INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES

Published Online: *07* December 2022 Vol 12, Issue 12, (2022) EISSN:2222-6990

The Effects of Husband and Wife Job Resources on Child Happiness at Home: The Crossover of Positive Experience

Nurfazreen Aina Muhamad Nasharudin PhD

(Corresponding Author)

Department Professional Development & Continuing Education, Faculty of Educational Studies, Universiti Putra Malaysia, 43400 Serdang Selangor, Malaysia, Faculty of Arts & Social Sciences, University of Malaya, 50603 Kuala Lumpur, Malaysia

Email: nurfazreen@upm.edu.my

Abstract

Research to date has empirically supported that job resources influence employees' well-being. However, investigations remain scarce on gaining an understanding of the possible consequences of job resources on employees' children at home. Using a *crossover* perspective, specifically, we examine the effects of job resources on employees' positive outcomes (i.e., happiness and work engagement), and how this *crosses over* to their children. In Sample 1, 141 dyads (husbands and children) participated while Sample 2 involved participation by 96 dyads (wives and children). Results of mediation analysis show that husband's work engagement crossed over to children's happiness through husband's happiness (Sample 1). But the study did not found the mediation effect for wife-child sample (Sample 2). These studies have integrated the crossover model in the family context by including children as one of the main actors in the crossover process.

Keywords: Job Conditions, Work Engagement, Happiness, Crossover.

Introduction

Empirical studies to date have emphasized that working conditions (i.e. job resources) lead to positive aspects of employees' outcomes, such as happiness and work engagement (Boswell et al., 2004; Rodriguez-Munoz et al., 2014; Schaufeli, 2015; Schaufeli & Taris, 2014). Although much research has been undertaken on working conditions and their effect on employees, less attention has been paid to the influence of work conditions on other parties who often interact with employees, for example, their children.

The relationship between work and family contexts is important as the two domains are interconnected (Fiksenbaum, 2014; Grzywacz & Butler, 2008; van Steenbergen et al., 2014). In some cases, scholars have argued that the interaction process between parents and children increases the likelihood of crossover (Mauno et al., 2018; Newland et al., 2015). Crossover can be explained as the process in which an individual's feelings or mood experiences transfer to another individual (Bakker & Demerouti 2013; Brough et al., 2018; Westman, 2001). For example, parents who experience stress and strain in their workplaces

might cause their children at home to suffer negative experiences (Shimazu et al., 2014), and vice versa.

First, although it is popular for study in this area to examine the effects of job resources on employees' health, studies generally identify the aspects of moral support, teamwork, autonomy, rewards and performance feedback (Bakker & Demerouti, 2017; Schaufeli & Taris, 2014). We, however, believe that the other indicator of job resources is crucial to further the literature. De Jonge and Dormann (2006) have argued the specific job resources, namely, cognitive, emotional and physical can help organizations and employees to recognize specific job resources that relate to their specific job tasks. The employees' engagement and performance could develop when the specific resources are identified at workplace (De Jonge et al., 2012). Thus, we sought to investigate the effect of specific job resources that lead to employees' work-related behavior. Second, although research about crossover effects in family context has received much attention from numerous scholars (Brough et al., 2018; Brummelhuis et al., 2010; Lu et al., 2016; Shimazu et al., 2009), but studies have implicitly neglected the influence on children, the other focal family members at home (Bakker et al., 2009; Bakker & Demerouti, 2013; Nasharudin et al., 2020).

Studies show a relationship between parents and child has influence children's psychological health and well-being. For instance, Lawson et al (2014) discovered that a child learns to regulate emotions under stress and in difficult situations when they have a good relationship with parents. Despite the fact that previous studies have examined the crossover of parent-child relationship, they focus on parenting style (Cooklin et al., 2015b) and, in negative effects (Zarra-Nezhad et al., 2015). Thus, our current study seeks to fill the previous void by examining the effects of specific job resources (i.e. cognitive, emotional, and physical) on employees' psychological health, and how this indirectly affects their children's happiness at home (via the crossover process). We measure psychological health in perspective of work engagement and happiness. Happiness can be considered as a trait that showed an important reverse causality effect. In this study, it is likely that happy parents have more emotional resources, and in that particular case the happiness is related to life satisfaction. While, work engagement is refer to individual's motivation and enthusiasm towards work, and this positive attitudes may indirectly lead to happiness.

Job Resources, Work Engagement and Happiness

The basic presumption of job demands–resources (JD-R) model (Bakker & Demerouti, 2007, 2017) posits that job resources are referred to as "those physical, psychological, social, or organizational aspects of the job that are either/or: a) functional in achieving work goals; b) reduce job demands and the associated physiological and psychological costs; c) stimulate personal growth, learning, and development" (p. 2).

Similarly, the central key of Conservation of resources (COR) theory shows that resources must preserve from a threat and/or actual loss of resources (Hobfoll, 2011). Hence, it is important to ensure the resources emerge from both employees and organizations to create a "resource caravan" (Hobfoll et al., 2018). For example, individual's resources can be fostered and nurtured from employers support (i.e., job resources) that will help to maintain and rebuild employees' personal resources at work (Holmgreen et al., 2017). On that account, the combination of employees' personal resources with appropriate and sufficient job resources will develop a "resource caravan" that enhancing employees' work engagement in the workplace.

