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Online Work-Family Enrichment Self-Efficacy Program: A Pilot Randomized-Controlled Trial

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Abstract

This paper explores the effectiveness of a newly developed online self-paced training program for work-family enrichment self-efficacy in a Lithuanian employees sample. Sixty-nine participants started the intervention, however, only twenty-two participants in the experimental group and fifteen in the control group completed the program. The experimental group participated in a three-week online self-paced intervention. The intervention consisted of short video lectures, self-reflection exercises, goal setting for a week, and a self-assessment knowledge test. The scores of work-family enrichment self-efficacy and work-family enrichment were assessed by self-reported measures at pre- and post-test. The effectiveness of the program was tested by comparing the pre- and post-test scores of work-family enrichment self-efficacy and work-family enrichment. The results revealed that work-family enrichment self-efficacy only increased in the experimental group. The changes in work-family enrichment were moderate. The new online self-paced work-family enrichment self-efficacy program showed positive outcomes. Limitations and future research directions are discussed.

Keywords: work-family enrichment, work-family enrichment self-efficacy, experiment, randomized-control, intervention

Introduction

Researchers and practitioners are spending more and more time studying the work-family interaction. Typically, the intersection of work and family domains is categorized as either being detrimental (i.e., work-family conflict) or beneficial (i.e., work-family enrichment) (Harris & Haar, 2024). It is agreed that work-family imbalance has numerous negative consequences for both employees and employers and even for the wider society as well (e.g., more illnesses, lower quality of life,

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increased absenteeism, turnover, decreased efficiency, common unethical business practices) (Lei et al., 2024; Tomaževič et al., 2014; Yildiz et al., 2024). On the other hand, positive work-family interaction (work-family enrichment) has been observed to bring many significant advantages for the individual, family, work and organization (e.g., better health, higher well-being, higher job and family satisfaction, increased work motivation, enhanced performance, more innovation) (Tomaževič et al., 2014; Zhang et al., 2018). Work-family enrichment is a psychological phenomenon in which participation in one social role (as an employee and family member) can enhance life quality in another social role through the transfer of resources, such as knowledge, time, positive emotions, etc. Therefore, it becomes necessary to pay more attention to finding ways to help employees experience enrichment more often or more intensively and to drive direct and indirect benefits from it. Research looking for contextual and personal factors that are associated with a better work and family balance is required.

Even though cross-sectional (rarely longitudinal) studies have the ambition to reveal the conditional causes, identify covariates and consequences of work-family enrichment, there is a lack of real evidence for the existing cause-effect relationship between the phenomena analyzed in work-family interaction studies (see Hammer et al., 2011). Experimental (interventional) studies with randomized-controlled trials are still at the highest level in the hierarchy of reliable evidence, quite often referred to as the "gold standard". However, in the systematic literature analysis conducted by Vadvilavičiaus and Stelmokienė (2020) only one intervention, aimed at increasing work-family enrichment (Heskiau & McCarthy, 2021) was identified, which revealed that training individuals to transfer resources from one area of life to another could help employees experience greater work-family enrichment.

To date, more studies are needed on psychological interventions designed to increase employees' experience of work-family enrichment. This study will provide practitioners with further insights for managing employees' work-family interactions and enable researchers to understand causal relationships in this area. This study aims to explore the effectiveness of an online self-paced work-family enrichment self-efficacy training program. Results of a pilot study that employed a randomized-controlled trial will be presented.

Work-Family Enrichment

Although not a new concept, role accumulation describing how participation in multiple roles can produce positive outcomes for a person (Voydanoff, 2001), is still less addressed in scientific literature. In recent decades, work-family conflict has received more attention from both researchers and practitioners (Agha et al., 2017; McNall et al., 2010, 2023). However, studies have shown (e.g., Agrawal & Mahajan, 2021; McNall et al., 2010) that work and family (or other life domains) not only clash but can also help each other. Greenhaus and Powell (2006) have described the

process of accumulation when a person experiences positive interaction between work and family as work-family enrichment. Work-family enrichment refers to a process in which participating in role A helps a person to improve the quality of life in role B and *vice versa* (Greenhaus & Powell, 2006). Studies have shown that work-family enrichment is associated with positive outcomes such as higher work engagement (Vadvilavičius & Stelmokienė, 2024b), job satisfaction, affective commitment, better physical/mental health (McNall et al., 2010), positive affect (Daniel & Sonnentag, 2014), family and life satisfaction, etc.

