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Satisfaction with Work-Life Balance During the COVID-19 Pandemic for Full-Time Workers Forced to Work from Home

Christopher J. Mathis
Morgan State University

Erica L. Anthony
Morgan State University

Monica M. Sharif
California State University, Los Angeles

The global pandemic caused by Coronavirus disease of 2019 (COVID-19) severely disrupted people's professional and personal lives making many employees required to work from home. Our study examines family-supportive supervisory behaviors (FSSB) impact on in-role behaviors through satisfaction with work–life balance and psychological availability at work to gain insight into the effects of the pandemic on work and home domains. Based on three waves of data and a sample of 179 full-time employees (32+ hours per week) forced to work 100% at home because of the pandemic, the findings suggest satisfaction with work–life balance and psychological availability at work serially mediated the relationship between FSSBs and in-role behaviors. Also, satisfaction with work–life balance mediated the relationship between FSSB and psychological availability at work, and psychological availability at work mediated the relationship between satisfaction with work–life balance and in-role behaviors. Practical and theoretical implications, along with future research, are discussed.

The Coronavirus disease of 2019 (COVID-19) pandemic caused abrupt changes in many workers' work and life domains because they were forced to work from home immediately. Initially, governmental officials worldwide implemented mandated confinement and lockdowns, business and educational institutional closings, and social distancing to minimize the possibility of transmitting COVID-19 (Anderson et al., 2020). These measures caused employees' professional and personal lives to appear more blurred and non-distinctive (Fisher et al., 2020) and, therefore, increased the challenges of work–life balance (Allen et al., 2021; Andrade & Fernandes, 2021; Carnevale & Hatak, 2020). Further, due to the COVID-19 pandemic, these mandatory precautions have impacted employees' mental well-being (Ivbijaro et al., 2020; Kola et al., 2021; Panda et al., 2021), possibly reducing the chances of employees being psychologically available for work.

Since the initial inception of the global pandemic, many lessons have been learned. The COVID-19 pandemic has caused workers to burn out and experience increased work-family and family-work conflicts (Sharma et al., 2022). The COVID pandemic has demonstrated that the claim of individuals ideally perceiving work and life domains as separate entities is a facade, and society's beliefs need to be updated (Kossek et al., 2021). Kossek and Lee (2020) propose that the COVID-19 pandemic has brought to light inequalities in work-life employment policies,

which should be modified based on principles of balanced flexibility. Scholars have found that the global pandemic has positively impacted employees' attitudes and behaviors (Akkermans et al., 2020; Hennekam et al., 2021; Ng et al., 2021; Restubog et al., 2020; Sharma et al., 2022). Similarly, satisfaction with work–life balance and psychological availability at work are linked to employee attitudes and behaviors (see May et al., 2004; Sonnentag et al., 2021; Wayne et al., 2017). In addition, Perrigino and Raveendhran (2020) propose how supervisors can institute and perfect psychological and time-related work–home boundaries to enhance personal and professional outcomes.

Given the recent research concerning the COVID-19 pandemic (Fouad, 2020), Spurk (2021) suggests that more contextualized and event-based vocational behavior research is needed during stressful events, such as the COVID-19 pandemic. Individuals may have been subject to various factors (e.g., homeschooling children, spending more time with family while simultaneously working) that they usually were not accustomed to because of the emotional and psychological impact of the global pandemic. Since the long-term implications of COVID-19 on the workforce are unknown, and some "temporary" factors may become permanent, we believe it is crucial to understand the context of satisfaction with work–life balance when forced to work from home due to the COVID-19 pandemic.

This study attempts to contribute to the literature in several ways. First, research on family-supportive supervisor behaviors (FSSB) and work–life balance attitudes has typically neglected stressful events (Cho, 2020; Eby et al., 2016), such as the COVID-19 pandemic. Vaziri et al. (2020) found that employees with access to fewer FSSBs increased the negative transitions of Frone's (2003) fourfold taxonomy of work–family balance, thus lowering job satisfaction and job performance and increasing turnover intention during the pandemic. Frone's (2003) fourfold taxonomy characterizes work–life balance as the ability to lower conflict and increase enrichment between work and home. Other scholars perceive work–life balance as a self-evaluation of the work and life expectations shared with a partner (Carlson et al., 2009). These theoretical explanations of work–life balance do not account for what individuals, families, and organizations widely hold as a significant concern of the work–family balance, which is the self-centered view of the employee's attitude concerning overall satisfaction (Valcour, 2007; Wayne et al., 2017). Satisfaction with work–life balance considers the employees' contentment and overall success with meeting the multiple demands of work and life (Valcour, 2007).

Hobfoll's (1989) Conservation of Resource (COR) theory "outlines how individuals and organizations are likely to be impacted by stressful circumstances, what those stressful circumstances are likely to be, and how individuals and organizations act to garner and protect their resources" (Westman et al., 2004, p. 167), which is a helpful framework during the COVID-19 pandemic for event-based vocational behavior research. In this study, we examine whether family-supportive supervisors effectively assist employees during the COVID-19 pandemic by being understanding supervisors, helping with a work-related task, all while role modeling and creating work with dual purposes to support effectiveness at work and home jointly. Further, we explore employees' satisfaction with work–life balance as possibly an integral part of understanding whether employees are mentally available at work given the possible blurring of the work–life boundaries during the COVID-19 pandemic when employees are forced to work from home. By conducting event-based vocational behavior research, we are answering the call by Spurk (2021).

