

Work-Family Enrichment and Role Complexity among University Teachers: Theories and Applications

التعزيز الايجابي بين العمل والأسرة وتعدد الأدوار لدى الأساتذة الجامعيين: النظريات والتطبيقات

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Abstract:

University professors perform their academic duties within a work framework characterized by multiple pedagogical, scientific, and administrative roles, in addition to roles outside the professional framework. This characteristic largely determines their life experiences, whether professional or non-professional.

A review of international and Algerian literature reveals that the dynamics of multiple roles constitute a structural reality in the university teacher's profession, and that the balance between professional and family life depends largely on practical and realistic resources.

Overall, these studies agree that without tangible familial and organizational support, multiple roles are likely to turn into conflict. In light of the innovative model of work-family enrichment and its importance in understanding the psychology of workers or employees in general and university teachers in particular, an integrative model was envisioned that combines and unifies several different theories and perspectives into a single framework that combines: work-family conflict, work-family enrichment, well-being at work, and individual performance at work. This model will provide a conceptual framework that explains roles, resources, well-being, and performance, which are considered tools in human resource management.

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Keywords: Work-family enrichment, role, resources, individual performance at work, well-being at work, university teacher.

ملخص:

يمارس الأساتذة الجامعيين مهامهم الأكاديمية في إطار عمل يتسم بأدوار بيداغوجية وعلمية وإدارية متعددة، بالإضافة إلى أدوار خارج الإطار المهني. تُحدد هذه الخاصية بشكل كبير تجاربهم الحياتية، سواءً أكانت مهنية أو غيرها .

يكشف استعراض الأدبيات الدولية والجزائرية أن ديناميكية الأدوار المتعددة تشكل واقعاً هيكلياً في مهنة الأستاذ الجامعي، وأن التوازن بين الحياة المهنية والأسرية يعتمد بشكل كبير على الموارد العملية والواقعية. وبشكل عام، تتفق هذه الدراسات على أنه بدون دعم أسري وتنظيمي ملموس، من المرجح أن يتحول تعدد الأدوار إلى صراع بينها.

في ضوء النموذج المبتكر لمصطلح الإثراء أو التعزيز الإيجابي بين العمل والأسرة- وأهميته في فهم سيكولوجية العاملين أو الموظفين عموماً وأساتذة الجامعات خصوصاً، تم تصور نموذج تكاملي يجمع ويوحد عدة نظريات ووجهات نظر مختلفة في إطار واحد يجمع: صراع العمل والأسرة، وإثراء العمل والأسرة، والرفاهية في العمل، والأداء الفردي في العمل، سيوفر هذا النموذج إطاراً مفاهيمياً توضيحياً بين الأدوار والموارد والرفاهية والأداء، والتي تعتبر أدوات في إدارة الموارد البشرية.

كلمات مفتاحية: إثراء العمل والأسرة، الدور، الموارد، الأداء الفردي في العمل، الرفاهية في العمل، الأستاذ الجامعي.

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1. Introduction

Most research in the work-family field has focused on conflict. While work-family conflict views the two spheres of work and family as rivals or opposites in terms of time commitment, energy, and behavior, enrichment theory establishes that both work and family can benefit from involvement in the other sphere.

Many authors (Parasuraman and Greenhaus, 2002; Werbel and Walter, 2002) have urged us to move beyond this view of the incompatibility of family responsibilities with those of the professional environment, emphasizing the enrichment that the interaction between family and professional spheres can bring to individuals. Considering the aspects that facilitate the interface between work and family life is the most important conceptual innovation in this field.

2. Problem of the multiplicity of roles and Work-Family Articulation

The first studies (Gadbois 1990) devoted to the work-family balance were in an approach of the physiology of work and aimed to show the specific difficulty linked to shift work in order to facilitate the balance of life at work and life outside of work. Then, different explanatory theories follow one another depending on whether we analyze the work-family balance from two perspectives, that of the scarcity or the expansion of resources.

2.1 The Resource Scarcity Perspective (Goode, 1960) and Work-Family Conflict

In the resource scarcity perspective (Goode, 1960), three theoretical contributions followed one another: Kahn et al.'s (1964) role conflict theory, which argues that "*adherence to a role in one domain (family or work) makes it more difficult to adhere to a role in the other domain (work or family)*" (Kahn et al., 1964, p. 19), followed by the work of Greenhaus and Beutell (1985), which suggests the existence of three conflicts: time conflict, energy conflict, and behavioral conflict. Finally, spillover theory (Zedeck & Mosier, 1990), which allows us to consider work-family conflict in a bidirectional manner, namely from work to family and from family to work.

