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Work-Life Programs and Employment Continuity in a Single Organization: Understanding from Whole-Life Approach to Career Development

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Work-Life Programs and Employment Continuity in a Single Organization: Understanding from Whole-Life Approach to Career Development

Program Kehidupan Kerja dan Kelangsungan Kerja dalam Satu Organisasi: Pemahaman dari Pendekatan Seumur Hidup hingga Pengembangan Karier

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ABSTRACT

This study examines the effect of work-life programs on employment continuity with a mediating role of work-family enrichment in a single organization using a work-family enrichment model. Consistent with the leader-member exchange theory, this study also examines the moderating role of family-supportive supervisor behavior between work-life programs and work-family enrichment. Data was collected from 218 employees working in the financial sector of Pakistan. Using partial least square structural equation modeling, the study findings suggest that work-life programs have no direct effect on employment continuity; however, the results show an indirect effect of work-life programs on employment continuity through the mediating role of work-family enrichment. Although family-supportive supervisor behavior has a significant impact on work-family enrichment, the findings show that it does not moderate the relationship between work-life programs and work-family enrichment. This study indicates to organizations the various work and nonwork factors that an employee considers while making career decisions, thus encouraging organizations to engage in whole-life approach to career development to retain valuable employees.

ABSTRAK

Penelitian ini meneliti efek program kehidupan kerja pada kelangsungan kerja dengan peran mediasi pengayaan keluarga kerja dalam satu organisasi menggunakan model pengayaan keluarga kerja. Konsisten dengan teori pertukaran pemimpin-anggota, penelitian ini juga meneliti peran moderat perilaku pengawas yang mendukung keluarga antara program kehidupan kerja dan pengayaan keluarga kerja. Data dikumpulkan dari 218 karyawan yang bekerja di sektor keuangan Pakistan. Menggunakan pemodelan persamaan struktural parsial persegi, temuan penelitian menunjukkan bahwa program kehidupan kerja tidak berpengaruh langsung pada kelangsungan pekerjaan. Namun, hasilnya menunjukkan efek tidak langsung dari program kehidupan kerja pada kelangsungan kerja melalui peran mediasi pengayaan keluarga kerja. Meskipun perilaku pengawas yang mendukung keluarga memiliki dampak yang signifikan pada pengayaan keluarga kerja, temuan ini menunjukkan bahwa itu tidak memoderasi hubungan antara program kehidupan kerja dan pengayaan keluarga kerja. Penelitian ini menunjukkan pada organisasi berbagai faktor kerja dan bukan kerja yang dipertimbangkan karyawan saat membuat keputusan karir, sehingga mendorong organisasi terlibat pada pendekatan seumur hidup untuk pengembangan karir demi mempertahankan karyawan yang berharga.

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1. Introduction

The concept of traditional career development in which an employee systematically moves up the ladder in a single organization without due consideration to opportunities relevant to his nonwork circumstances was prevalent until the 1980s (Litano & Major, 2016).

With globalization, organizational restructuring, and changing economic conditions, the *traditional career* perspective was replaced by the concept of a boundary-less career (Arthur & Rousseau, 2001; Pech, 2017), which emphasizes interorganizational mobility of employees moving out of a single firm and developing through jobs and experience in various organizations.

The dynamic organizational environment has rendered the traditional organizational career a less viable option for employees because the focus has now shifted from ‘employment security’ to ‘employability’, which searches for the best fit between the organization and individual skills and knowledge. According to Sullivan and Arthur (2006), career management decisions are based on an employee’s psychological (willingness to move) and physical mobility (actual move) to a new role or job. However, as highlighted in the Kaleidoscope career, the addition of an employee’s response to nonwork circumstances in this combination of mobility should be considered (Mainiero & Sullivan, 2005). In this perspective of career development, individuals always weigh the available resources in terms of how they provide authenticity, challenge, and balance to their work and nonwork life over different stages of career (Cabrera, 2009). The common factor among all these career perspectives is the role of an “individual” in the management of his career (De Vos & Cambré, 2017).

While all career opportunities available through various career perspectives require interorganizational mobility, Clarke (2013) still believed that both personal and professional development are possible within a single organization if a platform for employment continuity is provided through work-life balance, leading to a strong employer–employee relationship. This new structure calls for an integrated approach to career development rather than discarding the concept of organizational career altogether (Pech, 2017). This *new organizational career*, as suggested by Clarke (2013), focuses on “employment continuity” rather than “employment security” or “employability.” This new career perspective addresses the role of “organization” rather than the individual in personal and professional development by providing *work-life programs*, leading to the whole-life approach to career development (Greenhaus & Kossek, 2014). Work-Life programs are facilities provided to the employees to help them maintain a balance between their work and personal lives (Caillier, 2013). Most employees make career-related decisions in response to the changing circumstances in their family and personal lives through work-family enrichment (Greenhaus & Kossek, 2014).