As described in the Work-home resource model (ten Brummelhuis & Bakker, 2012), work and family have both unique and universal resources and demands. The origin of the resources and demands are peculiarities of work and family, work-related and family-related relationships, people, agreements, culture, etc. (ten Brummelhuis & Bakker, 2012). Studies have shown that higher levels of perceived resources and lower levels of perceived demands are significantly associated with greater work-family enrichment (Lapierre et al., 2018; Siu et al., 2010). However, higher levels of resources/lower demands alone are not sufficient to achieve work-family enrichment - a person's self-efficacy plays a significant role in the unfolding of enrichment (e.g., Carlson et al., 2019; Heskiau & McCarthy, 2021; Kim et al., 2020; ten Brummelhuis & Bakker, 2012).

Self-Efficacy

Self-efficacy is defined as people's belief in their ability to produce designated levels of performance (Bandura, 2006). As noted by Bandura and other researchers (e.g., Jungert et al., 2014; Wilde & Hsu, 2019), self-efficacy is a task/activity-specific and situation-dependent construct that can manifest itself differently in different domains and under different circumstances. In this study, the term *work-family enrichment self-efficacy* refers to the perceived ability to achieve and experience work-family enrichment (Heskiau, 2017).

Self-efficacy has previously been reported to be crucial for experiencing greater work-family enrichment and less work-family conflict (e.g., Chan et al., 2016; Gayathri & Karthikeyan, 2016). Other studies have also shown that family self-efficacy is related to a greater work-family enrichment (e.g., Heskiau & McCarthy, 2021; Premchandran & Priyadarshi, 2019) and mediates the relationship between perceived work resources and fulfilment of family demands (Vadvilavičius & Stelmokienė, 2024a). Moreover, the meta-analysis by Vadvilavičius and Stelmokienė (2024c) has revealed that the relationship between work-family enrichment and family domain specific self-efficacy is stronger compared to the relationship between work-family enrichment and general self-efficacy. It is said that people with higher self-efficacy are more likely to apply resources from one domain of life to another when dealing with demands (Chan et al., 2016).

The Work-home resource model (ten Brummelhuis & Bakker, 2012) assumes that contextual resources first affect personal resources, and that these resources are only then transferred to other life domains. As the authors suggest, contextual resources can positively impact an individual's optimism, self-efficacy, focus, and mental resilience. It can be argued that contextual resources, such as supervisor`s support, can increase these personal resources, such as self-efficacy, which helps to achieve work-family enrichment in the future. However, it can also be argued that a higher level of self-efficacy is a priori necessary to achieve enrichment. Self-efficacy is not only associated with the belief that a person can perform, but also a motivation to perform. A higher level of work-family enrichment self-efficacy may be related not only to the positive belief that one can achieve enrichment, but also to the motivation to transfer resources from work to home. In general, it can be said that personal resources such as self-efficacy and job resources are interrelated (Bakker et al., 2023). Although organizations can choose to implement organizational level interventions, e.g., teach supervisors to be more family-supportive (e.g., Noroozi et al., 2023), that may have a positive effect on employees' self-efficacy, these interventions do not always show positive results (Hammer et al., 2021). Thus, personal-level interventions are also needed.

Current Study

The aim of the study is to assess the effectiveness of an online self-paced learning program focused on the work-family enrichment self-efficacy in a sample of Lithuanian employees. It is expected that a theoretically based training program, focused on the development of work-family enrichment self-efficacy, should increase work-family enrichment of people participating in the program (the experimental group) compared to people not participating in the program (the control group).

Structured (with instructions and a specific form) performance of individual tasks can help research participants to identify and better know their available resources and the most challenging demands, as well as to understand how to use the resources for dealing with demands in different domains. When an individual clearly recognizes their strengths at work, they realize the benefits of specific resources (Heskiau & McCarthy, 2021). Research by Clauss et al. (2018) has revealed that positive reflection on work can help individuals experience higher levels of hope and optimism and reduce burnout. It is argued that reflecting on work and related events can help individuals notice and develop new resources (Clauss et al., 2018), and having noticed or developed new resources, they can use them to deal with other, further challenges. The same principle applies to personal resources – a better understanding of one's personal resources may benefit a person when dealing with different life demands.