In parallel with the concept of Work-Family conflict, we distinguish the concepts of Conciliation, articulation, harmonization, balance, congruence, etc. which refer to more or less different realities.

2.2 Resource Expansion Perspective: Marks's (1977) Role Stacking

Marks's (1977) "*role stacking theory*" posits "*not the intrinsic scarcity of resources, but their potential expansion through involvement.*" Marks (1977), like Kirchmeyer (1992), contradicts scarcity theory. For these

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authors, resources are abundant and expanding, and spending time in a non-work domain can increase or even develop skills that will be reusable and useful in the work domain. Ultimately, role interaction is not always synonymous with conflict but can take the form of mutual enrichment between spheres.

Resource expansion draws on the positive psychology movement (Seligman and Csikszentmihalyi, 2000) and emphasizes the postulates of resource expansion or role accumulation (Marks, 1977; Sieber, 1974).

According to Marks (1977), human energy is a function of supply and demand, and when a person performs various roles, their body creates the energy or resources to fulfill them. According to him, the enriching effect of performing multiple roles simultaneously occurs when a person manages them in a balanced manner by giving them equal importance. According to the author, role tension is not caused by the incompatible demands of different roles, but rather by the imbalance in the demands that these roles place on the individual. Sieber (1974) argues that assuming multiple roles can be associated with four sets of rewards:

- 1- A person receives privileges associated with each role,
- 2- They feel security, assurance, or confidence that can help them assume their other roles,
- 3- They obtain resources associated with a role that can enhance their status, performance, and ability to assume their other roles,
- 4- They enrich their personality and improve their self-esteem.

3. Work-Family Enrichment

From the outset, several studies have shown that synergies exist between work and family (Barnett and Hyde, 2001; Rankin, 1993), and that these synergies are distinct from work-family conflicts (Kirchmeyer, 1992). Resources in each sphere can circulate, be shared, and increase within that sphere or in another.

The first to use the concept of enrichment was Kirchmeyer (1992). According to Kirchmeyer, resources are abundant and expanding, and devoting time to one area of life (work, family, community) can increase and

develop resources that can be used in other areas of life. Research on work-life enrichment became prominent in the 2000s. A model emerging from the others is that of Greenhaus and Powell (2006).

3.1 Definition of Work-Family Enrichment

Greenhaus and Powell (2006) define work-family enrichment as "*the extent to which experiences in one role enhance the quality of life in the other role*" (p. 72). To further clarify the broad concept of "*quality of life*" the authors note that their conceptualization encompasses two elements: high performance and positive affect (p. 80). For enrichment to occur, the advantages or resources acquired in one domain (work or family) must not only be transferred but also be successfully used in the other domain, leading to improved performance or affect in that domain (Greenhaus& Powell, 2006).

According to the authors, five types of resources obtained through one role can be transferred to another role through two processes: one instrumental (direct transfer of resources from one domain to another) and the other affective (positive emotions in one domain lead to positive emotions in the other). These five types of resources are skills, perspectives (allowing perspective on the situation), psychological and physical gains such as self-esteem, self-efficacy, social capital, flexibility, and finally material resources, such as income.

The authors identify three potential moderators that specify the conditions under which resources in one role are most likely to result in high performance or positive affect in another role. These are role salience (importance to identity), perceived relevance of the resource, and consistency of the resource with the demands and norms of the role receiving the enrichment.

Greenhaus and Powell (2006) state that there are two ways in which role-derived resources can produce a positive effect in a beneficiary role: First, role-derived resources can directly enhance positive affect in the same role (intra-domain enrichment). Second, role-

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derived resources can improve performance in the same role, which would promote positive affect (positive feelings). For Greenhaus and Powell (2006), individuals consciously transfer and apply resources from one role to another, except for physical and psychological resources.

3.3 Work-Family Enrichment Dimension:

The Work-Family relationship can also be measured bidirectionally: work improving the quality of family life (Work→Family enrichment) and family involvement improving work life (Family→Work enrichment).

For the Work-Family Orientation

Work-to-life enrichment can occur at the level of *development* (skills, competencies, behaviors, etc.), *affects* (emotions, attitudes, etc.), and *psychological capital* (feelings of confidence, security, self-esteem, etc.) useful for family and personal life.

For the Family-Work Orientation

Work-to-life enrichment can occur at the level of *development* (skills, competencies, behaviors, etc.), *affects* (emotions, attitudes, etc.), and *effectiveness* (a sense of focus or urgency that helps one be a better worker).

For Zhang et al.(2018), this model is the most comprehensive and systematic way to explain cross-domain effects. Furthermore, it incorporates a broad conceptualization of different terminologies such as spillover, enrichment, and facilitation.