With the emerging trend of a whole-life perspective in an employee’s career, many employers feel obligated to participate in an employee’s work-life balance plan (Major & Burke, 2013). The upper- (executive level) and lower-level management (supervisors and frontline managers) play an important role in applying a whole-life perspective to the development of employee’s career by restructuring the organization’s culture. Given their close association with subordinates, immediate supervisors are considered the gatekeepers in the actual use of the work-life programs (WLPs) and hence are crucial to the whole-life approach to career development

through facilitation of work-life balance (Russo et al., 2018). The importance of lower-level leadership, particularly immediate supervisors, is also supported by the study on leader–member exchange theory (LMX) (Graen & Uhl-Bien, 1995). It focuses on the development of a reciprocal relationship between a supervisor and subordinate with a mutual sense of contribution, respect, and loyalty. Therefore, Matthews, Bulger, and Booth (2013) suggested a role of family-supportive supervisor behavior (FSSB) in defining the relationship between LMX and whole-life perspective. The upper-level management should authorize the supervisors to negotiate the employee’s work and nonwork-related goals, which leads to the application of a whole-life perspective to an employee’s career (Major et al., 2013).

A discussion about WLPs raises numerous studies on the impact of WLPs on employee performance (Ke & Deng, 2018; Ko et al., 2013), job satisfaction (Caillier, 2013; Chen et al., 2018; McNall et al., 2009), and employee turnover intention (Chen et al., 2018; McNall et al., 2009). Moreover, these studies have supported the boundary-less and protean career perspectives by providing implications to organizations by *attracting* potential job applicants on the basis of various WLPs and allowing them to balance their work and family lives with the best available job opportunities (Arthur & Rousseau, 2001; B. Arthur, 2014). However, studies have not provided any empirical evidence for the impact of WLPs on *employment continuity*, as suggested in the “New Organizational Career” perspective by Clarke (2013) based on the whole-life approach to career development, to *retain* valuable organizational employees (Litano & Major, 2016). Hence, this study addressed this gap. Thus, this study examines the impact of WLPs on employment continuity through the mediating role of work-family enrichment. It tests the moderating role of FSSB between WLPs and work-family enrichment by focusing on the key roles of immediate supervisors in facilitating the use of available WLPs and helping employees develop a jointly managed career through a whole-life approach to career development (Clarke, 2013; Litano & Major, 2016).

According to the job-enrichment model presented by Greenhaus and Kossek (2014) WLPs allow the employees to manage time according to their expediency (Ahmed & Ramzan, 2013), which has a positive effect on their performance and job satisfaction. Based on social exchange theory (Blau, 1964), when employees perceive that their organizations are facilitating their work-family roles, they reciprocate by engaging in positive work behaviors, such as job satisfaction and lower employee turnover. To gain a competitive advantage, organizations should invest on WLPs (Ke & Deng, 2018). In this era of job instability and excessive work and nonwork pressures on employers to retain valuable employees, Russo et al.

(2018) suggested the organizations should create work-family supportive environment through such programs to create work-related positive energy in employees through a work-life balance and psychological availability at work (Russo et al., 2016). There is a gap between the availability and actual use of these WLPs by employees for the fear of being negatively evaluated by their employers on their job performance (Kim & Mullins, 2016). To overcome this resistance for using the work-life support provided by an organization, supervisors can play a moderating role in encouraging the adoption of these facilities, which ultimately has a positive impact on their job performance (Ko et al., 2013). Most studies on WLPs have been conducted from the Western perspective and the availability of these programs is positively associated with work-related outcomes in the Eastern culture, where there is a greater struggle for employees to maintain a work-life balance than those in Western countries (Chen et al., 2018).

Most career-related decisions by employees are made in response to the changing circumstances in their family and personal lives (Greenhaus & Kossek, 2014). The whole-life perspective on career development considers the professional and personal factors involved in career decision making at different stages of professional life (Litano & Major, 2016). From a boundary-less career perspective (Arthur & Rousseau, 2001), work-life balance was considered as the sole responsibility of the individual who would juggle between his work and nonwork circumstances looking for opportunities both within and outside the boundaries of a single organization. However, with the emerging trend of whole-life approach to career development, many employers now feel obligated to participate in an employee's work-life management plan (Major & Burke, 2013). Contemporary career developmental practices involve a supportive approach to employee's career development considering his personal and professional needs than a linear approach to progression in the case of traditional career perspective (Segers & Inceoglu, 2012). This perspective is common in high-performance organizations and is strongly associated with achieving operational and financial objectives (De Vos & Cambré, 2017). These organizations invest in their employee's career development, thus increasing organizational commitment and important employee attitude in response to the organization's efforts in achieving individual and organizational goals (Kehoe & Wright, 2013).

According to Pech (2017), employees usually do not expect job security from their organizations due to globalization, economic instability, and downsizing. However, the facilities provided by the organizations for personal and professional growth in terms of WLPs are appreciated (Caillier, 2013). Hence, employees have a positive feeling of their careers being "co-managed" by

the organization, which creates a feeling of reciprocity in the employer-employee relationship, as described in the social exchange theory (Blau, 1964). According to the social exchange theory, an individual feels obligated to reciprocate to some favorable treatment by another individual. Applying this theory to work-life balance, when employees perceive that their organizations are involved in facilitating their work-family roles, they reciprocate by engaging in positive work behaviors such as job satisfaction and lower employee turnover. These advancement opportunities are beyond the traditional organizational career perspective (Clarke, 2013). The new organizational career requires more flexibility in the employees, thus creating a demand for equally flexible organizational career policies from the organization (De Vos & Cambré, 2017). Through the whole-life perspective, organizations create a stronger bond and association of the employees with their work, supervisor, and the organization itself (Litano & Major, 2016). Therefore, considering the role of WLPs in organizational career from whole-life perspective on career development, the following hypothesis is stated:

H1: WLPs have a positive impact on employment continuity.