Second, we extend prior studies' findings that supervisor support positively impacts performance (Crain & Stevens, 2018; Mills et al., 2014; Vaziri et al., 2020) by utilizing Hammer and colleagues' comprehensive conceptualization (2007) and measure (2009) of FSSB. Namely, we used a measure on certain supervisor behaviors that are supportive of family roles to obtain a better understanding of how the perceptions of balancing work and life could assist supervisors in discerning how to better manage the informal policies that could possibly help with their employees' well-being and, ultimately, employee work outcomes. Hammer et al.'s (2009) measure is one of the most comprehensive and broad guiding frameworks for FSSB research. Other measures of FSSB do not include role modeling and creative work–family management, which are critical to the multidimensional construct of FSSB. It identifies specific supervisor behaviors supportive of the family role compared to other studies that utilized a global assessment of social support and proactively embraced work–family issues at both the personal and supervisory role levels (Greenhaus et al., 2012; Hammer et al., 2009). In addition, FSSB is considered a better alternative for supporting employees when investigating the impact on the work–life interface (Aryee et al., 2013; Russo et al., 2016). Further testing of the mechanisms of Hammer et al.'s (2007) framework is warranted to explain how FSSB influences outcomes (Crain & Stevens, 2018).

Third, it is essential to understand psychological mechanisms, such as satisfaction with work–life balance and psychological availability at work, because people tend to spend the majority of their lives struggling with balancing their professional and personal lives and the psychological impact of not doing it (Beham & Drobnič, 2010; Casper et al., 2018; McNamara et al., 2013). Additionally, the link between satisfaction with work–life balance and in-role behaviors has received limited attention (Casper et al., 2018). This study sheds light on the limited understanding of how family-supportive supervisor behaviors drive an employee's in-role behaviors through psychological mechanisms by pointing to the importance of satisfaction with work–life balance to provoke optimal psychological availability at work. In the following sections, we provide a framework for the value of FSSB, satisfaction with work–life balance, psychological availability at work, and in-role behaviors. The Figure illustrates the conceptual relationship between FSSB and in-role behaviors through satisfaction with work–life balance and psychological availability at work.

Theoretical Framework and Hypotheses

Hobfoll's (1989, 2001; 2002) COR theory is both a stress and motivational theory that proposes that individuals have a primary goal to preserve and protect the resources they value, which affords individuals the ability to manage the stressful demands they face. In addition, Hobfoll et al. (2016) propose that the COR theory, also known as the leading psychological theory of stress and trauma, asserts that traumatic stress occurs when events such as the pandemic threaten and erode individuals' resources for survival. Stress is perceived as a threat (or actual net loss) of resources or a lack of resource gain following the investment of resources. Resource loss is the primary factor in predicting employees' psychological impact of stressful events (such as the COVID-19 pandemic) (Hobfoll et al., 2016). Halbesleben et al. (2014) define resources as anything that people personally view as valuable (e.g., energies, objects, personal characteristics, conditions) in achieving their goals. These valuable resources lead employees to perceive their ability to accomplish their goal of role-related expectations in their work and life roles.

Figure

Conceptual Model of FSSB and In-role Behaviors Through Satisfaction with Work-life Balance and Psychological Availability at Work
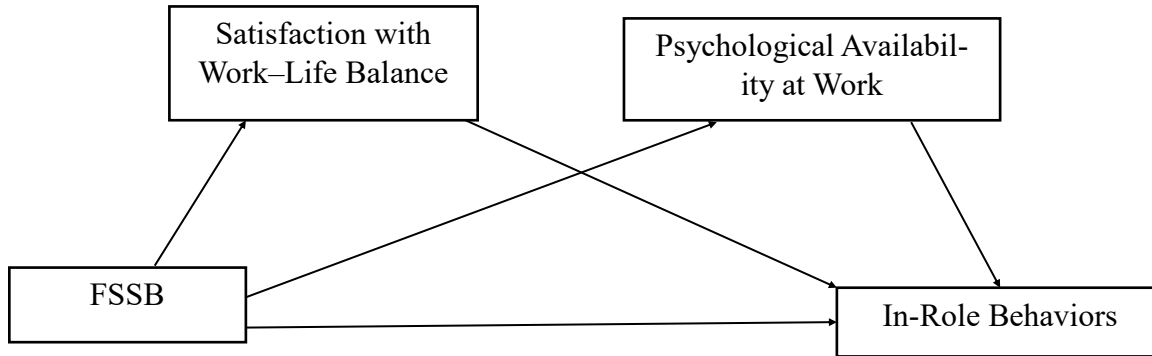
Note. FSSB = Family-Supportive Supervisor Behaviors

Examples of resources would be support and understanding from supervisors (Hobfoll, 2001). FSSBs can be conceptualized as a resource (Halbesleben et al., 2014) that allows more effective balancing of conflicting work and home responsibilities (Hobfoll, 1989). Additionally, it protects existing available resources by offsetting other resource losses (Hobfoll & Shirom, 2000) and enables individuals to produce or obtain additional resources (Hobfoll, 2001). In COR theory, as resources become depleted while managing competing work and home demands (Fan & Potočnik, 2021; Valcour et al., 2011), an employee may experience less work–life balance satisfaction. Thus, the level of satisfaction with work–life balance may be expressed by a lack of stress. In COR theory, psychological availability at work is an employee's experience and assessment of the availability of their psychological resources while at work (Wang et al., 2021).