4. State of the Art of Research on Work-Family and Family-Work Enrichment

Since Greenhaus and Powell (2006), other research has been conducted related to work-family and family-work enrichment. These include the contributions of Balmforth& Gardner (2006) on the effect of work-family enrichment on reducing employees' intention to

leave. Karatepé (2010) demonstrates the negative relationship between burnout and work-family enrichment. Work-family and family-work enrichment have also been shown to have a positive link with individual mental health (Aryee et al., 2005), job satisfaction (Beutell & Witting-Berman, 2008), and organizational commitment (Wayne et al., 2006).

Other variables studied in relation to work-family enrichment include organizational citizenship behavior. Indeed, when individuals experience work-family enrichment due to favorable treatment from the organization, they will be satisfied and will return the favor to the organization with organizational citizenship behaviors (Balmforth and Gardner, 2006).

The work of McNall et al. (2010) and Zhang et al. (2018) has reported several categories of consequences of work-family enrichment, namely: affective consequences, consequences on performance, and consequences on general well-being (Zhang et al. 2018). Various studies have supported the fact that work-family enrichment can lead to high performance at work and at home (Perry-Jenkins, Repetti, & Crouter, 2000), positive psychological experiences at home (Ilies, Wilson, & Wagner, 2009; Barnett & Hyde, 2001), and positive attitudes toward the organization (Shockley & Singla, 2011).

4.1 Performance Consequences

Based on Greenhaus and Powell's (2006) instrumental pathways, social resources or skills developed in the workplace can promote job performance (Seibert, Kraimer, & Liden, 2001). Across several studies, it appears that work-family enrichment positively predicts both in-role and extra-role performance at work (Zhang et al., 2018; Witt & Carlson, 2006). For role performance, research has shown that work-family enrichment improves attention and creativity, which in turn should lead to better role performance (Rothbard, 2001).

4.2 Consequences for Well-Being

Work and family are two main roles in an individual's life; the positive interface between the two domains could be a significant predictor of well-being (Lim, Song, & Choi, 2012 as cited in Zhang et al., 2018). The resources generated by work-family and family-work enrichment can help individuals

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better cope with stressful situations and improve their levels of psychological and physical well-being.

According to some studies (Lu, Siu, Spector, & Shi, 2009; Karatépé&Bekteshi, 2008), work-family enrichment increases the duration of employee satisfaction and maintains overall health (Carlson, Ferguson, Kacmar, Grzywacz, & Whitten, 2011).

Work-family enrichment also helps to effectively cope with stress (Carlson, Hunter, Ferguson, & Whitten, 2014). The positive emotions caused by work-family enrichment increased ego resilience, which in turn strengthened individuals' life dissatisfaction (Zhang et al., 2018). In terms of overall health, existing research has shown that work-family enrichment is positively linked to physical and psychological health (McNall et al., 2010).

4.3 Affective Consequences

Work-family enrichment is associated with several affective consequences in the workplace such as job satisfaction, organizational commitment, and intentions to leave (McNall et al., 2010). Optimism, trust, and support received from work can trigger positive emotions or satisfaction with work roles (Zhang et al., 2018) and organizational commitment (Hunter, Perry, Carlson, & Smith, 2010).

5. Work-Family Enrichment Among University Teachers: What Are the Findings?

A state-of-the-art review of studies on work-family enrichment among university teachers reveals a positive and robust link between work-family enrichment and work attitudes. Akram et al (2014) show that enrichment increases job satisfaction and emotional attachment while reducing the intention to leave. This is confirmed by Puspitawati and Atmaja (2020) who show that enrichment fuels job satisfaction and work commitment, which in turn improves satisfaction, indicating its role as a partial mediator.

Sasikumar and Sujatha (2024), in their post-pandemic studies, agree, emphasizing that schedule flexibility, the quality of the work environment, and family support are perceived as key factors in work-life balance and satisfaction, while teleworking does not appear to be as powerful a lever as

effective flexibility and the protection of personal and pedagogical time. The combination of personal resources and organizational levers is decisive.

The survey by Badri and Khadijah (2017) and Maadon et al. (2019) confirms that when the environment offers autonomy, support, and a culture conducive to role articulation, and when individuals have psychological resources such as extroversion and positive self-assessment, enrichment is higher. Finally, the review conducted by Zhang (2025) highlights the centrality of flexibility, collegial and hierarchical support, and the alignment of public policies with the realities of mother teachers.