Research found that job resources increase work engagement as they initiate the stimuli for employees' self-efficacy and confidence (Seppala et al., 2015). For example, job resources, such as social support, rewards and justice, make individuals feel valued and appreciated for their investment of effort (Schuafeli & Taris, 2014). According to social exchange theory (SET), when employees are treated with dignity and respect, their self-esteem increases as do socio-emotional outcomes in the workplace (Cropanzano & Mitchell, 2005; Noblet & Rodwell, 2008). On one hand, these positive working conditions improve employees' self-motivation; on the other hand, appropriate job resources also make employees feel appreciated and protect them from suffering the negative psychological health-related behavior.

Happiness refers to "cognitive evaluations of satisfaction within various life domains such as the family or the work setting and affective experiences within these" (Carr, 2013, p. 9). Previous studies have emphasized the role of work conditions in producing happy employees in the workplace (Van Zyl et al., 2010). For example, positive working conditions will put employees in an upbeat "mood", and feeling "cheerful" and comfortable, with this particularly reflected in their feeling of being happy (Xanthopoulou et al., 2012). Therefore, we can assume that the process of happiness occurs when employees are provided by the diversity of job resources.

Rodriguez-Munoz et al (2014) indicating that work engagement and happiness are two distinct concepts. Work engagement is typically related to individuals' enthusiasm, positive attitudes and energy and provide motivation among employees (Schaufeli, 2015; Schaufeli & Bakker, 2010). In spite of the fact that this work engagement has a "happiness" elements, but happy workers not often engaged in their works. In other words, work engagement, particularly replicates the sense of positive mood and behavior towards work, while happiness may result from positive job conditions and other life circumstances. Fredrickson (2013) in Broaden-and-build theory argued that positive emotions would broaden positive "mood" and this will generate the individual's psychological health. Thus showing the importance of positive job conditions on employee's happiness to improve their well-being. Taking the above assumptions into account, we assume that the consequences of job resources for employees' happiness in the job conditions model have been understudied. Hence, we predict that:

> *Hypothesis 1: Specific job resources is indirectly* related to parent's happiness via parent's work engagement. Specifically, *cognitive, emotional, and/or physical job resources has different effect on parent's happiness through parent's work engagement.*

Crossover Process

According to the basic presumption of crossover theory, the stress or psychological contagion appears in both positive and negative circumstances (Bakker et al., 2009; Bakker & Demerouti, 2013; Brough et al., 2018). In other words, crossover not only happens for feelings such as burnout or stress, it also occurs when someone is happy or feeling cared for and protected (Westman et al., 2009). The effect of crossover seems to be salient between those who are closely related to each other. Some empirical evidence has supported this view of the crossover, revealing that a wife's emotion could be transferred to their husband, and vice versa (Bakker & Demerouti, 2013; Brummelhuis et al., 2010; Cooper et al., 2019). Several reasons might explain this scenario. Firstly, the interaction and communication between individuals allows the process of "empathy" to take place (Bakker & Demerouti, 2009). For example, when individual 'A' expresses his/her sad mood to individual 'B' via the

communication process, individual 'B' will also feel sad due to "empathy" (Bakker & Demerouti, 2013; Westman, 2001). Thus, "empathy" is also can be referred to as a "sharing" process. Aligned with the crossover theory's assumption, the "empathy" or "sharing" experience occurs when a partner acts as a listener; the understanding of "feeling into" plays a role in the crossover process (Bakker et al., 2005; Bakker et al., 2009). In addition, individuals who have a positive experience at work will be more engaged in social activities with family members at home (Ilies et al., 2007). Thus, frequent interaction or social activities enhance the crossover process between family members at home.

In the current study, we expected that the process of contagion would not only occur between spouses, but also between working husband and wife with children. For example, stressed working husband and wife might have a weak relationship with their children at home due to their incapability of expressing concern to their children or as a result of the lack of quality time (Boyar et al., 2003; Lawson et al., 2014). One empirical study discovered that the husband's distress increases the husband's depressive symptoms and leads to the child's depressive symptoms at home (Nelson et al., 2009). In recent studies, Aunola et.al (2015) found that both husbands' and wives' depressive symptoms were associated with their children's high level of daily distress. However, the study on positive emotional state is also important to examine how employee's motivation, enthuasiam, and happy moods can also contribute to positive work-family well-being (Lin, Chang, Lee, & Johnson, 2021). For example, enriching job resources such as supervisor support will be acted as a starting point of positive approach for work-family well-being (Ikeda et al., 2022). While a study by Mauno et al (2018) showed that wife's work engagement positively associated with children's life satisfaction through wife's life satisfaction. Schnettler et al (2018) found that the stability of parent's work and family roles lead to children's life satisfaction at home. Taking into consideration the inconsistency findings on the relationship between parents' moods and those of their children, we propose that:

Hypothesis 2: Job resource is a potential contributor to enhance the relationship between parent's work engagement and child's happiness through parent's happiness. Specific job resources (i.e cognitive, emotional, and physical) help to increase the relationship of work-family well-being.

Methods

Procedure and Participants

Using household maps provided by the Malaysian Department of Statistics, we approached 583 households in the State of Selangor, Malaysia. The data collection was held from December 2015-December 2016. The researcher then visited these houses and invited the household residents to participate in the study. The target sample were approached and explained about the aim of the study. Only those who are currently working and have children living with them were given the questionnaires. The questionnaires were then collected after a few hours on the same visiting day. Notes were left in the post box if there was no one in the house, requesting the residents to contact the first author for another visit.