This study examines only one direction of work-family enrichment – how does work enrich the family. In other words, the tasks presented to the research participants and the questionnaires used in the study are focused only on the transfer of work (and personal) resources to family life, but not *vice versa*. This decision was made based on the experience of other authors (Heskiau & McCarthy, 2021) and since the analysis of both directions can be tiring for the research participants (especially considering that the research participants are not compensated for their participation in the study). Besides, this direction is related to the social responsibilities of the organization and necessary investments in family-friendly policies and programs.

Method

Participants

Employees of a state university (different from the one the authors work; $n = 7$), public health bureaus in different Lithuanian cities ($n = 14$), one governmental organization ($n = 2$) and evening class master's students of health psychology (from the same university where the authors work; $n = 46$) were invited to participate in the pilot study. Participants were randomly assigned to an experimental ($n = 38$) or control ($n = 31$) group. Initially, 69 participants agreed to take part in the study, but only 41 of them completed the program (40.6% drop-out rate). Additionally, four participants did not meet the inclusion criteria: they were not employed during the program ($n = 1$) or lived alone ($n = 3$). Finally, the data from only 37 participants were used for pre- and post-test comparison. The characteristics of the sample are provided in Table 1. Experimental and control group participants did not differ in terms of their mean age and years of work experience ($p > .05$).

Table 1

Sociodemographic Characteristics of the Sample

Variable	Experimental group	Control group	Groups comparison	Total sample
N	22	15	-	37
Women, *n* (%)	20.00 (90.9%)	15.00 (100.0%)	$\chi^2(1) = 1.44$	35
Mean age (*SD*)	35.91 (8.42)	35.20 (8.89)	$t(35) = -0.25$	35.62 (8.34)
Mean work experience in years (*SD*)	13.50 (7.11)	11.87 (9.51)	$t(35) = 0.16$	12.84 (8.09)
A leader position in the workplace (yes), *n* (%)	2.00 (9.1%)	3.00 (20.0%)	$\chi^2(1) = 0.91$	5.00 (13.5%)
A person younger than 18 years old living in household (yes), *n* (%)	9.00 (40.9%)	7.00 (46.7%)	$\chi^2(1) = 0.12$	16.00 (43.2%)

Note. There were no statistically significant differences.

Evening master students received course credit for their participation in the program; however, it was not mandatory to participate. Informed consent was obtained before the pre-test session, and data protection and confidentiality issues were also discussed. The procedure was approved by the Review Board of Department of Psychology at Vytautas Magnus University (approval no. EKL-2024-37).

Materials

Work-Family Enrichment Self-Efficacy Training Program

Work-family enrichment self-efficacy training program is a three-module self-paced online course. During the course, participants were introduced to three main modules: 1) general understanding of work-family interaction; 2) the relationship between work resources and family demands; 3) the relationship between personal resources and family demands.

Each module consisted of a short video lecture, a self-reflection exercise (mainly based on the work-home resource model by ten Brummelhuis & Bakker (2012), goal setting using WOOP method (Wish-outcome-obstacle-plan; see more about Mental contrasting with implementation intentions; Oettingen et al., 2015), and a self-assessment knowledge test to assess participants' understanding of work-family enrichment concept in relation to specific information in each module (see Table 2). The participants had one working week to complete the tasks of each module individually, any time they wanted, e.g., Monday morning, Friday evening. The subsequent task could only be done if the previous task had been already completed, which meant that participants had to complete all the tasks in the current module in order to move on to the next. Each module took around 30 minutes per week, however, the duration may vary depending on participant`s motivation, involvement, etc. In total, the entire program takes around 90 minutes per three modules.

Table 2

Review of Modules in Work-Family Enrichment Self-Efficacy Training Program

Module	Activity	Description
Module 1	Introduction to work-family interaction	Short video lecture (3:38 minutes) introducing work-family interaction process and two main outcomes: work-family conflict and work-family enrichment was presented; transcript of the video lecture was also provided;
	Self-reflection exercise	Participants were asked two questions in which they were asked to share personal experience about work-family conflict and work-family enrichment;
	Weekly goal	Participants were asked to set a personal goal for one week (using WOOP method) related to work and family interaction;
	Self-assessment knowledge test	Three situations were provided asking if they represented work-family enrichment (yes/no); participants were given immediate feedback on their performance;