The issues converge around three main questions: *First*, identifying the direction and intensity of the link between enrichment and work attitude, particularly satisfaction and emotional commitment. *Second*, uncovering the levers that make this enrichment possible, from individual dispositions to job characteristics and the supportive environment. *Third*, taking into account family and gender status, with a particular focus on married and mother teachers who combine domestic responsibilities, parental commitment, and academic demands.

The characteristics of work-family enrichment among university teachers stand out clearly. It arises from the combination of role resources at work—in particular, autonomy, recognition, organizational latitude, and support networks—with tangible family support and effective protection of time boundaries. It is driven by psychological states of vitality and professional pride, which translate into greater commitment and satisfaction and a reduced desire to leave. Finally, it is highly context-sensitive, as it increases where institutions implement clear policies of flexible delegation of non-teaching tasks, emergency leave, and supportive management, and where family norms allow for genuine sharing of household responsibilities.

All of the studies reviewed converge around the same objective: to understand the extent to which work-family enrichment constitutes a lever for well-being and performance among university teachers.

Enrichment is no longer simply a psychological state or a measurable construct, but a living process influenced by institutional reality,

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characterized by the type of institution and support policies, as well as family reality, characterized by task sharing and the status of the spouse, and societal reality, characterized by the transformation linked to teleworking and digital technology.

The study of subjective well-being through satisfaction and commitment is a constant in all studies and is presented as a promoter of performance and fulfillment, and no negative correlation is noted with regard to these variables.

Studies differ in the transfer mechanism. Some studies focus on positive emotions generated at work that influence family life; others focus on transferred skills, accumulated resources, or a sense of accomplishment.

6. Multiplicity of Roles, Work-Family Interference, and Enrichment Among Algerian University Teachers

The studies reviewed on role interference address the same issue: the articulation of the pedagogical, scientific, and administrative roles of the university teacher and their effects on perceived or assessed performance, as well as the mechanisms that mitigate or aggravate pressures (family, organization, personal resources, etc.).

The various authors repeatedly draw on structuralist functionalism, the systemic approach, role and role conflict theory, the work-family balance model, and, more recently, concepts from positive psychology such as emotional intelligence and professional commitment.

6.1 Role Duality and Academic/Administrative Performance

Hafidi's (2013) study situates the university as a system of role expectations and proposes the hypothesis of an overall negative effect of the combination of academic and administrative functions. The results show selective impairments with limited teaching time and mastery of modern teaching tools, while supervision and research show a visible decline in terms of publication and participation in scientific activity, which is consistent with the work of Samart and Langelin (as cited in Hafidi, 2013). Conversely, Bentouta's (2017) study highlights an effect of administrative burdens on scientific activity.

6.2 Professional Pressure and Stress

Alongside the focus on performance, increased professional stress appears central to the studies of Massoud (2014), Trad Khodja (2017), and Hamida and Gahar (2022). Massoud (2014) links rising stress to changes in status, the restructuring of work relationships, and the multiplicity of roles. She proposes a systemic view according to which the imbalance observed in a subsystem such as administration resonates in other spheres such as teaching, research, or family. Trad Khodja (2017) identifies four sources of pressure: functional, organizational, relational, and physical, highlighting high levels of physical pressure and workload among university teachers. However, no correlation exists between these pressures and the performance perceived by these teachers' students. Compensation and commitment mechanisms could potentially allow teachers to maintain a certain level of performance despite the constraints.

In a complementary manner, the study by Hamida and Gahar (2022) reveals a paradoxical combination of high emotional intelligence typical of experienced teacher administrators coexisting with equally high stress levels, with no notable difference by gender, suggesting that for some teachers, individual resources are insufficient to compensate for poorly regulated structural demands.

6.3 Work-life balance: reconciliation, conflict, and enrichment

Currently, only two studies have been devoted to work-life balance among Algerian university teachers. These provide a perspective on the interactions between professional roles and private spheres. Boukheloua (2017), in her study of female academics, highlights the centrality of organizational mechanisms such as perceived support, work-time arrangements, and leave in explaining a significant portion of the variance observed in reconciliation abilities. She also highlights the superiority of informal support over formal support. Bentouta (2017) hypothesizes a positive effect of family and family support. The latter would have a stabilizing effect on the psychological state, strengthening leadership, decision-making, and negotiation skills and facilitating role reconciliation.

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Latreche and Ouhaar (2021) confirm this dynamic by showing a moderate positive relationship between work-life balance and professional commitment ($R^2 \approx 9\%$), which is confirmed without being exclusive.

The material and economic aspect is directly addressed by the study by Sidali and Belkadi (2022). These authors establish a clear link between economic stability and educational modernization. Kheloufi (2024) shows how material insecurity directly affects cognitive availability, work-life balance, and fuels feelings of vocational regret as well as low overall satisfaction.