The 583 households were choose because both husband and wife are working and have children that age is at least 15 years old, living with them. From 583 households approached, the 346 responses were gained from husband or wife, and without child participation. In this study, we need responses from both parent and child, thus, 141 responses were chose considering consist both husband and child participations and the other 96 samples were consists from both wife and child.

Of these households, responses from 141 (husband and child) participants and 96 (wife and child) participants were used for final analysis. Children in this study were aged 15 years old and over (specifically 15–22 years) and lived with their parents at home. Ethical approval was obtained from the university where the researchers work.

In Sample 1 (husband and child), the total number of respondents was *N* = 141. The respondents mostly worked in the private sector (*N* = 89, 62.7%), with the largest group of respondents employed in administrative positions (*N* = 30, 21.1%). Most respondents (*N* = 78, 54.9%) were aged between 41 and 50 years old, and most were Muslim (*N* = 123, 86.6%). For the children, most participants were girls (*N* = 79, 56%). Most children were aged between 15 and 19 years (*N* = 79, 55.6%) and were receiving secondary school education (*N* = 83, 58.5%).

In Sample 2 (wife and child), the total number of respondents was *N* = 96. The respondents mostly worked in the private sector (*N* = 50, 51%), and most were employed in marketing and sales positions (*N* = 52, 53%). The largest group of respondents were those aged between 41 and 50 years (*N* = 46, 46.9%) and most were Muslim (*N* = 91, 92.8%). For the children, most respondents were girls (*N* = 61, 62.2%): most were aged 19 years and above (*N* = 54, 51.1%). Finally, most of these child respondents were receiving secondary school education (*N* = 51, 52%).

Instrument

The instrument was translated into the Malay language using the back-translation method (Brislin, 1970). The English version questionnaire was first translated into Malay by the first translator, and then translated back into English by the second translator. Both translators are psychologists, well versed in the English and Malay languages and educated in the United Kingdom (UK) and Australia. The reliability of measurements is reported in Tables 1 and 2.

Insert Table 1 And 2 About Here

Job resources (husband and wife) were measured by using the demand-induced strain compensation (DISC 2.1) instrument, developed by De Jonge et al. (2009) which consists of 16 items. This questionnaire measures three sub-dimensions of job resources: cognitive resources (six items), emotional resources (five items) and physical resources (five items). Examples of items are: "I will have the opportunity to take a mental break when tasks require a lot of concentration" (cognitive resources); "I will be able to stop emotionally-laden interactions with others for a while whenever I want to" (emotional resources); and "I will be able to use adequate technical equipment to accomplish physically strenuous tasks" (physical resources). The scales range from '1' (strongly disagree) to '5' (strongly agree).

Happiness (husband, wife and child) was measured using 29 items from the Oxford Happiness Questionnaire (OHQ) (Hills & Argyle, 2002). The item scales range from '1' (strongly disagree) to '6' (strongly agree). An example of an item is as follows: "I feel that life is very rewarding". The rationale behind using these scales is their suitability for adolescents as well as for adults (Hills & Argyle, 2002).

Work engagement (husband and wife) was measured using the short version of the Utrecht Work Engagement Scale (UWES) questionnaire, developed by Schaufeli and Bakker (2003) which consists of nine items. This questionnaire measures three sub-dimensions of work engagements: vigor (three items), dedication (three items) and absorption (three items). Examples of items are: "At my work, I feel bursting with energy" (vigour); "I am

enthusiastic about my job" (dedication); and "I am immersed in my work" (absorption). The scales range from '0' (never) to '6' (always/every day).

As additional, *control variables*, we measured child's age and child's gender. We controlled the child's age and child's gender as it were, identified to have a significant confounding effects of the measured variables, especially in applied psychology research (Bernerth & Aguinis, 2016). Furthermore, the child's age in this study is 15 years old and above, there is necessary to control the variable to capture some aspects of variance in relation to parent-child interdependence.

Analysis Procedure

A confirmatory factor analysis (CFA) was conducted to check the empirical distinctiveness between the measurements of studied variables. CFA was used to investigate the construct *validity* of hypothesis-based testing. We used five fit indices recommended by Hooper et al. (2008): the chi-square statistic (χ2); the goodness-of-fit index (GFI); the comparative fit index (CFI); the Tucker–Lewis index (TLI); the root mean square error of approximation (RMSEA); and chi-square divided by the DF value (CMIN/DF). The cut-off values of GFI, CFI and TLI should be equal to or greater than 0.90, whereas the best value of RMSEA should be equal to or smaller than 0.08.

For husband sample, firstly, the results showed that three-factor model between cognitive, emotional and physical resources has a good model fit with CFA: χ^2 = 131.946; df = 71; $\chi 2$/df = 1.858; GFI = .90; CFI = .94; TLI = .92 and RMSEA = .07. Similarly, we found that two-factor model show a good fit indices with CFA: χ^2 = 701.415; df = 472; χ^2/df = 1.486; GFI = .90; CFI = .91; TLI = .90 and RMSEA = .06. Secondly, we ran several factor analysis between cognitive, emotional and physical resources, and work engagement, and happiness. The CFA showed that five-factor model has the best fit (CFA: 1033.645; df = 717; χ^2/df = 1.449; GFI = .90; CFI = .91; TLI = .91 and RMSEA = .06). This indicates that cognitive, emotional and physical resources, work engagement, and happiness were distinct, respectively.