Module	Activity	Description
Module 2	Review of a weekly goal Introduction to work resources and family demands	Participants were asked to share their experiences in meeting their weekly goal; Short video lecture (5:07 minutes) introducing work resources and family demands was presented; transcript of the video lecture was also provided;
	Self-reflection exercise	Participants were given a table asking them to fill in their identified work resources and family demands. They were then asked to make a connection as to which work resources could be used to meet family demands; work resources and family demands were identified using ten Brummelhuis & Bakker's (2012) work-home resource model;
	Weekly goal	Participants were asked to set a personal goal for one week (using the WOOP method), related to work and family interaction;
	Self-assessment knowledge test	Participants were asked which of the examples was about work resources (one question) and which was about family demands (one question); three situations were provided asking if they represented work-family enrichment (yes/no); participants were given feedback on their performance;
Module 3	Review of a weekly goal Introduction to personal resources and family demands	Participants were asked to share their experiences in meeting their weekly goal; Short video lecture (3:40 minutes) introducing personal resources and family demands was presented; transcript of the video lecture was also provided;
	Self-reflection exercise	Participants were given a table asking them to fill in their identified personal resources and family demands. They were then asked to make a connection as to which personal resources could be used to meet family demands; personal resources and family demands were identified from ten Brummelhuis and Bakker (2012) work-home resource model
	Monthly goal	Participants were asked to set a personal goal for one month (using the WOOP method), related to work and family interaction;
	Self-assessment knowledge test	Participants were asked which of the examples was about personal resources (one question) and which was about family demands (one question); three situations were provided asking if they represented work-family enrichment (yes/no); participants were given immediate feedback on their performance.

Moodle, an open-source learning management system platform, was used. Both groups were connected to the platform via different pages, one was created for the experimental group and one for the control group. Both groups started the program by filling out informed consent forms and completing the questionnaires with the scales described above. While the experimental group had the opportunity to start the training program, the control group was not offered any further activities (the group

could also be referred to as the waiting list control group). The data collected during the training was coded and depersonalized.

Self-Report Questionnaires

The 10-item *Work-family enrichment self-efficacy scale* (Heskiau & McCarthy, 2021) was used to measure work-family enrichment self-efficacy using a seven-point Likert scale (1 = *strongly disagree*, 7 = *strongly agree*, e.g., "I can effectively use resources developed at work to enhance my home routine."). The validity of the scale in the Lithuanian sample was confirmed by Vadvilavičius & Stelmokienė (2022). The general score was used in the analysis. Higher scores revealed a higher level of work-family enrichment self-efficacy. The same scale was used for pre- and post-measurements. The internal consistency in the research was $\alpha = .93$ / .93 (pre- and post-test, respectively).

The three-item *short work-family enrichment scale* (Kacmar et al., 2014) was used to measure work-family enrichment using a seven-point Likert scale (1 = *strongly disagree*, 7 = *strongly agree*, e.g., "Makes me feel happy and this helps me be a better family member."). Higher scores revealed a higher level of work-family enrichment. The same scale was used for pre- and post- measurements. The internal consistency in the research was $\alpha = .87$ / .85 (pre- and post-test, respectively).

Procedure

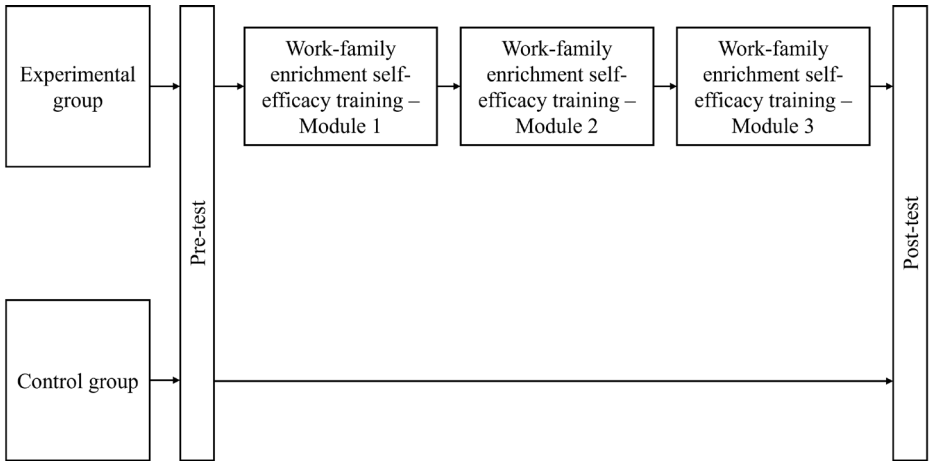
The short-term effect of the work-family enrichment self-efficacy training program was assessed by the change in work-family enrichment self-efficacy and work-family enrichment. Randomized control experimental design was followed. The study design is presented in Figure 1.