From the perspective of actual roles performed and teaching methods, for Salah (2018), teaching and supervision are at the heart of teachers' activities, while academic supervision and service to society remain marginal. Teaching and assessment methods remain traditional.

Overall, these studies converge on several points: The multiplicity of roles is a structural and not a circumstantial reality of the academic profession; the time factor is identified as the constraint that structures all others; research is the most vulnerable area when taking on an administrative position; work-life balance relies more on concrete resources. Finally, domestic economics is directly linked to educational modernization and occupational health. Generally speaking, these studies agree that without concrete family and organizational support, the multiplicity of roles tends to translate into conflict.

However, several areas of ambiguity persist. The first concerns the effect of administrative functions on scientific production, which remains mixed. Some studies do not find a clear decline, while others observe a marked reduction in publications and participation in scientific activities. The second concerns the link between professional pressure and performance, which is also uncertain. Some studies report sustained performance despite constraints, thus suggesting the existence of a compensation mechanism. The third concerns the role of gender, which is treated unequally. Sometimes it is said to modulate conciliation abilities, and sometimes it is deemed to have no significant effect.

The negative effects of this multiple role on occupational health have only been addressed from the perspective of job satisfaction, but no study has considered examining its effects on the positive aspect of psychological health at work, namely well-being at work.

6.4 A promising assessment:

Previous studies have extensively documented the negative effects of multiple role roles among university teachers through the lenses of stress, performance base, and time overload. This review has identified the main areas of tension but remains insufficient to explain why some teachers manage to maintain strong commitment, relatively consistent performance, and job satisfaction despite significant constraints.

Research on work-life balance provides an essential complementary perspective. It shows that professional and family roles are not always in competition but can also mutually support each other, with skills acquired in one area able to improve performance in another, positive emotions able to transfer from one role to another, and social and psychological support able to strengthen the ability to cope with demands.

In the specific context of Algerian university teachers, studies by Haned (2017), Bentouta (2017), and Boukheloua (2017) have already highlighted the potential positive effects of family and other roles. However, none of these positive effects have been modeled, and no resource-demand approach has been considered.

6.5 The Job Demands-Resources Model by Demerouti and Bakker (2017):

The Job Demands-Resources model established by Demerouti and Bakker (2017) posits that each work situation has two main dimensions: job demands (i.e., emotional, cognitive, temporal, and organizational demands) and job resources (i.e., autonomy, support, recognition, and personal development). This model explains well-being at work and job performance as the products of a balance between these two dimensions.

From an integrative perspective, family roles can also be considered as simultaneous sources of demands (obligations, time conflict, etc.) and

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resources (emotional support, self-esteem, motivation, etc.). The Demands-Resources model allows us to jointly consider work-family conflict and work-family enrichment, which has not yet been done in the context of Algerian higher education.

6.6 Proposal of a Conceptual Research Model for University Teachers

It would therefore be fundamental to study how enrichment and work-family conflict influence individual work performance and well-being at work among Algerian university teachers by mobilizing the Demands-Resources model of Demerouti and Bakker (2017) and considering well-being at work (which refers to positive affect, satisfaction, and commitment) as a mediating variable. It would be interesting to ask:

1. To what extent do university teachers experience both work-family enrichment and work-family conflict between their professional and family spheres?
2. Does well-being at work mediate the relationship between work-family enrichment and individual performance at work?
3. Do resources (organizational, personal, family, social) moderate the effect of conflict or enrichment on well-being at work?
4. Do the perceptions of institutional support, coworker support, and family support amplify the positive effect of enrichment on performance and well-being at work?
5. Is the negative effect of work-family conflict on well-being at work and performance mitigated by the presence of personal, family, and social resources?

Indeed, Bentouta (2017) and Hafidi's (2013) analyses show that family support and transversal skills acquired in administration can be converted into resources. A protocol that simultaneously measures work-family conflict and enrichment would help us understand why, given the same workload, some profiles become exhausted while others thrive. There is also much talk about overload, but less about the design and evaluation of support systems capable of transforming the multiplicity of roles into enrichment rather than

conflict, which will be investigated.

4. Conclusion

These research proposals would allow us to cross several thresholds still unexplored in the current literature on Algerian university teachers. First, they would allow us to no longer reduce the work-family interface to simple conflict, but to take into account its role in generating energy, positive affect, perspective, and skills. Second, they would offer a field of application for the Demands-Resources model, which has not been used in the context of Algerian higher education despite its explanatory power and theoretical flexibility. Finally, they would allow us to reposition well-being at work as a central resource and a lever for performance, and to align with current concerns and trends in health and sustainable development in academic institutions.

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