For wife sample, firstly, we found that three-factor model of job resources (cognitive, emotional, and physical) has a good fit with CFA: χ^2/df = 1.484; GFI = .90; CFI= .94; TLI = .92 and RMSEA = .07. While, the two-factor model of work engagement and happiness has a good fit indices with CFA: χ^2/df = 1.323; GFI = .90; CFI = .93, TLI = .91 and RMSEA = .06. Secondly, the five-factor model has the best fit with CFA: χ^2/df = 1.327; GFI = .90; CFI = .91; TLI = .90 and RMSEA = .06. Thus, it showed that cognitive, emotional and physical resources, work engagement, and happiness were different, respectively.

To test our hypotheses, we conducted tests of the mediation process through Structural Equation Modelling (SEM) by AMOS software analysis. We analyzed the data using mediation analysis to test the "crossover" effect from husband to child and from wife to child. We followed the mediation process steps recommended by Mackinnon (2008). In the mediation model, parent's work engagement predict child's happiness through parent's happiness, and controlled by job resources (i.e. cognitive, emotional and physical), child's age and child's gender. (X→Y/ Path c), and also indirectly through parent's happiness (X→M→Y/ Path a & b). It should be noted that if there is significant mediation, and the c' coefficient is statistically significant, then there is evidence for partial mediation (MacKinnon, Valente, & Wurpts, 2018). But, if there is significant mediation, and the c' is no longer significant, then there is evidence for full mediation (MacKinnon et al., 2018).

Insert Table 3 About Here

Results

Main effect

Descriptive statistics comprising means, standard deviations and correlations of the studied variables were calculated through statistical analysis and are presented in Tables 1 and 2.

Sample 1 (Husband)

In Hypothesis 1 (H1), we suggested that job resources (cognitive, H1a; emotional, H1b; physical, H1c) would positively relate to husband's happiness through husband's work engagement. We found that cognitive and emotional resources positively related to husband's happiness through work engagement, but not for the physical resources. The study found that the both association were partially mediated. The details of result can be found in Table 3.

Sample 2 (wife)

In Hypothesis 1 (H1), we predicted that job resources (cognitive, H1a; emotional, H1b; physical, H1c) would be positively related to wife's happiness via wife's work engagement (H1). Our analysis found that only emotional resources were related to happiness through work engagement. The results showed a partial mediation was supported. Our analysis was unable to discover any association of cognitive resources and physical resources to wife's happiness through work engagement. The details of result as in the Table 3.

Crossover Effect

In Sample 1 (husband and child)

In Hypothesis 2 (H2), we expected that husband's work engagement predict child's happiness through husband's happiness. The analysis showed that husband's happiness mediates the association between husband's work engagement and child's happiness. As recommended by MacKinnon (2008), a partial mediation was occurred when the relationship between husband's work engagement (i.e., IV) and child's happiness (i.e., DV) still significant, with the inclusion of husband's happiness as a mediator. Thus, the partial mediation was supported.

In Sample 2 (wife and child)

For Hypothesis 2 (H2), we suggested that wife's work engagement predict child's happiness through wife's happiness. As the results showed non-significant effect for both direct and indirect effect, thus, the result unable to discover the mediation effect from wife to child's happiness.

Discussion

The general aimed of the current study is to investigate the effects of specific job resources (i.e., cognitive, emotional, and physical) on working husbands' and wives' well-being, and would indirectly have an effect on their children's happiness. Our study is unique as we used two different data sources (i.e., husband and child and, wife and child) that enable to provide a more accurate explanation on how husband and wife sample influence their children. Using multi-sources are also able to against some problems that associated with common method bias (Podsakoff et al., 2012; Spector, 2006).

Whilst most of previous study examines the broad concept of job conditions (i.e., social support, performance feedback and rewards/appreciation) on employees' well-being, we provide a new insight by discovering the effects of specific job resources (i.e., cognitive, emotional, and physical) on employees' well-being. This allows us to extend the current literature with deeper understanding on the unique effects of different resources at workplaces. Furthermore, far fewer studies have investigated influences between positive work experiences, working husband-child and wife-child relationships, and child outcomes. We have extended the crossover literature by examining the contagion effects between husband and wife and children in Malaysia.

We found that while specific job resources (i.e., cognitive, emotional, and physical) have a different influence on husband's and wife's happiness and work engagement, as not all types of job resources have the same effect. Our results revealed that only cognitive and emotional resources contributed to the happiness and work engagement of husband and wife. This scenario could reflect the importance of cognitive and emotional resources, such as be able to get mind relaxing, being respected in the workplace, obtaining emotional support from co-workers and being able to express emotions after having a problem, all of which would boost employees' positive 'mood'. Previous studies also suggested that the virtuous 'feeling' and 'mood' experience, mainly generate positive consequences, fostering employees' engagement at work (Bakker et al., 2008; Bakker & Xanthopoulou, 2009). In line with our current findings, the broaden-and-build theory (Fredrickson, 2004, 2013) highlighted the importance of positive emotions through two main propositions; *broade*n and *build* concepts. First, positive emotions will *broaden* the mindset to explore high quality ideas and creativity in activities. Then, the idea and creativity process will *build* individuals' personal resources, such as self-esteem, resilience, and etc. Therefore, the prevalence of job resources (i.e., emotional resources) can help to replenish positive emotions and re-develop individuals' personal resources (Hobfoll, 2011, 2018). The development of personal resources would increase individuals' happiness and engagement towards work. However, in the current study, physical resources were not found to contribute to employees' work engagement and happiness. The possible explanation may be that insufficient levels of physical resources are unable to increase employees' work engagement and happiness in the workplace. However, these needs further investigation.