The control group was offered the opportunity to participate in the same training program after the post-test assessment. However, no post-training assessment was conducted for the control group, as its primary purpose was to serve as a baseline for evaluating the impact of the program on the experimental group.

Participants received weekly notifications via Moodle announcements to remind them of the new program week and encourage participation. No other methods were used to reduce the number of dropouts.

Figure 1

Study Design



Note. Control group received no treatment during the program.

Results

The descriptive statistics of the variables used in the study are presented in Table 3. The results indicate that participants reported arithmetically higher mean scores and higher minimum values of work-family enrichment self-efficacy and work-family enrichment in post-test measures. In addition, there were participants who scored highest on both work-family enrichment self-efficacy and work-family enrichment. Interestingly, the control group reported statistically significantly higher work-family enrichment self-efficacy and work-family enrichment before the research compared to the experimental group.

Table 3

Descriptive Statistics of Variables Used in the Study

Variable	Test	Condition	Min.	Max.	*M*	*SD*	*t*
Work-family enrichment self-efficacy	Pre-test	Experimental	2.70	7.00	4.43	1.04	$t(35) = 2.99^{*}$
		Control	4.20	7.00	5.40	0.82	
	Post-test	Experimental	2.90	6.60	5.22	0.78	$t(35) = 0.19$
		Control	4.00	7.00	5.28	0.88	
Work-family enrichment	Pre-test	Experimental	2.67	7.00	4.79	1.09	$t(35) = 2.22^{*}$
		Control	2.00	7.00	5.66	1.30	
	Post-test	Experimental	3.00	7.00	5.15	1.11	$t(35) = 1.30$
		Control	2.67	7.00	5.64	1.17	

$^{*}p < .05$

The effectiveness of the training program was assessed by a mixed ANOVA analysis of pre- and post-test scores of work-family enrichment self-efficacy in the experimental and control groups. It is important to emphasize that despite randomization, the control group had statistically significantly higher pre-intervention work-family enrichment self-efficacy, $t(35) = 2.99$, $p < .01$. The correlation between work-family enrichment and work-family enrichment self-efficacy was $r = .64$, $p < .001$ / $r = .66$, $p < .001$ (pre- and post- test, respectively).

The results of a mixed ANOVA revealed that the mean score of work-family enrichment self-efficacy differed statistically significantly between time points, $F(1, 35) = 4.59$, $p = .04$, $\eta_p^2 = .12$, explaining that participants reported higher work-family enrichment self-efficacy in post-test phase despite experimental condition. However, there was no significant main effect of the condition on the increase in work-family enrichment self-efficacy $F(1, 35) = 3.94$, $p = .06$, $\eta_p^2 = .10$. A deeper analysis of the results is presented to reveal changes in group means at each time point.

A significant Time × Condition interaction was observed for work-family enrichment self-efficacy, $F(1, 35) = 8.48$, $p < .01$, $\eta_p^2 = .20$, indicating that changes in self-efficacy over time differed between the experimental and control groups (Figure 2). Results indicated that there was a positive effect of an intervention on participant`s work-family enrichment self-efficacy as it has grown more, compared to the control group. The paired-sample *t* test was used to confirm the findings. The results revealed that the work-family self-efficacy score was statistically significantly higher after the intervention in the experimental group, $t(21) = -3.31$, $p < .01$, Cohen`s $d = 0.71$. A post-hoc power analysis with an observed effect size of Cohen's $d = 0.71$, a sample size of $n = 22$, and an alpha level of .05, resulted in a power of .89 for the experimental group. Meanwhile, there was no significant difference in the control group, $t(14) = .85$, $p = .41$, Cohen`s $d = -0.22$, resulting in a power level of only .14. However, a low power level is expected since the control group received no treatment. Due to this lack of treatment, the group is expected to remain relatively stable over time. Therefore, since no significant changes occur, there is less power to detect.

The following mixed ANOVA analysis was performed to test the intervention effect on work-family enrichment. The results showed that there was no significant difference in work-family enrichment between experimental and control groups, $F(1, 35) = 1.53$, $p = .23$, $\eta_p^2 = .04$. Similarly, the interaction between time and condition was not significant, $F(1, 35) = 1.95$, $p = .17$, $\eta_p^2 = .05$, see Figure 3.