Most studies have focused on the two most common impacts of work-family interface: work-family conflict (WFC) and work-family enrichment (WFE) (Chen et al., 2018). Studies initially captured the negative interface of WFC, defining how being unsuccessful in one domain leads to failure in another (Baral & Bhargava, 2010). Literature has focused on a more positive impact of work-family interface, defined by Greenhaus and Powell (2006) as "work-family enrichment" (Russo et al., 2018). Work-family enrichment explains how experience in one role has a positive impact on another and emphasizes the effect of pleasant experience at work on employee's personal or family life. WFE is positively related to multiple job outcomes, namely, job satisfaction and employee turnover intention (Chen et al., 2018), and has a positive effect on employee's psychological health (Baral & Bhargava, 2010). This enrichment process emerges from the role accumulation theory suggested by Sieber (1974), which states that people assume roles for various reasons, such as enhanced responsibility, reduced stress, higher status, and enrichment of individual personality. Greenhaus and Powell (2006) supported this theory and suggested a model of WFE (McNall et al., 2009). According to this model, accomplishments in one role have a positive influence on the other (Carlson et al., 2014).

Based on the WFE model, WLPs play an important role in resource generation at work, which positively affects job-related outcomes (Baral & Bhargava, 2010). When the employee feels in control over his work and family

matters, it reduces WFC (McNall et al., 2009). Work-life program helps the employees in managing their work and family lives effectively (Chen et al., 2018). This concept is consistent with the signaling theory (Spence, 1978), where employees consider indications such as WLPs offered by organizations as a positive signal for concern and empathy, which leads to the employee having a greater sense of control over his work and family matters (Greenhaus & Powell, 2006). WFE takes the form of work-family development, work-family effect, or work-family capital explaining the enrichment process in terms of ability development, emotional satisfaction, and a sense of accomplishment, respectively (Carlson et al., 2014). This has a positive impact on the employee's attitude at work; the positive vibes are then transferred to the attitude, with family reflecting the WFE process (Litano & Major, 2016). Therefore, the following hypothesis was developed, highlighting the relationship between WLPs and WFE:

H2: WLPs have a positive impact on WFE.

Various positive work-related outcomes of WFE exist (Carlson et al., 2014). Studies showed that WFE has a positive influence on several job-related outcomes, such as performance, job satisfaction, psychological health, and reduced turnover intentions (Litano & Major, 2016). According to Greenhaus and Powell (2006), facilities such as WLPs provided by organizations lead to a better work performance, which in turn transfers these positive vibes to the family domain and thus to WFE process (McNall et al., 2009). The relationship of WFE is explained through the social exchange theory suggested by Blau (1964). According to this theory, when an individual receives some favorable treatment from the other party, he feels obliged to reciprocate positively to this treatment (Baral & Bhargava, 2010). Therefore, when the employee perceives that the organization cares for him by offering WLPs and other facilities that creates a positive feeling at work leading to equally positive feeling in the family domain, this WFE process results in improved work-related outcomes in response to the positive treatment received from the organization (Russo et al., 2018). Thus, the following hypothesis was developed to study the relationship between WFE and employment continuity.

H3: WFE has a positive effect on employment continuity.

Signaling theory (Casper & Harris, 2008) explains how WLPs make the employees build a sense of belongingness with the organization leading to employment continuity through WFE (Chen et al., 2018; McNall et al., 2009). The facility of WLPs leads to positive feelings that the organization is empathetic toward its employees (Baral & Bhargava, 2010). WLPs are associated with multiple organizational outcomes because of the positive feelings of inclusion, respect, and care they receive from their

organization (Carlson et al., 2014). Employers adjust to the needs of employees through these facilitation programs, which encourage employment continuity because of job satisfaction achieved through WFE process (Litano & Major, 2016). The following hypothesis was developed to explain the mediating role of WFE.

H4: WFE mediates the relationship between WLPs and employment continuity.

Family-supportive supervisor behaviors (FSSBs) consider a subordinate's personal or family life. It includes *emotional support* (respecting subordinate's feelings), *instrumental support* (encouraging the use of WLPs), *role-modeling behavior* (setting example for work-life balance behavior for subordinates), and *creative work-family management* (restructuring work roles for mutual benefit of the employee and the organization) (Hammer et al., 2009). The importance of lower-level leadership, particularly the immediate supervisors, is also supported by the research based on LMX (Graen & Uhl-Bien, 1995). The study focuses on the development of a reciprocal relationship between the supervisor and subordinate with a mutual sense of contribution, respect, and loyalty to each other. Supervisors with a strong LMX relationship allow their subordinates to sign the idiosyncratic deals (I-deals), which fall under the FSSBs' dimension of creative work-family management and are mutually beneficial special employment terms between a supervisor and subordinate (Rousseau et al., 2006).

An FSSB is important for performance-related outcomes of the employees (Russo et al., 2018). These behaviors can make the employees more resourceful by helping them maintain a balance between their work and nonwork lives, thus positively affecting their work-related outcomes (Ode-Dusseau, Hammer, Crain, & Bodner, 2016). Considering that FSSB is a relatively new concept in work-family literature (Hammer et al., 2011), supervisors are unfamiliar with the execution and utility of such behaviors (Russo et al., 2018). Therefore, besides authorizing supervisors to promote an employee's organizational career, supervisors are trained to improve their FSSBs by highlighting the benefits to the organization, to develop a supervisor's FSSB skills, and monitor supervisor's FSSBs (Ode-Dusseau et al., 2016). Accordingly, supervisors can employ FSSBs and encourage the use of WLPs among their employees, thus fostering employment continuity and enabling the employees to consider organizational career as a practical choice (Litano & Major, 2016). The supervisor's role in an employee's career development is explained as follows:

H5: Family-supportive supervisor behavior moderates the relationship between WLPs and WFE.