In relation to crossover effects, the current study found that work engagement's husband lead to child's happiness through husband's happiness. These findings show that the positive work experience goes beyond the individual and beyond the work setting, as it cross over to the family member at home. Thus, we provide an evidence to the importance of work engagement at workplace to increase the positive crossover mechanism between employees and their children at home. These findings support the previous literature and, in particular, a positive crossover study among family members at home (i.e., see Bakker & Xanthopoulou, 2009; Mauno et al., 2018). This is expected since positive expression could lead individual to interact in positive ways by using facial and posture movement. Such a positive expression of mood would then influence the other party and hence leading to their positive moods. This is consistent with the Mood-congruency model (see Bower, 1981) that explain on how positive moods pose on some positive aspects to the others. For example, when parent show a positive reaction (i.e., happiness), for those who are interacting with them will also keep a happy memory about the interaction process.

Moreover, our findings are in line with recent research by Rodriguez-Munoz et al (2014) that engaged at work relates to work-family well-being at home. However, employers must

ensure that employees have adequate resources and sufficient breaks, so that engagement does not lead to burnout or depletion (Rothbard & Patil, 2011). The depletion may reduce an interactive communication between parent and child at home, which may harm the work-family well-being.

Interestingly, while the current study has revealed the uni-directional crossover effects between working husband and child, an unexpected finding of the current study require further discussion. The previous crossover study found that the contagious effect occurs both from fathers to their children and from mothers to their children (Newland et al., 2015). In contrast to our expectation, the crossover from working wives to child's happiness through wives' happiness was found to be non-significant. This unexpected finding shows that the "patriarchal" (i.e., endorsing male dominance) culture of Malaysia considers the husband as the head of the family and that he has a powerful influence on his wife and children at home (Hassan et al., 2014; Nasharudin et al., 2020). Thus, if the husband is in a happy 'mood', it can affect the wife's and children's happiness too. In addition, the children in the wife-child sample in Study 2 were much older, hence possibly less affected by their mothers' happiness. However, further investigations are required to justify the findings.

Implications of the Study

The current study provides interesting contributions to the literature in several ways. First, the specific emotional resources were found to generate employees' work engagement and happiness - Thus, showing an important aspects of emotional resources to increase the positive employees' work-related behaviors and well-being. We, however, suggest to further the investigation by using the DISC dimension to evaluate the findings. For example, cognitive and physical resources may increase workers' psychological health in different work context or across distinct countries.

Second, earlier studies have merely examined the crossover between spouses (i.e., see Bakker et al., 2005; Bakker & Xanthopoulou, 2009; Brough et al., 2018; Brummelhuis et al., 2010; Westman et al., 2009), but not to the children at home. To the best of our knowledge, there are very few studies investigate the crossover from working husband and wife to their child, and vice versa, especially in an Eastern Muslim country, in this study, Malaysia. Although crossover studies have been conducted on the parents–child relationship, those studies were unable to identify whether crossover was initiated by work conditions or by family circumstances (Bakker et al., 2009; Bakker & Demerouti, 2013). Research so far have used, whether a family perception (Driscoll & Pianta, 2011; Nelson et al., 2009; Vieira et al., 2016) or perception of their children to their family (Cinamon et al., 2007). Hence, the current study has provided a new knowledge to the crossover theory by revealing the crossover effects from husband/ wife to children was as the result of working conditions.

Third, we have expanded the literature by further study of positive crossover experiences. Even though positive crossover studies have been recently conducted, nonetheless, this research should be extended. Due to the small amount of positive crossover studies, researchers have suggested furthering positive crossover research across the countries (Bakker, 2009; Bakker & Demerouti, 2013; Mauno et al., 2018). Thus, the current study has furthered the knowledge of the crossover of positive experience in the workplace to family members at home.

Limitations and Future Research

However, several limitations apply to the current study. Firstly, the current study used a cross-sectional design. However, we were able to diminish common method variance through the study utilizing the multi-sources approach (Podsakoff et al., 2012). Nevertheless, future research should conduct a longitudinal for crossover research between working parents and children at home to develop a deeper understanding of the crossover context in Malaysia, across different time frames.

Secondly, our research relied on self-reported questionnaires and employees' self-perceptions of their working conditions. Although this approach is common in psychological research, future research should consider using third-party reports of husband's/ wife's health (e.g., a medical report) or objective measure of engagement and performance (e.g., a supervisor's rating) to ensure the reduction of bias (Podsakoff et al., 2012).

Thirdly, the children in this sample are all above 15 and presumably have the ability to take care of simple everyday tasks themselves. In addition, a 15-year-old (i.e., teenager) might behave very different from a 22-year-old (i.e., young adult). The former may be going through a rebellious period while the latter might be contemplating their self-identity as they become an adult. Future studies may consider to examine whether the age of children becomes a moderator strengthening or weakening the crossover effects between parents and children.

Compliance with Ethical Standards

This study was not funded by any grants.

Conflict of Interest

The authors declare that they have no conflict of interest.

Ethical Approval

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards.

Informed Consent

Informed consent was obtained from all individual participants included in the study.

References

Ahola, K., & Hakanen, J. (2007). Job strain, burnout and depressive symptoms: A prospective study among dentists. *Journal of Affective Disorder, 104*, 103-110. https://doi: 10.1016/j.jad.2007.03.004.