Because of the rationale mentioned above, this study examines the impact of a resource gain (FSSB) to possibly reduce an employee's experience of less work–life balance while garnering their psychological resources while at work and, thus, increasing performance by attempting to avoid resource loss caused by the COVID-19 pandemic. Therefore, we utilize the COR framework to explain the inclusion of FSSB, satisfaction with work–life balance, psychological availability at work, and in-role behavior during the COVID-19 pandemic, which presents an opportunity for event-based vocational behavior research.

FSSB and In-Role Behaviors: The Mediation of Satisfaction with Work–Life Balance

Based on the conceptual development of family-supportive supervisor behaviors (FSSB, Hammer et al., 2007; Thomas & Ganster, 1995), it is defined as informal behavioral support supervisors exhibit to empathize with employees to help them better manage their work respon-

sibilities and family obligations. Organizational scholars have found that informal support may be more vital to the employees' overall well-being than formal workplace policies (e.g., Allen, 2001; Anderson et al., 2002; Behson, 2005). Further, a link has been found between employees with family-supportive supervisor behaviors and employee attitudes and behaviors (e.g., more citizenship behavior towards supervisors, Bagger & Li, 2014; less work-family conflictLapierre & Allen, 2006). Also, a link was found between supportive supervisor behaviors and outcomes (e.g., lower turnover intentions, increased job satisfaction, increased task performance, and increased citizenship behaviors towards supervisors, Bagger & Li, 2014; less absenteeism, Goff et al., 1990).

In-role behaviors, also known as task performance, are described as behaviors required by the job description and are recognized by a formal reward system (Williams & Anderson, 1991). Some scholars have found a negative relationship between antecedents (e.g., workplace bullying, Bano et al., 2021; coworker conflict, Chung, 2015; role conflict, role ambiguity, MacKenzie et al., 1998; emotional stability, Vey & Campbell, 2004) and in-role behaviors. On the contrary, many scholars assert a positive relationship between antecedents (e.g., work engagement, Bush et al., 2021; need for achievement, Mannheim et al., 1997; emotional intelligence, O'Boyle Jr et al., 2011; leader-member exchange, Tang & Vandenberghe, 2021; psychological well-being, Wright & Cropanzano, 2000) and in-role behaviors. Additionally, meta-analyses have established a positive relationship between job satisfaction and in-role behaviors (Harrison et al., 2006; Ng et al., 2009).

Extending upon this notion, several studies have examined and found a positive relationship exists between family-supportive supervisor behaviors and performance in various industries, countries, and employee-supervisor

dyads (e.g., workers from a metropolitan area in the Western region of the U.S., Bagger & Li, 2014; lower-skilled manufacturing employees in the Southeastern region of the U.S., Muse & Pichler, 2011; hospitality employees in the Southeastern region of the U.S., Odle-Dusseau et al., 2012; financial credit industry employees in Mexico, Rofcanin et al., 2017; pharmaceutical employees in China, Wang et al., 2013). We, therefore, assert that family-supportive supervisors tend to provide employees with what they need at work to minimize the impact of work hindering the employee's personal life.

Satisfaction with work–family balance is a psychological construct held in the focal person's mind and defined by Valcour (2007) as an attitude that is "an overall level of contentment resulting from an assessment of one's degree of success at meeting work and family role demands" (p. 1512). Managing blurred boundaries of work and non-work roles within the home environment due to the pandemic may facilitate an employee's stress level and ability to balance work and home obligations (Allen et al., 2021). As FSSB accumulates, it can expand an employee's resource pool and replace or reinforce other lacking resources (Hobfoll, 1985). Some resources proposed by Hobfoll (2001) that are important to employees are as follows: understanding from a "supervisor" (emotional support) and help with tasks at work (instrumental support). Scholars have demonstrated that these resources have affected the employee's experience of satisfaction with work–life balance (Abendroth & Den Dulk, 2011; Beham & Drobnič, 2010; McNamara et al., 2013; Valcour, 2007). While several studies have investigated emotional and instrumental support with satisfaction with work–life balance, there is a lack of research examining supervisors' social support related to work–family issues at both personal and supervisory levels. Other resources such as learning behaviors from the "supervisor" (role modeling) and designing work with a dual purpose to jointly support effectiveness at work and home (creative work–family management) can possibly be resources that are also important to the employees.

The COR framework proposes that social support strengthens positive self-beliefs (Swann & Predmore, 1985), possibly resulting in more positive experiences, such as intrinsic motivation and/or enjoyment (Bakker, 2005). We argue that the experience of satisfaction with work–life balance is one such positive experience during the COVID-19 pandemic. For example, supportive supervisors might be willing to accommodate employees by allowing them to miss work or flexible work time to take care of something of value (e.g., sick spouse, child, or elderly parent). Thus, this allows their employees to attain their goals (e.g., meet work deadlines while simultaneously attending to family demands). According to Greenhaus and Allen (2011), employees experience work–family balance feelings when they are satisfied with what is more important to them in their lives. Factors that encourage

satisfaction with the work and family areas enhance balance beliefs.

This literature has shown that an additional explanatory mechanism linking supervisor support to performance is reduced stress (see Shanock & Eisenberger, 2006), which is consistent with COR theory. FSSB provides employees with an essential resource by not only conserving resources by minimizing resource loss (in terms of the effects of COVID-19), but it also contributes to resource gain (in terms of satisfaction with work–life balance) through a process of managing the stress of dampening the effect of work stressors; thereby, possibly enhancing their in-role behaviors. Thus, we propose

H1: Satisfaction with work–life balance will mediate the relationship between FSSB and in-role behaviors

FSSB and Psychological Availability at Work: The Mediation of Satisfaction with Work–Life Balance

Based on COR theory, individuals are motivated to acquire, retain, foster, and preserve the resources they value by preventing losses (Westman et al., 2004). We extend this notion by examining how conserving resources influences one's psychological availability at work during the COVID-19 pandemic. Specifically, we assert that the foundation of the COR framework facilitates one's satisfaction with work–life balance, which in turn enhances the employees' psychological availability at work.