Figure 2

Pre-Test and Post-Test Mean Scores of Work-Family Enrichment Self-Efficacy in Experimental and Control Groups

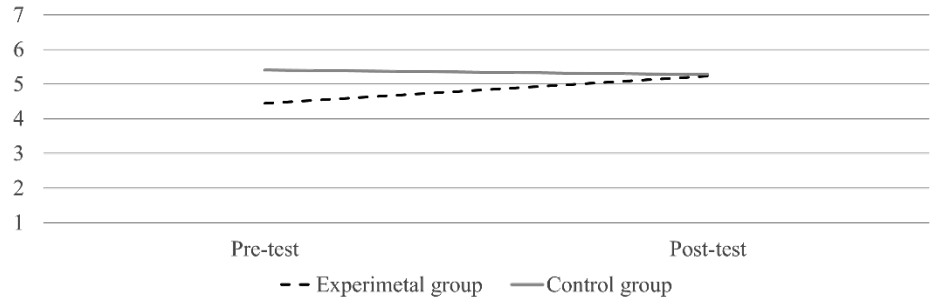
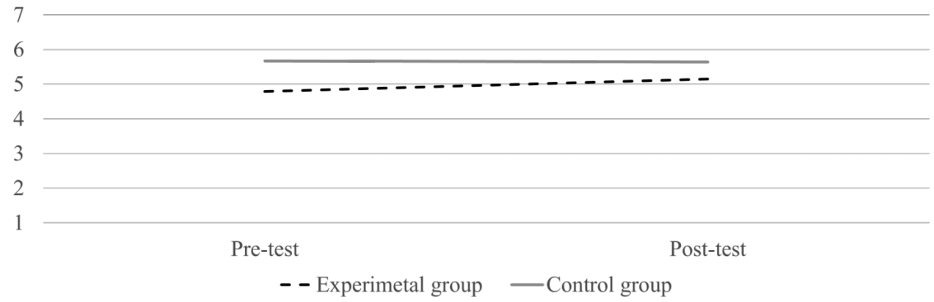


Figure 3

Pre-Test and Post-Test Mean Scores of Work-Family Enrichment in Experimental and Control Groups



Further analysis revealed that there was a slight increase of work-family enrichment in the experimental group after training. This was also partially confirmed by the paired sample *t*-test, $t(21) = -2.06$, $p = .05$, considering that the threshold for the *p*-value .05 is not absolute. In contrast, there was no difference between pre-test and post-test mean scores of work-family enrichment in the control group, $t(14) = 0.11$, $p = .92$.

Discussion

The aim of the study was to assess the effectiveness of an online self-paced training program focused on the work-family enrichment self-efficacy in a sample of Lithuanian employees. A randomized-control trial scheme was used in the research. The results of the study showed a positive short-term effect of the tested training program.

The results revealed that the participants who had completed the online self-paced training program showed improved work-family enrichment self-efficacy, compared to those who had not received training. According to ten Brummelhuis & Bakker's (2012) theory of home-work resources, contextual resources (e.g., from work) increase personal resources first. The results suggest that cognitive reflection on family demands, work, and personal resources, and how resources can be used to meet demands, is important for the development of work-family enrichment self-efficacy. It can be discussed that such a reflection helps a person visualize how work can enrich the family and, in this way, strengthen the personal belief that a person is able to transfer the resources from one domain to another and experience positive work-family interaction. It is important to emphasize that the intervention did not increase resources per se, but enabled a person to recognize and highlight the personal and work resources they have. This is the first known study to reveal the change in this particular type of self-efficacy. It is expected that the improvement of work-family enrichment self-efficacy may result in higher work-family enrichment in the future. Future studies are needed to assess the long-lasting effects of the program.

Additionally, participation in the training program showed a plausible improvement in work-family enrichment. Although the analysis did not reveal statistically significant results, it can be discussed that there was also a small improvement in work-family enrichment as well (based on the borderline p value). The home-work resources theory (ten Brummelhuis & Bakker, 2012) describes that after contextual resources have increased personal resources (such as self-efficacy), there is a likelihood that a person will experience work-family enrichment, i.e., will regularly transfer resources from one domain to another. The improvement in work-family enrichment self-efficacy may result in higher work-family enrichment, as it is discussed that self-efficacy is an important antecedent of work-family enrichment (Heskiau & McCarthy, 2021). The results showed promising trends. However, future studies are recommended to test both short- and long-term effects of the program on work-family enrichment. Additionally, the meta-analysis by Lacerenza et al. (2017) found that face-to-face learning is more effective compared to an online training program. The face-to-face intervention could also be tested in the future.