Aunola, K., Ruusunen, A-K., Viljaranta, J., & Nurmi, J-E. (2015). Parental Affection and Psychological Control as Mediators between Parents' Depressive Symptoms and Child Distress. *Journal of Family Issues, 36*(8), 1022-1042. https://doi.org/10.1177/0192513X13494825

Bakker, A. B. (2009). The crossover of burnout and its relation to partner health. *Stress and Health: Journal of the International Society for the Investigation of Stress, 25*(4), 343-353. https://doi.org/10.1002/smi.1278

Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology,* 22(3), 309-328. https://doi.org/10.1108/02683940710733115

Bakker, A. B., & Demerouti, E. (2009). The crossover of work engagement between working couples: A closer look at the role of empathy. *Journal of Managerial Psychology, 24*(3), 220-236. https://doi.org/10.1108/02683940910939313

Bakker, A. B., & Demerouti, E. (2013). The Spillover-Crossover model. In Grzywacs, J., & Demerouti, E. (Eds). *New frontiers in work and family research*. Psychology Press.

Bakker, A. B., & Demerouti, E. (2014). *Job demands-resources theory.* In Chen, P.Y., & Cooper, C. L. (Eds). *Wellbeing: A complete reference guide. Work and wellbeing*. (pp. 37-64). Wiley Blackwell.

Bakker, A. B., Demerouti, E., & Dollard, M. F. (2008). How job demands affect partners' experience of exhaustion: Integrating work-family conflict and crossover theory. *Journal of Applied Psychology, 93*(4), 901-911. https://doi.org/10.1037/0021-9010.93.4.901

Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2005). The crossover of burnout and work engagement among working couples. *Human Relations, 58*(5), 661-689. https://doi.org/10.1177/0018726705055967

Bakker, A. B., Westman, M., & Van Emmerik, I. (2009). Advancements in crossover theory. *Journal of Managerial Psychology, 24*(3), 206-219. https://doi.org/10.1108/02683940910939304

Bakker, A. B., Schaufeli, W. B., Leiter, M. P., & Taris, T. W. (2008). Work engagement: An emerging concept in occupational health psychology. *Work & Stress, 22*(3), 187-200. https://doi.org/10.1080/02678370802393649

Bakker, A. B. & Xanthopoulou, D. (2009). The crossover of daily work engagement: test of an actor-partner interdependence model. *Journal of Applied Psychology, 94*(6), 1562-1571. https://doi.org/10.1037/a0017525

Boswell, W. R., Olson-Buchanan, J., & LePine, M. (2004). Relations between stress and work outcomes: The role of felt challenge, job control, and psychological strain. *Journal of Vocational Behavior, 64*(1), 165-181. https://doi.10.1016/S0001-8791(03)00049-6

Boyar, S. L., Maertz, C. P., Jr. Pearson, A. W., & Keough, S. (2003). Work-family conflict: A model of linkages between work and family domain variables and turnover intentions. *Journal of Managerial Issues, 15*(2), 175-190.

Brislin, R. W. (1970). Back-translation for cross-cultural research. *Journal of Cross Cultural Psychology, 1*(3), 185-216. https://doi.org/10.1177/135910457000100301

Carr, A. (2013). *Positive Psychology: The Science of Happiness and Human Strength* (2nd Eds.). Routledge.

Cinamon, R. G., Weisel, A., & Tzuk, K. (2007). Work-family conflict within the family: Crossover effects, perceived parent-child interaction quality, parental self-efficacy, and life role attributions. *Journal of Career Development, 34*(1), 79-100. https://doi.org/10.1177/0894845307304066

Cropanzano, R., & Mitchell, M. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management, 31*(6), 874-900. https://doi.org/10.1177/0149206305279602

De Jonge, J., van den Tooren, M., von Nordheim, T., van Vegchel, N., Dormann, C., Dollard, M. & Cotton, S. (2009). *The DISC Questionnaire: English Version 2.1*. Eindhoven University of Technology.

Demerouti, E., Bakker, A. B., & Schaufeli, W. B. (2005). Spillover and crossover of exhaustion and life satisfaction among dual-earner parents. *Journal of Vocational Behavior, 67*(2), 266-289. https://doi.org/10.1016/j.jvb.2004.07.001

Demerouti, E., & Bakker, A. B. (2011). The Job Demands-Resources model: Challenges for future research. *South African Journal of Industrial Psychology, 37*(2), 974-983. https://doi.10.4102/sajip.v37i2.974

Fiksenbaum, L. M. (2014). Supportive work–family environments: implications for work–family conflict and well-being. *The International Journal of Human Resource Management, 25*(5), 653-672. https://doi.org/10.1080/09585192.2013.796314

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist, 56*(3), 218-226. https://doi.org/10.1037/0003-066X.56.3.218

Fredrickson, B. L. (2004). The Broaden-and-build theory of positive emotions. *Philosophical Transactions of the Royal Society B,* 359(1449), 1367–1378. https://doi.10.1098/rstb.2004.1512

Grzywacz, J. G., & Butler, A. B. (2008). Work-family conflict. In Barling, J., & Cooper, C. L. (Eds.). *The Sage Handbook of Organizational Behavior*. (pp. 451-468). Sage Publications.