To begin, when employees experience satisfaction with work–life balance, their performance increases as they can engage in multiple roles at work (Russo et al., 2016). When employees experience satisfaction with work–life balance, they may perceive to have an increase in resources for their allocation, such as social support, to meet the specific situation demands associated with their work role and family obligations (Kahn, 1990; May et al., 2004; Russo et al., 2016). Drawing upon COR theory, social support is considered a crucial resource that can assist employees in obtaining satisfaction with work–life balance with accomplishing work and non-work commitments (Wayne et al., 2017). In turn, it may nurture the psychological conditions that allow employees to feel safe at work and utilize their resources to personally engage in their work role (Wayne et al., 2017).

Next, Russo et al. (2016) found that employees who effectively balance their work and life responsibilities sense a higher degree of internal consistency due to living a life that aligns with their system of values and aspirations. Consequently, employees are more resourceful in engaging in multiple roles. When an employee's self-image aligns with their role with work and family obligations, the employee will have enhanced feelings of being psychologically available to fully engage in the work behaviors. As such,

H2: Satisfaction with work–life balance will mediate the relationship between FSSB and psychological availability at work

Satisfaction with Work–Life Balance and In-Role Behaviors: The Mediation of Psychological Availability at Work

Next, we suggest that psychological availability at work mediates the relationship between satisfaction with work–life balance and in-role behaviors. Research suggests that work–life balance leads to employee attitudes and behaviors such as job performance, job satisfaction, and organizational citizenship behavior (Carlson et al., 2013; Marks & MacDermid, 1996; Voydanoff, 2005; Wayne et al., 2017). Examining the relationship between satisfaction with work–life balance and performance (such as in-role behaviors), we argue that greater satisfaction with work–life balance fosters higher levels of psychological availability at work as satisfaction with work–life balance increases an employee's depository of resources and increases their capacity to engage successfully in multiple roles. In turn, this will enhance the employee's ability to perform their work role due to their increased ability to manage various life roles (Li & Tan, 2013; Russo et al., 2016). When one is satisfied with work–life balance and is psychologically available to invest in multiple roles, the employee can focus outward. Consequently, during the covid-19 pandemic, the employee may engage in life and fully appreciate work and non-work roles. Hence,

> **H3**: Psychological availability at work will mediate the relationship between satisfaction with work–life balance and in-role behaviors

FSSB and In-Role Behaviors: Integrating Satisfaction With Work–Life Balance and Psychological Availability at Work

Last, we broaden Kahn's (1990) psychological conditions for an employee to engage in in-role behaviors by asserting that satisfaction with work–life balance enables employees to be more psychologically available at work. In turn, it enhances an employee's ability to engage in in-role work behaviors. As such, we contend that satisfaction with work–life balance is instrumental for increasing an employee's sense of being psychologically available to successfully manage multiple work and non-work roles.

Combining these arguments, we anticipate a serial mediating role of satisfaction with work–life balance and psychological availability at work, such that family-supportive supervisory behaviors increase employees' in-role behavior because of employees' satisfaction with balancing their work responsibilities and family obligations and their psychological availability at work. Scholarly publications and popular sources (e.g., news, magazines) suggest that supervisors are instrumental in helping employees work–life balance (Crain & Stevens, 2018; Russo & Morandin, 2019; Sanfilippo, 2020) and enhancing their psychological state of mind at work (Binyamin & Carmeli, 2010; Russo et al., 2018; Russo et al., 2016). When supervisors engage in FSSB, it indicates that they are accessible, compassionate, and willing to help employees manage their work–family issues (Hammer et al., 2009), possibly enhancing satisfaction with work–life balance and psychological availability at work. Conse-

quently, demonstrating FSSB is specifically instrumental during the pandemic. Particularly, supervisors should understand their employee's work–life balance goals, provide options for achieving those goals, and act as a positive role model by supporting family-friendly policies to assist with the impact on their mental availability to perform well at work.

As previously stated, satisfaction with work–life balance during the pandemic may enhance an employee's depository of resources and increase their capacity to engage successfully in multiple roles, making individuals expend more effort in their work roles. Psychological availability at work has been identified as one of Kahn's (1990) essential psychological conditions for improving in-role behaviors. Russo et al. (2016) provided empirical support for the positive relation between work–life balance and psychological availability at work. Enhanced psychological availability at work resulting from the feeling of satisfaction with work–life balance provides the needed motivation for employees to improve their in-role behaviors. Thus, we propose that employees who perceive their supervisors as supportive may be more satisfied with balancing their work and family roles during the pandemic, are likely more mentally available at work, and are willing to perform better on their jobs. Hence, we hypothesize the following:

> **H4**: Satisfaction with work–life balance and psychological availability at work will serially mediate the relationship between FSSB and in-role behaviors

