moderating roles on the jobs and family enrichment.

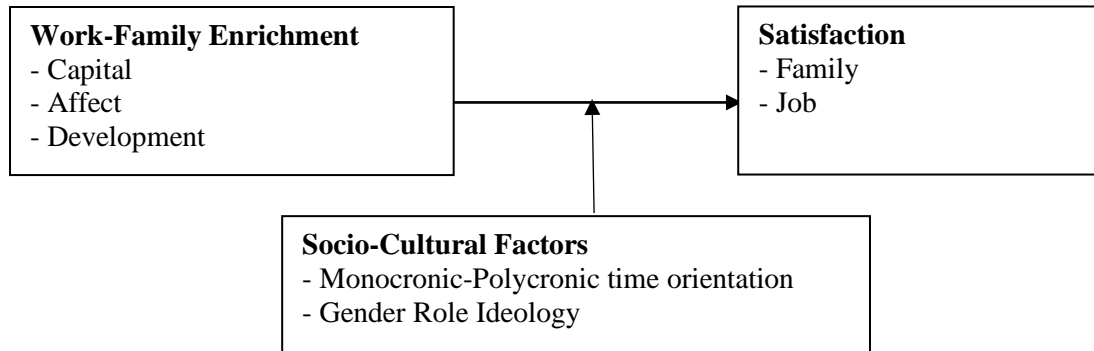
#### **2.4.3 Moderating Role of Socio-Cultural Factors**

The objective and perceptual evaluations of the resources in work family enrichment factors is hard to any attention has been given to examine whether these effects socio cultural factors. Therefore, gender role ideology and monochronic-polycronic time orientation has been included as a moderator in the direct work family enrichment and satisfaction. Gender role ideology shows that men are socialized to give priority to the bread-earner role, whereas women are socialized to give priority to the motherhood roles (Ezzedeen and Ritchey, 2019). Women tend to balance their work and family roles and make a priorities to spend more time in their family responsibilities, independent of their work demand (Aditya and Sen, Aryee et. al. 2005), while men try to trade off family responsibilities against work responsibilities (Milkie and Pelotola, 1999).

Kasa and Hassan (2016) argues that high identification with work role as well as investment of more time and energy resources in the same should lead to higher work family enrichment for men. In the same way, high identification with family role and investment of more time and energy resources in the same should lead to higher family work enrichment for women. Since women tend to give their family roles greater priority and spend comparably more time in family activities, they tend to transfer mood, behavior and skills very often from family work enrichment thereby higher family work enrichment, while the opposite is true for men. Based on the review of the literature and past studies, the following framework is proposed for the intended relationships of key variables in this paper (see Figure 2).



**Figure 2: Conceptual Framework**



Based on the above framework, the following propositions are proposed:

**Proposition 1:** There is a relationship between work family enrichment (capital, affect, development) and family satisfaction.

**Proposition 2:** There is a relationship between work family enrichment (capital, affect, development) and job satisfaction.

**Proposition 3:** Monochronic-polychronic time orientation moderates the relationship between work family enrichment and family satisfaction.

**Proposition 4:** Monochronic-polychronic time orientation moderates the relationship between work family enrichment and job satisfaction.

**Proposition 5:** Gender role ideology moderates the relationship between work family enrichment and family satisfaction.

**Proposition 6:** Gender role ideology moderates the relationship between work family enrichment and job satisfaction.

#### 4. Conclusion

The main aim of this paper was to discuss on the past research and studies which highlight the concepts studied by researcher on the relation between work family enrichment and satisfaction with the moderating effect of monochronic-polychronic time orientation and gender ideology. It also sets out the theories studied by researcher and used to help in understanding in detailed about the research covered on the relationship between the dimensions of work family enrichment (capital, affect and development) and the family and job satisfaction also the moderating effect of socio-cultural factors (monochronic-polychronic time orientation and gender role ideology). The understanding of this key ideas may help to narrow the gaps presented in the literature.

#### Conflict of Interest

The authors can assure, confidently express that no conflicts of interest possibly linked with this research, and there has been no significant financial aid received for this study,

authorship and publication that could have influenced the study's outcome. The author affirms that this research is original and has not been published in the past or elsewhere.

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