Hakanen, J. J., & Schaufeli, W. B. (2012). Do burnout and work engagement predict depressive symptoms and life satisfaction? A three-wave seven-year prospective study. *Journal of Affective Disorders, 141*(2-3), 415-424. https://doi.org/10.1016/j.jad.2012.02.043

Hakanen, J. J., Schaufeli, W. B., & Ahola, K. (2008). The Job Demands-Resources model: A three-year cross-lagged study of burnout, depression, commitment, and work engagement. *Work & Stress, 22*(3), 224-241. https://doi.org/10.1080/02678370802379432

Hills, P., & Argyle, M. (2002). The Oxford Happiness Questionnaire: A compact scale for the measurement of psychological well-being. *Personality and Individual Differences, 33*(7), 1071-1082. https://doi.org/10.1016/S0191-8869(01)00213-6

Hobfoll, S. E. (2011). Conservation of resources theory: Its implication for stress, health, and resilience. In S. Folkman (Ed.), *The Oxford handbook of stress, health, and coping* (pp. 127–147). Oxford University Press.

Hobfoll, S. E., Halbesleben, J., Neveu, J-P., & Westman, M. (2018). Conservation of Resources in the Organizational Context: The Reality of Resources and Their Consequences. *Annual Review of Organizational Psychology and Organizational Behavior, 5*(1), 103-128.

Ilies, R., Schwind, K. M., & Heller, D. (2007). Employee well-being: A multilevel model linking work and non-work domains. *European Journal of Work and Organizational Psychology, 16*(3), 326-341. https://doi.org/10.1080/13594320701363712

Kristensen, T. S., Borritz, M., Villadsen, E., & Christensen, K. B. (2005). The Copenhagen Burnout Inventory: A new tool for the assessment of burnout. *Work & Stress, 19*(3), 192-207. https://doi.org/10.1080/02678370500297720

Kroenke, K. K., & Spitzer, R. L. (2002). The PHQ-9: A New Depression Diagnostic and Severity Measure. *Psychiatric Annals, 32*(9), 509-515. https://doi.org/10.1046/j.1525-1497.2001.016009606.x

Liu, H., Ngo, H. Y., & Cheung, F. M. (2016). Work–family enrichment and marital satisfaction among Chinese couples: A crossover-spillover perspective. *International Journal of Stress Management, 23*(2), 209–231. https://doi.org/10.1037/a0039753

Lu, C., Lu, J. J., Du, D., & Brough, P. (2016). Crossover effects of work-family conflict among Chinese couples. *Journal of Managerial Psychology, 31*(1): 235–250.

Mauno, S., Hirvonen, R., & Kiuru, N. (2018). Children's life satisfaction: The roles of

mothers' work engagement and recovery from work. *Journal of Happiness Studies: An Interdisciplinary Forum on Subjective Well-Being, 19*(5): 1373–1393. https://doi.org/10.1007/s10902-017-9878-6

Nelson, J. A., O'Brien, M., Blankson, A. N., Calkins, S. D., & Keane, S. P. (2009). Family stress and parental responses to children's negative emotions: Tests of the spillover, crossover, and compensatory hypotheses. *Journal of Family Psychology, 23*(5), 671–679. https://doi.org/10.1037/a0015977

Newland, R. P., Ciciolla, L., & Craic, K. A. (2015). Crossover Effects Among Parental Hostility and Parent-Child Relationships during the Preschool Period. *Journal of Child Family Studies, 24*(7): 2107–2119. https://doi.10.1007/s10826-014-0012-7.

Noblet, A. J., & Rodwell, J. J. (2008). Integrating Job Stress and Social Exchange Theories to Predict Employee Strain in Reformed Public Sector Contexts. *Journal of Public Administration Research and Theory, 19*(3): 555-578. https://doi.10.1093/jopart/mun019

Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. P. (2012). Sources of method bias in social science research and recommendations on how to control it. *Annual Review of Psychology, 63,* 539–569. https://doi.org/10.1146/annurev-psych-120710-100452

Rodriguez-Munoz, A., Sanz-Vergel, A. I., Demerouti, E., & Bakker, A. B. (2014). Engaged at work and happy at home: A spillover–crossover model. *Journal of Happiness Studies: An Interdisciplinary Forum on Subjective Well-Being, 15*(2), 271–283. https://doi.org/10.1007/s10902-013-9421-3

Schaufeli, W. B., & Bakker, A. B. (2003). *Utrecht Work Engagement Scale: Preliminary Manual.* Occupational Health Psychology Unit, Utrecht University.

Schaufeli, W. B., & Taris, T. W. (2014). A Critical Review of the Job Demands-Resources Model: Implications for Improving Work and Health. In Bauer, G. F., & Hamming, O. *Bridging Occupational, Organizational and Public Health: A Transdisciplinary Approach*. (pp. 34-68). Springer Science and Business Media.

Schaufeli, W. B. (2015). Engaging leadership in the job demands-resources model. *The Career Development International, 20*(5), 446–463. https://doi.org/10.1108/CDI-02-2015-0025

Seppala, P., Hakanen, J., Mauno, S., Perhoniemi, R., Tolvanen, A., & Schaufeli, W. (2015). Stability and change model of job resources and work engagement: A seven-year three-wave follow-up study. *European Journal of Work and Organizational Psychology, 24*(3), 360–375. https://doi.org/10.1080/1359432X.2014.910510

Shimazu, A., Bakker, A. B., & Demerouti, E. (2009). How job demands affect the intimate partner: A test of the spillover-crossover model in Japan. *Journal of Occupational Health, 51*(3), 239-248. https://doi.10.1539/joh.L8160

Shimazu, A., Shimada, K., & Watai, I. (2014). Work-family balance and well-being among Japanese dual-earner couples: A spillover-crossover perspective. In S. Leka & R. R. Sinclair (Eds.), *Contemporary occupational health psychology: Global perspectives on research and practice,* Vol. 3, pp. 84–96). Wiley Blackwell. https://doi.org/10.1002/97811 18713860.ch6