A few other aspects are important to discuss. First, the study was conducted in Lithuania. Data from the European Social Survey suggest that people in Lithuania experience work-family interaction in a similarly negative way as people in other countries (Stelmokienė & Vadvilavičius, 2022). However, Lithuania is a small, relatively homogenous country with a highly educated population (Official Statistics Portal, 2023). Consequently, the results may have limited generalizability. Future studies are needed to test the program in other cultural contexts. Second, the control group did not receive any treatment during the study. It can be discussed that the control group had to receive other types of treatment, while the experimental study received the experimental one. The decision not to provide treatment to the control

group could be perceived as less costly, useful for the first evaluation of novel interventions, and may have a positive effect for internal validity of the study (Mohr et al., 2009). For example, Patterson et al. (2016), in their review, found that cognitive behavioral therapy (as an experimental condition) for the treatment of anxiety disorders has a significantly higher effect size compared to waitlist controls than those using placebos as comparators. Despite these findings, Patterson et al. (2016) discuss methodological and ethical issues associated with waitlist control in psychotherapy literature. For example, the decision to include a waitlist control group may result in more negative experiences for participants (e.g., Gunnarsson et al., 2023). Third, only two male participants completed the program. To assess their potential influence, an additional analysis was conducted after removing both male participants. The results remained the same and it can be discussed as an indicator of the robustness of the overall findings. Nevertheless, the results have limited generalizability due to the female-dominated sample.

This study has several limitations. It can be debated that the conditions of the participants were different since the students in the evening class received credit for participation. Future studies should test the program in a more heterogeneous sample. Since this was only a pilot study, participants` engagement was not measured in this study. The level of participation (task completion) in the study should be controlled to test whether participation moderates the results. Furthermore, the motivation of the participants to transfer new knowledge (see Machin & Fogarty, 2004) and the level of work-family conflict could also be tested as control variables. Finally, the changes in perceived personal and work resources and the fulfillment of family demands were not tested. Measuring it would allow testing the effectiveness of the intervention for different components of the work-family enrichment self-efficacy training program.

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Conflict of Interest

No conflict of interest to declare.

Generative AI

No AI and AI-assisted technologies were used in the writing process.

Data Availability Statement

The participants of this study did not give written consent for their data to be shared publicly, so due to the sensitive nature of the research supporting data is not available.

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Online program za razvoj samoučinkovitosti u poslovno-obiteljskome obogaćivanju: Randomizirano kontrolirano pilot-istraživanje

Sažetak

Ovaj rad istražuje učinkovitost novorazvijenoga samostalnoga *online* (mrežnog) programa osposobljavanja za razvoj samoučinkovitosti u poslovno-obiteljskome obogaćivanju na uzorku litavskih zaposlenika. Intervenciju je započelo šezdeset devet sudionika, ali samo je dvadeset dvoje u eksperimentalnoj skupini, a petnaest u kontrolnoj skupini završilo program. Eksperimentalna skupina sudjelovala je u trodnevnoj *online* intervenciji koju su pohađali vlastitim tempom. Intervencija se sastojala od kratkih videopredavanja, vježbi samorefleksije, postavljanja ciljeva za tjedan dana i testa samoprocjene znanja. Samoučinkovitost u poslovno-obiteljskome obogaćivanju i poslovno-obiteljsko obogaćivanje ispitani su mjerama samoprocjene prije intervencije i nakon nje. Učinkovitost programa testirana je usporedbom rezultata samoučinkovitosti u poslovno-obiteljskome obogaćivanju i rezultata poslovno-obiteljskoga obogaćivanja prije pohađanja programa i nakon njega. Rezultati su pokazali da se samoučinkovitosti u poslovno-obiteljskome obogaćivanju povećala samo u eksperimentalnoj skupini. Promjene u poslovno-obiteljskome obogaćivanju bile su umjerene. Novi mrežni program za razvoj samoučinkovitosti u poslovno-obiteljskome obogaćivanju dao je pozitivne rezultate. U radu se raspravlja o ograničenjima i budućim smjerovima istraživanja.

Ključne riječi: poslovno-obiteljsko obogaćivanje, samoučinkovitost u poslovno-obiteljskome obogaćivanju, eksperiment, randomizirana kontrola, intervencija

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