Methods

Participants and Procedures

The Institutional Review Board (IRB) Committee at the first author's university (Ref: IRB #19/11-0122) approved this study. We recruited American or Green Card workers through Amazon's Mechanical Turk (MTurk) to test the hypothesized relationships. MTurk is a popular crowdsourcing online marketplace platform. It is as diverse and reliable as traditional data collection, more representative of the general population compared to using undergraduate student samples, and proven that its use is thoroughly supported and examined in social science research (Behrend et al., 2011; Buhrmester et al., 2011; Casler et al., 2013; Goodman et al., 2013; Landers & Behrend, 2015; Paolacci & Chandler, 2014; Paolacci et al., 2010). Also, Ramsey et al. (2016) indicated that MTurk workers are more likely to read instructions than undergraduate students. Even though scholars have noted that a significant characteristic of the MTurk workers is that they are highly educated (Goodman et al., 2013; Paolacci & Chandler, 2014), Paolacci et al. (2010) argued that might be partly due to the MTurk workers being younger in age. Aguinis et al.'s (2020) review of published empirical studies utilizing MTurk samples found 510 empirical studies from journals respected in management research over an approximately fifteen-year period (2005 until May 2020). Further, web-based research has increased using MTurk by over 2,117% from 2012 to 2019, demon-

strating the widespread use of MTurk in research. As indicated above with the steps taken, we utilize several of Aguinis et al.'s (2020) recommendations for addressing validity threats in research.

For this study, we posted on the MTurk website a Human Intelligence Tasks (HIT)s to recruit workers who are employed, American or Green Card adults living in the U.S. to complete three surveys. Before accepting the HIT, the Mturk workers were informed that they would participate in three surveys that would take approximately fifteen minutes each. After accepting the HIT, MTurk workers were directed to the informed consent page. The informed consent explained that participation in this study was entirely voluntary and confidential and would have no more risk or harm than they would experience in everyday life. Additionally, the participants were informed that precautions had been taken to protect the anonymity of their responses, and they were able to withdraw from the study without penalty or prejudice. Sheehan and Pittman (2016) suggested that asking for the MTurk Work ID to verify users could improve data quality. Several scholars suggest inserting attention checkers as an additional method to enhance the quality of data (DeSimone et al., 2015; Kung et al., 2018; Meade & Craig, 2012; Sheehan & Pittman, 2016). Two electronic reminders were posted one week after the HIT post per Dillman et al. (2014) to increase the response rate. Participants who accepted our HIT and submitted surveys 1, 2, and 3 were compensated $.50, $.75, and $1.00, respectively.

Five screening questions were employed to obtain a sample of participants who transitioned to remote work due to the COVID-19 pandemic. The participants had to respond "yes" to the first five questions and indicate the number of weeks working from home due to the COVID-19 pandemic to the fifth question for all three waves to be included in this study. The questions are as follows: 1) "Are you currently employed?;" 2) "Do you work at least 32 hours a week?;" 3) "Do you currently reside with family, or does family currently reside with you? Family is defined as a significant other (spouse/partner), qualifying child (as indicated on your income taxes), or qualifying relative (as indicated on your income taxes).;" and 4) "Are you currently working at home due to the COVID-19 pandemic?; " 5) "How many weeks have you been working at home due to the COVID-19 pandemic?" Response options range from "approximately one week" to "approximately sixteen weeks."

The Mturk dataset was part of a more extensive study on employee attitudes and behavior during the pandemic. Only full-time participants (32+ hours per week) who worked 100% at home because of the pandemic during all three times of the data collection process were included in this study. At Wave 1, a total of 600 participants completed the survey. Across all three waves of the survey, a total of 155 participants dropped out of the study, 125 participants did not complete one of the surveys, 68 participants were removed for being ineligible for the study (i.e., did not work at home because of the pandemic), 41 participants were eliminated because they failed to correctly respond to any of the eight attention checkers (e.g., "If you are reading this, please mark agree"), and 32 participants were removed because they no longer worked 100% at home due to the pandemic. After the removal of these participants, our sample was 179 working adults. The Mturk workers' identification codes (ID) were used to match the surveys.

The 179 American respondents in the final sample were majority male (63.1%), White (55.3%), and married (74.9%). They averaged 39.09 years of age (s.d. = 11.156) and worked 39.32 hours per week (s.d. = 4.69). Respondents represented various levels of education (e.g., 55.3% Bachelor's degree, 24.4% Master's degree) and occupations (e.g., 19.0% Business & Financial, 19.0% Computer & Information Technology, 11.2% Education, Training, & Library, 8.9% Sales).

Measures

The data collection began at the height of the pandemic. Respondents were asked "since the pandemic hit the United States," please indicate their level of agreement-disagreement on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree) with each of the variables unless otherwise noted. All measures were self-reported and had reliability greater than 0.70, as Nunnally (1978) suggested.

FSSB was measured by averaging the 14 items (α = 0.923) developed by Hammer et al. (2009). The items reflect each of the four dimensions of FSSB: four items for emotional support, three items for instrumental support, three items for role modeling, and four items for creative work-family management. Sample items for each of the dimensions are as follows: "My supervisor is willing to listen to my problems in juggling work and non-work life" (emotional support); "I can depend on my supervisor to help me with scheduling conflicts if I need it" (instrumental support); "My supervisor is a good role model for work and non-work balance" (role modeling); and "My supervisor thinks about how the work in my department can be organized to jointly benefit subordinates and the company" (creative work-family management).

In-role behaviors were measured by averaging the seven items (α = 0.743) developed by Williams and Anderson (1991). A sample item is "Adequately completes assigned duties."

Satisfaction with work–life balance was measured by averaging the five items (α = 0.858) developed by Valcour (2007). Respondents were asked to report their level of satisfaction on a 5-point scale (1 = very dissatisfied to 5 = very satisfied). A sample item is "the opportunity you have to perform your job well and yet be able to perform home-related duties adequately."