Spector, P. E. (2006). Method Variance in Organizational Research: Truth or Urban Legend? *Organizational Research Methods, 9*(2), 221–232. https://doi.org/10.1177/1094428105284955

Ten Brummelhuis, L. L., Haar, J. M., & Van der Lippe, T. (2010). Crossover of distress due to

work and family demands in dual-earner couples: A dyadic analysis. *Work & Stress, 24*(4), 324–341. https://doi.org/10.1080/02678373.2010.533553

Van, Z. L. E., Deacon, E., and Rothmann, S. (2010) Towards happiness: Experiences of work-role fit, meaningfulness and work engagement of industrial/ organisational psychologists in South Africa. *SA Journal of Industrial Psychology,* 36(1): 890-900.

Van Steenbergen, E. F., Kluwer, E. S., & Karney, B. R. (2014). Work–family enrichment, work–family conflict, and marital satisfaction: A dyadic analysis. *Journal of occupational Health Psychology, 19*(2),182-194. https://doi.org/10.1037/a0036011

Westman, M. (2001). Stress and strain crossover. *Human Relations, 54*(6), 717–752. https://doi.org/10.1177/0018726701546002

Westman, M. (2013). Crossover of positive states and experiences [Editorial]. *Stress and Health: Journal of the International Society for the Investigation of Stress, 29*(4), 263–265. https://doi.org/10.1002/smi.2535

Westman, M., Etzion, D., & Chen, S. (2009). Crossover of positive experiences from business travellers to their spouses. *Journal of Managerial Psychology, 24*(3): 269-284. https://doi.10.1108/02683940910939340

Xanthopoulou, D., Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2012). A diary study on the happy worker: How job resources relate to positive emotions and personal resources. *European Journal of Work and Organizational Psychology, 21*(4), 489–517. https://doi.org/10.1080/1359432X.2011.584386

Xanthopoulou, D., Bakker, A. B., Demerouti, E., and Schaufeli, W. B. (2009) Work engagement and financial returns: A diary study on the role of job and personal resources. *Journal of Occupational and Organizational Psychology,* 82(1): 183-200. https://doi.org/10.1348/096317908X285633

Table 1
Reliability (α), means (M), standard deviations (SD) and correlations between the study variables (husband and child)

Variables	α	M	SD	1	2	3	4	5	6	7
1. Age		3.1	.7	-						
2. Education		1.5	.8	.07	-					
3. Cognitive resources	.90	3.6	.6	-.13	-.12	-				
4. Emotional resources	.85	3.4	.6	-.08	-.08	.38**	-			
5. Physical resources	.83	3.6	.6	-.05	-.09	.48**	.34**	-		
6. Happiness	.86	4.0	.5	-.09	.03	.35**	.40**	.26**	-	
7. Work engagement	.92	4.5	.5	.11	.12	.16	.28**	.20*	.35**	-
8. Happiness child	.86	4.2	.5	.08	.14	.08	.09	.18*	.35**	.28**

Table 2
Reliability (α), means (M), standard deviations (SD) and correlations between the study variables (wife and child)

Variables	α	M	SD	1	2	3	4	5	6	7
1. Age		2.8	.9	-						
2. Education		1.7	1.0	.07	-					
3. Cognitive resources	.77	3.6	.5	-.14	-.22*	-				
4. Emotional resources	.91	3.6	.5	-.15	-.31**	.54**	-			
5. Physical resources	.89	3.6	.5	-.03	-.35**	.57**	0.47**	-		
6. Happiness	.91	4.1	.5	-.18	.10	.20*	0.39**	.10	-	
7. Work engagement	.91	4.9	.3	-.02	.07	.06	0.32**	.17	.44**	-
8. Happiness child	.86	4.2	.5	-.14	-.02	.15	0.31**	.06	.33**	.35**

Notes: husband and child with $N = 141$; $^{**}p \leq 0.01$; $^{*}p \leq 0.05$
Notes: Wife and child with $N = 96$; $^{**}p \leq 0.01$; $^{*}p \leq 0.05$
Table 3
Test for mediation using a Bootstrap analysis with 90% confidence interval

Notes: For crossover test, work engagement was controlled by job resources, happiness child was controlled by child's age and child's gender; N = 141 (husband and child): N = 96;

Hypothesis/ Relationship	Direct effect (X→Y)	Indirect effect (X→M→Y)	Result
1. Cognitive resource → Work engagement husband → Happiness husband	.166*	.153*	Partial mediation
2. Emotional resource → Work engagement husband → Happiness husband	.218**	.284**	Partial mediation
3. Physical resource → Work engagement husband → Happiness husband	.034 (ns)	.060 (ns)	No mediation
4. Cognitive resource → Work engagement wife → Happiness wife	.002 (ns)	.017 (ns)	No mediation
5. Emotional resource → Work engagement wife → Happiness wife	.330 *	.272 *	Partial mediation
6. Physical resource → Work engagement wife → Happiness wife	.036 (ns)	.033 (ns)	No mediation
7. Work engagement husband → Happiness husband → Happiness child	.194*	.112*	Partial mediation
8. Work engagement wife → Happiness wife → Happiness child	.057 (ns)	.027 (ns)	Full mediation

Significance level: *p<.05; **p<.01; ***p<.001; Unstandardized coefficients reported; Values in parentheses are Estimate value; Bootstrap sample equal to 1000 with replacement.