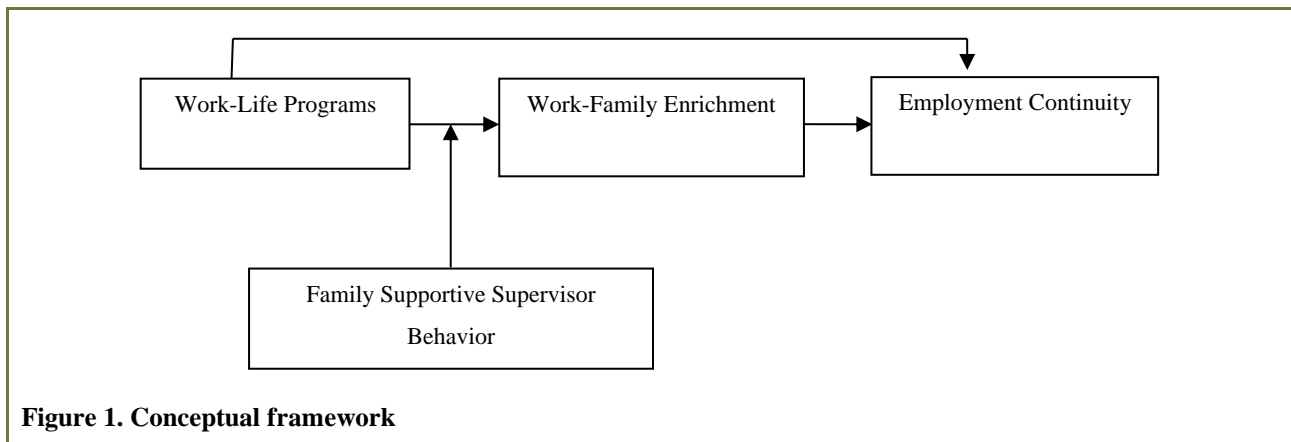


Figure 1. Conceptual framework

The conceptual framework for this study was developed following past studies. In this study, WLPs is the independent variable, whereas employment continuity is the dependent variable. This study also examines the role of WFE in mediating the relationship between WLPs and employment continuity. Moreover, FSSB moderates the relationship between WLPs and WFE. This study focuses on the following WLPs: flextime, compressed workweek, telecommuting, and part-time work. The impact of these WLPs is measured on the employee's intention to continue with his current employer. The moderating role of FSSB between WLPs and WFE is measured using four FSSBs, namely, emotional support, instrumental support, role-modeling behavior, and creative work-family management. Based on these variables, Figure 1 depicts the moderated mediation model.

2. Methods

The great recession period between 2007 and 2009 significantly affected the financial sector (Pech, 2017). Workers are experiencing increased job insecurity, which has created a sense of detachment from their organization and reduced organizational commitment. Thus, workers have a greater intention for interorganizational mobility (Ho, 2009). The dominance of financial services organizations makes them attractive for establishing a "new organizational career" (Clarke, 2013; Pech, 2017). In Pakistan, financial institutions find commitment and job satisfaction among employees challenging because of the dynamic and unstable nature of the sector (Mohsan et al., 2012). Moreover, researchers find long working hours for employees due to rapid global, economic, and technological changes problematic, which leads to a compromise in work-related outcomes (Ahmed & Ramzan, 2013). Work pressure and long working hours lead to low job satisfaction in the financial sector in Pakistan, which can be addressed by offering WLPs to improve employees' satisfaction level (Shujat et al.,

2011). Studies on banking sector in Pakistan have shown that most individuals expressed their intention to leave the organization for the lack of career management support (Shujaat et al., 2013). Therefore, employee flexibility and job rotation, as suggested by Clarke (2013) in his new organizational career perspective, are the most viable option for organizations in adopting a whole-life approach to career development under such volatile conditions.

A quantitative study method based on the concept of post-positivism is adopted in the research. Several studies used post-positivism to study WLPs and their relevant job outcomes in various perspectives (Caillier, 2013; Chen et al., 2018; Ke & Deng, 2018; Russo et al., 2018). Data were collected through a questionnaire based on adapted scales. The respondents included the employees of financial sector in Karachi, Pakistan. The data were analyzed through Partial Least Squares-Structural Equation Modeling (PLS-SEM) using smartPLS3 software (Ringle et al., 2015). SEM is considered suitable for data analysis in social sciences and management sciences research because of its ability to assign relationships between unobserved constructs (latent variables) and observable variables (Kline, 2011). The level of significance is 5%. In the use of PLS-SEM, the results are depicted in two parts (Chin, 1998). The first part presents the reliability and validity of the scales used in the study, whereas the latter part evaluates and presents the structural model (Hair et al., 2013) Hence, the sample size comprised at least 20 subjects per variable, as suggested by Costello and Osborne (2005). Further, given that the variability of the population is unknown, the sample size, as suggested by Krejcie and Morgan (1970), was determined as 384 with $\pm 5\%$ margin of error. However, the response rate was 57%; therefore, the actual sample size comprised 218 respondents.