Psychological availability at work was measured by averaging the five items (α = 0.850) developed by May et al. (2004). A sample item is "I am confident in my ability to handle competing demands at work."

We controlled for sex, education, organizational tenure, and occupation because they were likely to affect the em-

ployees' ability to manage their work responsibilities and family obligations (thus impacting their satisfaction with work–life balance), psychological state of mind, and task-related performance. Controlling for these variables would allow us to estimate better the effects of the key theoretical variables on the outcome. The research conclusions of previous scholars have confirmed that sex (0 = male; 1 = female) and education were significantly related to satisfaction with work–life balance (Abendroth & Den Dulk, 2011; Beham et al., 2012; Russo et al., 2016). Some scholars have found a significant relationship between education and psychological availability at work (Wang et al., 2021). Previous research demonstrated that sex, education, and organizational tenure accounted for some of the variances for in-role behaviors (Mannheim et al., 1997; Tang & Vandenberghe, 2021). Since Mturk workers are employed in multiple organizations in different occupational groups, we controlled the occupational group to ascertain possible effects of occupational-based differences (e.g., culture).

Results

Treatment of Common Method Variance

The common method variance was a possible concern since we collected data from the same source. As Podsakoff et al. (2003) suggested, several procedural and statistical remedies were implemented to minimize potential common source biases. First, we presented detailed information about the precautions taken to ensure the confidentiality of their responses, and all participants were assured that there were no right or wrong answers. These procedures were conducted to minimize evaluation apprehension and socially desirable responses to increase the number of honest responses. Second, there was a temporal separation window of approximately two weeks to measure predictor, criterion, and serial mediators to minimize common method biases (Podsakoff et al., 2012). The temporal separation is typical of studies in vocational behavior research of up to four weeks because the delay can reduce the magnitude of same-source zero-order correlations by approximately 30–40% (Johnson et al., 2011; Ostroff et al., 2002). For this study, FSSB was collected in Time 1, in-role behaviors were collected in Time 2, and the mediators (i.e., satisfaction with work–life balance, psychological availability at work) were collected in Time 3. Although in-role behaviors were collected in Time 2, research has shown that a component of job performance can be stable over time (Sturman et al., 2005; Tilcsik, 2014). Third, Harman's one-factor test found that the first factor accounts for less than 50% of the variance among the study variables (i.e., 31.24%, Podsakoff & Organ, 1986). Therefore, we do not believe common method variance to be a pervasive problem in our study.

Hypotheses Test

Table 1 presents the study variables' means, standard deviations, and correlations. To examine the hypotheses for this study, we used Hayes's (2018) PROCESS macro (Model 4 and 6) to conduct a bootstrapping-based media-

tion test. Scholars (Hayes, 2009; Preacher & Hayes, 2008) have proven that the results from using the bootstrapping technique are more reliable and accurate than previous mediation tests such as causal steps (e.g., Baron & Kenny, 1986; Kenny et al., 1998) and product of coefficient (e.g., Sobel, 1982, 1986).

Preacher and Hayes (2008) recommend that we estimate the indirect effect of FSSB on the outcomes via the mediators using unstandardized coefficients and a bootstrapping procedure with 5,000 resamples to produce a 95% confidence interval around the estimated indirect effects to examine all hypotheses. The bootstrapped indirect effect is significant if the percentile 95% confidence interval (CI) excludes zero. According to Preacher and Hayes (2008), the percentile method has become more widely endorsed for implications for mediation analysis's indirect effect. The alternative methods (i.e., bias-corrected, bias-corrected and accelerated) may slightly inflate Type I error.

Table 2 presents the results of the path analysis testing serial mediation of satisfaction with work–life balance and psychological availability at work between FSSB and in-role behaviors. The hypothesized relationships were tested after establishing a good model fit (see Table 2). Satisfaction with work–life balance did not mediate the relationship between FSSB and in-role behaviors (indirect effect = -0.003 (SE = 0.039), [-0.066, 0.087]) and, therefore, Hypothesis 1 was not supported. In support of Hypothesis 2, the results revealed that FSSB was associated with psychological availability at work, mediated by satisfaction with work–life balance (indirect effect = 0.194 (SE = 0.057), [0.096, 0.321]). In support of Hypothesis 3, the results revealed that satisfaction with work–life balance was associated with in-role behaviors, mediated by psychological availability at work (indirect effect = 0.230 (SE = 0.048), [0.135, 0.329]). In support of Hypothesis 4, the results revealed that FSSB was associated with in-role Behaviors, serially mediated by satisfaction with work–life balance and psychological availability at work (indirect effect = .087 (SE = 0.028), [0.040, 0.148]). Altogether, these results support Hypotheses 2, 3, and 4.

Even though not hypothesized, FSSB was positively related to satisfaction with work–life balance (0.422 (SE = 0.076), [0.273, 0.571], p < 0.001) and psychological availability at work (0.157 (SE = 0.068), [0.024, 0.291], p = 0.021). Satisfaction with work–life balance was positively related to psychological availability at work (0.459 (SE= 0.063), [0.335, 0.583], p < 0.001). Psychological availability at work was positively related to in-role behaviors (.449 (SE = 0.080), [0.291, 0.607], p < 0.001). Further, the significant effect of a control variable in the model was as follows: education (0.110 (SE = 0.045), [0.0232 .198], p = 0.014), and organizational tenure (0.143 (SE = 0.059), [0.025, 0.260], p = 0.017) were positively related to satisfaction with work–life balance. Sex (0.194 (SE = 0.089), [0.019, 0.369], p = 0.030) and organizational tenure (0.164 (SE = 0.052), [0.060, 0.267], p = 0.002) were positively related to in-role Behaviors.