Table 1 shows that most of the respondents are males (61%). Majority of the responses were from the participants aged 21–35 years. However, responses from

the participants aged 36 – 50 years were similar, comprising 58.3% and 41.7% of the total responses, respectively. Overall, 61.5% of the total respondents were married, thus making them relevant for the data collection based on WLPs.

Table 1. Demographic profile

Profile	Categories	Percent
Gender	Male	60.6
	Female	39.4
Age (years)	21–35	58.3
	36–50	41.7
Marital Status	Single	38.5
	Married	61.5

Measurement of variables

Work-Life Programs (WLP). The employees' level of satisfaction with the WLPs was measured using a four-item scale (Caillier, 2013), representing four flexible work arrangements, namely, flextime, compressed workweek, telecommuting, and part-time work. Employees were asked to choose from a five-point scale for satisfaction for four types of programs, where 1 = very dissatisfied and 5 = very satisfied.

Employment Continuity (EC). Employee continuity was measured using three items using a five-point Likert scale was used to measure the employee's intention to continue working with their current organization. The scale was adopted from the study on organizational merger by Van Dick et al. (2006).

Work-Family Enrichment (WFE). WFE was measured using nine items suggested by Carlson et al. (2006). These items were classified into three items of work-family development (WFEA); three items of work-family effect (WFEB); and work-family capital (WFEC) measuring the work-family enrichment in terms of ability development, emotional satisfaction, and sense of accomplishment, respectively.

Family-Supportive Supervisor Behavior (FSSB). A multidimensional scale suggested by Hammer et al. (2009) was used to measure the FSSBs. The scale was reduced to nine items. These items are related to four dimensions of FSSB suggested by Hammer et al. (2009), namely, emotional support (FSSB-ES) 2 items, instrumental support (FSSB-IS) 2 items, role modeling behaviors (FSSB-RM) 2 items, and creative work-family management (FSSB-CWFM) 3 items. Items were measured on a five-point Likert scale with values ranging from 1 to 5 signifying the participant's response as strongly disagree to strongly agree with the given

statement, respectively. A higher score indicates a stronger FSSB in the organization.

3. Results

The results generated through PLS-SEM are categorized as measurement model and structural model.

Measurement model

Factor loadings, composite reliability, and convergent validity. Cronbach's alpha was used to assess the internal consistency of items. However, it assumes that all items of a construct are interchangeable and does not consider the varying factor loadings of each item. Therefore, composite reliability and indicator reliability measured through outer loadings were used to analyze the measurement model reliability. The loadings for each item should be above 0.7 for satisfactory indicator reliability (Sarstedt et al., 2014). Table 2 shows that the outer loadings of all items of each construct are above the satisfactory value of 0.7, thus indicating that all items are significantly loaded on their relevant constructs. Another measure of reliability is the assessment of the internal consistency of items of a single construct, which is measured using composite reliability (CR). It explains the interrelations of all items of a single construct with each other. According to Hair et al. (2013), the items hold a satisfactory internal consistency reliability if the value of CR is above 0.7. Table 2 shows that all items of a single construct have a CR of above 0.7, thus indicating that the items of each construct are closely related to each other. Similarly, Cronbach's alpha value should be above 0.7. Table 2 shows that all items were above the threshold.

Another approach for the measurement model is construct validity. It refers to the extent to which a test measures that claimed in theory. For SEM analysis, two types of construct validity are measured, namely, convergent and discriminant validity. Convergent validity signifies that all items measuring a single construct have a high correlation with each other and assessing a mutual variable based on the relevant theory (Kline, 2011). To assess convergent validity, researchers use the outer loadings of the indicators and the average variance extracted (AVE). AVE reflects the amount of variance that a construct portrays through its items relative to the ones derived from the measurement error (Chin, 1998). The acceptable value of AVE is above 0.5 for the convergent validity to be acceptable. Table 2 shows the AVE of all constructs of this study, which are above the suggested value of 0.5, which indicate that all items of a single construct capture a mutual theoretical concept, thus providing evidence for the convergent validity of relevant construct.

Table 2. Factor loadings, composite reliability, and convergent validity

Construct	Dimensions	Item	Loading	CR	AVE	Cronbach's Alpha
Work-Life Program		WLP1	0.887	0.921	0.745	0.886
		WLP2	0.849			
		WLP3	0.844			
		WLP4	0.873			
Employment continuity (EC)		EC1	0.923	0.946	0.853	0.914
		EC2	0.923			
		EC3	0.924			
Family-supportive supervisor behavior (FSSB)	Emotional support (FSSB-ES)	FSSB-ES 1	0.952	0.951	0.906	0.897
		FSSB-ES 2	0.952			
	Instrumental support (FSSB-IS)	FSSB-IS 1	0.951			
		FSSB-IS 2	0.953			
	Role modeling behaviors (FSSB-RM)	FSSB-RM 1	0.951			
		FSSB-RM 2	0.954			
	Creative work-family management (FSSB-CWFM)	FSSB-CWFM 1	0.911			
		FSSB-CWFM 2	0.919			
		FSSB-CWFM 3	0.943			
	Work-family enrichment (WFE)	Work-family development (WFEA)	WFEA 1			
WFEA 2			0.908			
WFEA 3			0.932			
Work-family effect (WFEB)		WFEB 1	0.936	0.957	0.880	0.932
		WFEB 2	0.936			
		WFEB 3	0.942			
Work-family capital (WFEC)		WFEC 1	0.924	0.936	0.830	0.897
		WFEC 2	0.902			
		WFEC 3	0.907			

Discriminant validity is another approach used to assess items of a construct unrelated to any other construct in the model and hence the correlation of items of different constructs should be low. The items for each construct measure a separate theoretical concept. The common measures of assessing discriminant validity are Fornell–Larcker Criterion and Heterotrait–Monotrait Ratio of Correlations (HTMT). Fornell–Larcker criterion is measured by comparing the square root of the AVE values with the construct’s correlations, which should be greater than its highest correlation with other constructs in the model (Fornell & Larcker, 1981). This indicates that a construct shares more variance with its own indicators than with those of any other construct in the model. Table 3 shows that the results are consistent with the Fornell–Larcker criterion, as depicted by the highlighted diagonal line signifying the highest value of each construct’s AVE square root compared with its correlation with other constructs. Another approach is the HTMT criterion. The suggested value for HTMT should be less than 0.85 as conservative and 0.90 as a commonly accepted but a little lenient approach (Hair Jr. et al., 2016). In this study, we meet the threshold for HTMT (Table 4), except for the second-order constructs

values with their own corresponding constructs. The violation of 0.90 in the second-order construct is possible because of the correlation among items of the same underlying second-order construct.

Structural model

Table 5 explains the results of the hypotheses based on the relationships between the independent variable (WLP), dependent variable (EC), mediating variable (WFE) and moderating variable (FSSB) used in this study. Table 5 shows that work-life programs (WLP) have a positive effect on WFE (H2) and WFE has a positive impact on EC (H3). However, (H1), which relates to the impact of WLP on EC, is not supported. It shows a *p* value of greater than 0.05, thus indicating no direct effect of the independent variable (WLP) on the dependent variable (EC). Further, there is an indirect effect of WLP on EC through the mediating role of WFE as the relationship of this mediator is significant and thus supports the fourth hypothesis of this study that WFE mediates the relationship between WLP and EC (H4). The relationships among the three variables are also evident through the path diagram of the structural model (Figure 2). While testing the moderating role of

FSSB, the study finds the insignificant moderating effect between WLP and WFE (Table 5 and Figure 3).

Table 3. Discriminant validity: Fornell–Larcker criterion

	EC	FSSB-CWFM	FSSB-ES	FSSB-IS	FSSB-RM	WFEA	WFEB	WFEC	WLP
EC	(0.923)								
FSSB-CWFM	0.459*	(0.924)							
FSSB-ES	0.540*	0.754*	(0.952)						
FSSB-IS	0.526*	0.781*	0.818*	(0.952)					
FSSB-RM	0.511*	0.840*	0.785*	0.790*	(0.952)				
WFEA	0.683*	0.577*	0.630*	0.658*	0.565*	(0.924)			
WFEB	0.681*	0.591*	0.638*	0.666*	0.578*	0.801*	(0.938)		
WFEC	0.655*	0.599*	0.637*	0.654*	0.582*	0.835*	0.871*	(0.911)	
WLP	0.533*	0.521*	0.548*	0.537*	0.566*	0.602*	0.615*	0.589*	(0.863)

Note: Parentheses () denotes square root of Average Variance Extracted (AVE); * denotes correlation between variables

Table 4. Discriminant validity (Heterotrait–Monotrait Ratio of Correlations)

	EC	FSSB-CWFM	FSSB-ES	FSSB-IS	FSSB-RM	WFEA	WFEB	WFEC	WLP
EC									
FSSB-CWFM	0.500								
FSSB-ES	0.596	0.833							
FSSB-IS	0.581	0.862	0.912						
FSSB-RM	0.563	0.926	0.875	0.880					
WFEA	0.746	0.629	0.695	0.726	0.622				
WFEB	0.738	0.640	0.698	0.728	0.631	0.866			
WFEC	0.722	0.660	0.710	0.727	0.647	0.921	0.951		
WLP	0.590	0.576	0.611	0.600	0.631	0.665	0.675	0.656	

Table 5. Hypotheses testing for work-life programs, employment continuity, and work-family enrichment (direct, indirect, and moderating effect)

Hypothesis	Mean	SE	T-Value	P- Value	Result
H1: Work-Life Programs -> Employment Continuity	0.131	0.077	1.702	0.089	Not Supported
H2: Work-Life Programs -> Work-Family Enrichment	0.342	0.070	4.911	0.000*	Supported
H3: Work-Family Enrichment -> Employment Continuity	0.630	0.071	8.826	0.000*	Supported
H4: Work-Life Programs -> Work-Family Enrichment -> Employment Continuity	0.215	0.051	4.247	0.000*	Supported
H5: Family-supportive supervisor behavior (Moderating) -> Work-Family Enrichment	0.015	0.073	0.209	0.835	Not Supported