Table 1

Means, Standard Deviations, and Inter-correlations of Variables[ab]

VAR	FSSB	SWLB	PAW	IRB	SEX	EDU	TENURE	OCC
SWLB	0.452							
PAW	0.385	0.578						
IRB	0.196	0.282	0.485					
SEX	-0.127	-0.114	0.025	0.139				
EDU	0.046[c]	0.107[c]	0.011[c]	0.055[c]	0.199[d]			
TENURE	0.110[c]	0.108[c]	0.066[c]	0.149[c]	0.080[d]	0.247[d]		
OCC	0.069[c]	0.134[c]	0.221[c]	0.112[c]	0.439[d]	0.395[d]	0.366[d]	
Mean	3.788	3.933	4.106	3.836	1.370	5.110	3.170	10.590
s.d.	0.673	0.732	0.649	0.645	0.484	1.084	0.858	6.765

Note. VAR = Variables; FSSB = Family Supportive Supervisor Behaviors; PAW = Psychological Availability at Work; SWLB = Satisfaction with Work–Life Balance; IRB = In-Role Behaviors; EDU = Education; TENURE = Organizational Tenure; OCC = Occupation.
[a] n = 179. Correlations with absolute values of .196 or greater are significant at the $p < 0.01$ level or better for Pearson correlation and point-biserial correlation.
[b] Coding was as follows: Sex: 1 = Male, 2 = Female, 3 = Other; Education: 1 = "less than High School Diploma", 2 = "High School Graduate (High School Diploma or Equivalent including GED)", 3 = "Some College but No Degree"; 4 = "Associate's Degree", 5 = "Bachelor's Degree", 6 = "Master's Degree", 7 = "Doctoral Degree", 8 = "Professional Degree"; Organizational Tenure: 1 = "Less than 1 Year", 2 = "1 to under 2 Years", 3 = "2 to under 5 Years", 4 = "5 or More Years".
[c] Eta Squared was used to examine the association between categorical variables and continuous variables. The following categorical variables were significantly associated with the continuous variables (Education and SWLB: $\eta^2 = 0.107$, $p = 0.007$; Tenure and FSSB: $\eta^2 = 0.110$, $p < 0.001$; Tenure and SWLB: $\eta^2 = 0.108$, $p < 0.001$; Tenure and PAW: $\eta^2 = 0.066$, $p = 0.007$; Tenure and In-Role Behaviors: $\eta^2 = 0.149$, $p < 0.001$; Occupation and PAW: $\eta^2 = 0.221$, $p = 0.002$), which means that the strength of the association between the variables is strong.
[d] Cramer's V was used to examine the association between two categorical variables. The following categorical variables were significant (Education and Tenure: $V = 0.324$, $p < 0.001$, Sex and Occupation: $V = 0.439$, $p = 0.016$, Education and Occupation: $V = 0.395$, $p < 0.001$, which means that the strength of the association between the variables is strong).

Table 2

Results of Path Analysis (Testing Mediating Effects Based on PROCESS Bootstrapping Outputs)

Model	Indirect Effect	SE	95% CI
FSSB > SWLB > IRB[a]	-0.003	0.039	[-0.066, 0.087]
FSSB > SWLB > PAW[b]	0.194	0.057	[0.096, 0.321]
SWLB > PAW > IRB[c]	0.230	0.048	[0.135, 0.329]
FSSB > SWLB > PAW > IRB[a]	0.087	0.028	[0.040, 0.148]

Note. n = 179. FSSB = Family-Supportive Supervisor Behaviors; PAW = Psychological Availability at Work; SWLB = Satisfaction with Work–Life Balance; IRB = In-Role Behaviors.
Unstandardized coefficients, standard errors, and the 95 % confidence intervals are provided. The mediation analysis was performed using the percentile bootstrapping method (N = 5,000).
[a] $F(7, 171) = 10.282$; $p < 0.001$; R = 0.544; $R^2 = 0.296$; PROCESS Model 6
[b] $F(6, 172) = 16.600$; $p < 0.001$; R = 0.606; $R^2 = 0.367$; PROCESS Model 4
[c] $F(6, 172) = 12.046$; $p < 0.001$; R = 0.544; $R^2 = 0.296$; PROCESS Model 4

Discussion

The current study examined whether FSSB indirectly affected in-role behaviors through satisfaction with work–life balance and psychological availability at work among a sample of full-time working adults required to work at home due to the COVID-19 pandemic. The findings from the study indicate that satisfaction with work–life balance and psychological availability at work serially mediated the relationship between FSSB and in-role behaviors. In doing so, our research sheds light that family-supportive supervisors can facilitate employees' satisfaction with balancing work responsibilities and life's obligations. Employees being satisfied with their work–life balance helps them be psychologically available at work to increase their in-role behaviors even during stressful events such as the COVID-19 pandemic.

This study contributes to the OB literature in several ways. Our study's results are consistent with Hobfoll's (1989, 2001; 2002) basic COR theory tenet and expand the context in which COR theory may be applied. Specifically, the study demonstrates the importance of improving our understanding of managing resources during uncertainty. The findings from our study are supportive of the COR theory in that the COVID-19 pandemic did not necessarily lead to a detrimental outcome, and individuals with family-supportive supervisors were able to manage resources actively and are more likely to regard the COVID-19 pandemic as an opportunity and do not consider it as merely a loss of resources.