Note: * P value <0.05

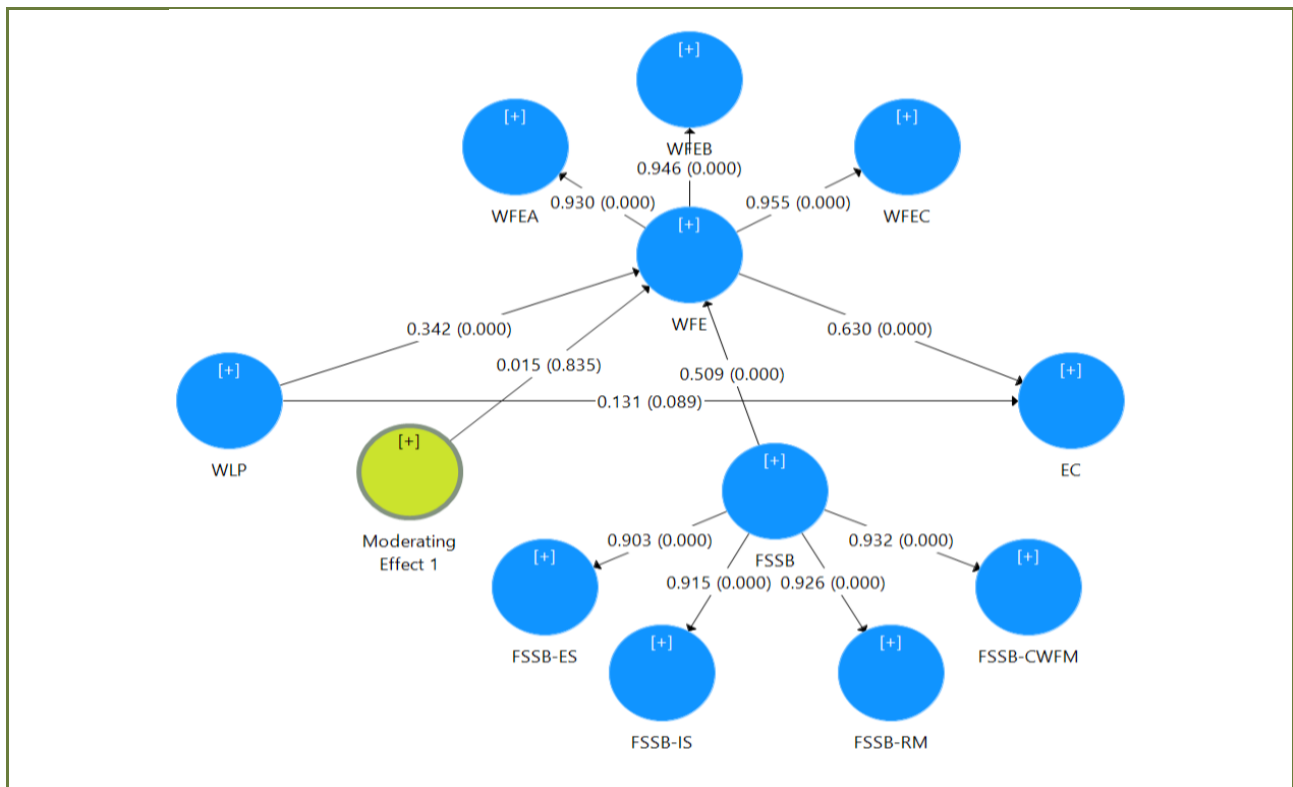


Figure 2. Path diagram showing relationship between work-life programs, employment continuity, and work-family enrichment

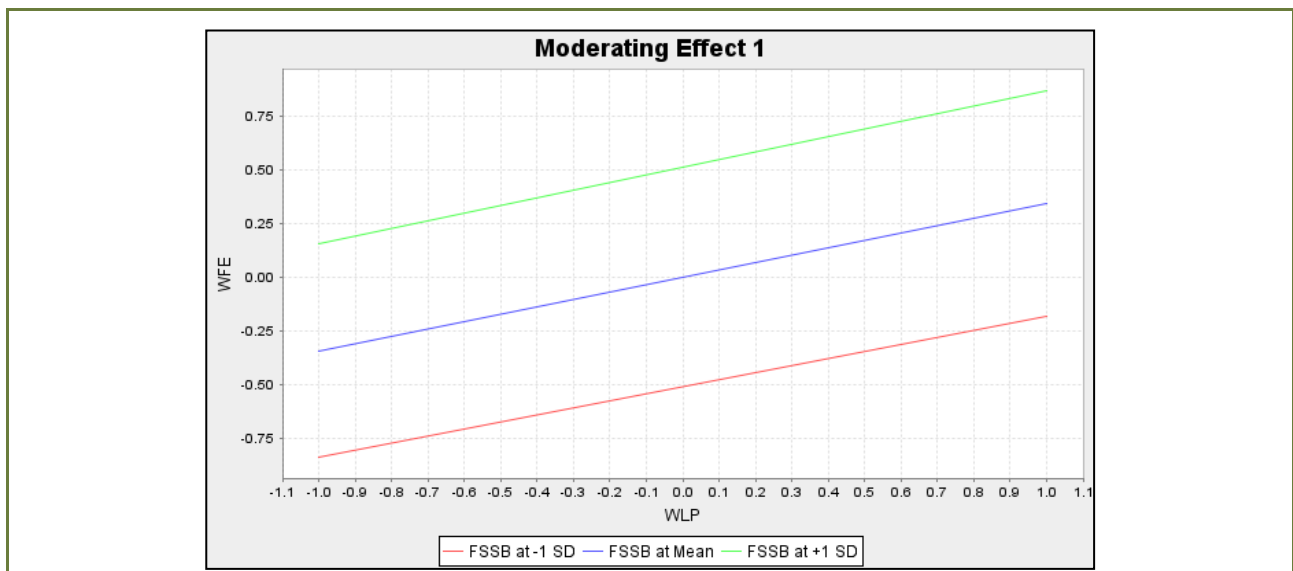


Figure 3. Moderating effect of family-supportive supervisor behavior

4. Discussion

WLP are closely associated with various positive work-related outcomes such as job performance, job satisfaction, and employee commitment. When an employee feels that he is in control of his work and

family matters, it reduces WFC (McNall et al., 2009). Work-life program helps the employees manage their work and family lives effectively (Litano & Major, 2016). Based on the assumption on the relationship between WLP and WFE, a significant relationship exists between these two variables in the form of work-family

development, work-family effect, or work-family capital explaining the enrichment process in terms of ability development, emotional satisfaction, and sense of accomplishment, respectively (Carlson et al., 2014). Baral and Bhargava (2010) supported these findings and suggested that based on the WFE model, WLP are important for resource generation at work, which positively affects job-related outcomes. Chen et al. (2018) supported these findings and considered that family-friendly practices have a positive impact on the employee's attitude at work; these positive vibes, in turn, are transferred to the WFE process.