Due to the pandemic forcing employees to work from home, which required employees to manage their work and non-work obligations simultaneously, our findings provide a better understanding of the psychological process that emerges in the link between FSSB, satisfaction with work–life balance, and psychological availability at work, possibly ensuring increased in-role behaviors (Crain & Stevens, 2018; Mills et al., 2014; Russo et al., 2016). Notably, this work extends FSSB research by addressing recent calls to examine whether FSSBs are appropriate and effective in supporting employees during a pandemic (Cho, 2020). In addition, our study supports the call by scholars to examine FSSB as an antecedent for work–life variables (Aryee et al., 2013; Russo et al., 2016). Further, Hammer and colleagues' (2009; 2007) conceptualization and measurement of FSSB was used as suggested by Crain and Stevens (2018) to be one of the most foundational frameworks of FSSB. Finally, we elaborate on the ways in which research may further illuminate the mechanisms of this complex phenomenon between FSSB and task-related performance by pointing to the importance of satisfaction with work–life balance for provoking optimal psychological availability at work. Understanding satisfaction with work–life balance and psychological availability at work are essential because people spend the greater part of their lives struggling with balancing their professional and personal lives and the psychological impact of not doing it (Kahn, 1990; May et al., 2004; Russo et al., 2016).

Further, this research allowed us to gain a deeper understanding of the importance of psychological availability at work. Recent literature has called for the importance of understanding the factors contributing to psychological availability at work (Binyamin & Carmeli, 2010) because of its positive impact on employee potential and work outcomes (Kah, 1990). Our findings contribute to the literature by demonstrating the importance of satisfaction with work–life balance in improving individuals' psychological availability at work. Satisfaction with work–life balance and psychological availability at work serially mediated FSSB and in-role behaviors, demonstrating that family support from supervisors is instrumental in individuals' psychological availability at work which significantly impacts employee performance. Notably, during the pandemic, when employees perceived their supervisor as empathetic and supportive with their work and non-work obligations, they experienced a heightened sense of contentment with their work and family role demands. In turn, this may have reduced employee stress to facilitate better performance in their work role.

This present study also demonstrates that the positive attributes of balancing professional and personal roles even during a major pandemic can contribute to positive outcomes. Past research concluded that positive relationships exist between work–family balance and outcomes (see Casper et al., 2018; Wayne et al., 2017). Individuals and organizations alike should strive to create better workplace environments by providing tools that assist employees in balancing their work and life responsibilities and increasing their psychological availability at work, thereby enhancing productivity.

Practical Implications

Our study provides insights on supporting, retaining, and enhancing employee performance. To begin, the nature of work and how it is facilitated has changed due to the pandemic. As such, supervisors, similar to employees, must be adaptable to how work is completed. Employees face many competing priorities, such as caring for children and parents, which may overlap with the traditional 9am to 5pm workday. Therefore, supervisors must be flexible with employees' work tasks outside traditional business hours (Piszczek & Pimputkar, 2021).

Next, organizations have the opportunity to consider updating practices and policies to accommodate this new work mode. As more employees engage in telework, organizations must consider the tools required for employees to be successful. Moreover, organizations should explore how growth opportunities will be facilitated for employees not in the office. Employees may be passed over due to not having as much engagement with leadership as employees working within the office.

Last, organizations must consider providing support to an increased telework environment. Specifically, organizations must ensure that employees are trained to utilize all resources and tools to enhance job performance. Moreover, supervisors should be trained to appropriately man-

age and engage their employees experiencing work and non-work obligations.

Limitations and Future Research

In interpreting the study results, several limitations that can be addressed in future research should be noted. Although the data are same-source and subject to common method bias, our measures (predictor, FSSB; mediators, satisfaction with work–life balance and psychological availability at work; criterion, in-role behaviors) were temporally collected separately to strengthen causal inferences and limit common method bias's potential influence on our results. Future research may conduct longitudinal designs that measure satisfaction with work–life balance and psychological availability at work at multiple time intervals to substantiate further the causal relationships between FSSB, satisfaction with work–life balance, psychological availability at work, and in-role behaviors. Other methodological approaches (e.g., qualitative) could also help substantiate our findings further. Future studies would also benefit from collecting employees' supervisor's criterion variable, in-role behavior, from a different source.

We applied the COR theory to the model with employee data recruited through MTurk. While our sample included many industries, the findings may not be generalizable to all people. Future research may extend the model to specific industries (e.g., education, retail) to determine if it is industry-specific. Further research could also investigate sociodemographic and socioeconomic factors (i.e., sex, age, education, income, occupation) to provide nuanced insights to help organizations develop policies and procedures that individuals may utilize to balance their work responsibilities and life obligations better. Exploring potential coping strategies (i.e., problem- and emotional-focused coping strategies, Carver et al., 1989) as additional mechanisms in this serial mediated relationship would also be interesting. Future research is recommended to increase our understanding of how the perceptions of having family-supportive supervisory behaviors may maximize task-related behaviors, thereby benefiting their employers and themselves.

Conclusion

In conclusion, our results suggest that satisfaction with work–life balance and psychological availability at work help explain why FSSB is associated with in-role behaviors. Due to the uncertainty of the future and the increased likelihood of remote work well beyond the COVID-19 pandemic, a better understanding of an employee's work–life balance and psychological state for all types of remote workers will warrant further investigations for years to come.

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Christopher J. Mathis (christopher.mathis@morgan.edu)

Erica L. Anthony (erica.anthony@morgan.edu)

Monica M. Sharif (msharif@calstatela.edu)