Research shows that WFE has a positive influence on many job-related outcomes such as performance, job satisfaction, psychological health, and reduced turnover intentions (Litano & Major, 2016). The study findings are consistent with the studies considering a significant relationship between WFE and EC as a positive job outcome of the process. Russo et al. (2018) supported these findings and believed that WLP and other facilities create a positive feeling at work, leading to an equally positive feeling in the family domain and thus the WFE process results in improved work-related outcomes as a reciprocation to the positive treatment received from the organization (Carlson et al., 2014).

Although literature supports the association of WLP with work-related outcomes (Caillier, 2013; Chen et al., 2018; Ke & Deng, 2018; Ngo et al., 2009), no significant relationship was found between the WLP and EC according to this study. However, there exists an indirect effect of WLP on EC through the mediating role of WFE, which has been supported by Chen et al. (2018), Baral and Bhargava (2010), and Carlson et al. (2014). This mediating effect explains how experience in one role has a positive impact on another, emphasizing the effect of pleasant experience at work on employee's personal or family life (Russo et al., 2018).

Several studies found that FSSB, which focuses on a subordinate's personal or family lives, has a moderating role (Matthews et al., 2013; Odle-Dusseau et al., 2016). Unlike previous studies, this study did not find a moderating effect of FSSBs to explain the relationship between WLP and WFE. However, there was a significant impact of FSSBs on WFE, indicating a positive effect of supervisor behavior on the WFE process. The moderating results of FSSBs may not be significant, as most studies were conducted in the Western context, which has considerable difference between organizational culture and practices in Eastern and Western context (Chen et al., 2018; Russo et al., 2018). Second, organizational culture has more impact than that of the immediate supervisor, which affects an employee's decision to use the work-life facilities provided by the organization. Rudman and Mescher

(2013) supported this argument and believed that the WLP is not effective if the organizational culture is unsupportive of its implementation and the use of these programs is not perceived by the employees to be practically applicable.

As discussed earlier, the new organizational career perspective requires more flexibility among employees, thus creating a demand for designing equally flexible organizational career policies (De Vos & Cambré, 2017). Given that FSSB is a relatively new concept in work-family literature (Hammer et al., 2011), supervisors are unaware of the execution and use of such behaviors (Russo et al., 2018). Therefore, besides the authority extended to supervisors to develop an organizational career for employees, supervisors should be trained to improve their FSSBs by highlighting their benefits to the organization, development of supervisor's FSSB skills, and monitoring supervisor's family-supportive behavior (Odle-Dusseau et al., 2016).

5. Conclusion

The whole-life approach to career development outlines the various work and nonwork factors that an employee considers while making career decisions (Litano & Major, 2016). The intra- or interorganizational career movement of an individual depends on the opportunities provided by the organization to maintain a work-life balance (Clarke, 2013). Therefore, employees take a whole-life perspective in making career-related decisions by evaluating the impact of each domain (i.e., work and home) on the other, thus indicating to organizations the awareness and management of employee development (Greenhaus & Kossek, 2014). Work-family feedback acquired through work-family balance need assessment can help the upper-level management to identify areas of working conditions that need redefined (Russo et al., 2018). This mindfulness about an employee's needs associated with career development would not allow the individual to think of interorganizational move (Litano & Major, 2016). Therefore, organizations engaged in whole-life career development can attract and retain valuable employees (Ngo et al., 2009).

Based on this study, the managers are recommended to be mindful of the WFE process that plays a mediating role between WLP and EC of individuals in their current organization. The employees are also encouraged to use the facilitation programs offered by organizations through understanding of the WFE it creates for them. Moreover, as against the literature, the supervisor's role does not seem significant in defining the relationship between these facilitation programs and work-related outcomes in Pakistani context. Therefore, supervisors need to be trained and educated regarding the adoption of FSSBs in order to help them facilitate a

whole-life approach to career development and retain valuable employees.

The study provides useful information on the impact of WLP through the WFE model. However, there are a few limitations. First, the study focuses on only one sector in Pakistan, that is, the financial sector. This research is only limited to the organizations in Karachi, thus limiting the scope to only one region. This cross-sectional study was completed in just four months, thus limited in the comprehensiveness. Moreover, the results depicted a halo error when the responses were randomly given without understanding the items in the questionnaire during the data collection phase. Finally, not all dimensions of WLP have been covered in this research due to lack of availability of these programs in local organizations.

Considering these limitations, the study should cover various sectors across different locations in Pakistan. For a greater focus on work-life balance research, other facilitation programs offered by organizations can be tested besides flexible work arrangements. Finally, the role of top management in promoting the organization culture to use the facilitation programs offered by organizations should be considered a moderating variable in future research.

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