

## Test of Work-to-family and Family-to-work Models of Conflict, Enrichment, and Satisfaction: An Analysis on the Female Primary School Teachers of Bangladesh

Ayesha Tabassum\*, Kursia Jahan\*\* and Tasnuva Rahman\*\*\*

*In Bangladesh, a large number of educated women are employed as female teachers in the primary education sector. So it is obvious that like any other profession, these primary school teachers are facing work-family conflict, as they need to maintain both the work and family responsibilities. Most researches on work-family conflict focus on the women of non-teaching professions, but the teaching profession is not explored by much researchers. Moreover, the concept of work-family enrichment is also ignored in most of the researches. Literature review suggests two types of work-family conflict; (a) work-to-family conflict and (b) family-to-work conflict, and two types of work-family enrichment; (a) work-to-family enrichment and (b) family-to-work enrichment. Both work-family conflict and work-family enrichment influence different forms of individual satisfaction, such as, job, family and life satisfaction. Based on this background the current study initiates the investigation of the nature of relationship among work-to-family and family-to-work conflict, enrichment, and various forms of satisfaction through test of theoretical models. A structured questionnaire is used as a mean for primary source of data collection on a sample of 90 female primary school teachers. Results revealed that FWC negatively predicts job satisfaction, WFC and FWC negatively predict family satisfaction, and WFC negatively predicts life satisfaction. It was also explored that both WFE and FWE positively predict job and family satisfaction.*

**Field of Research:** Management, social science.

**Keywords:** Work-to-family conflict, family-to-work conflict, work-to-family enrichment, family-to-work enrichment, job satisfaction, family satisfaction, life satisfaction, school teachers.

### 1. Introduction

For the last several decades, men and women have increasingly focused on both work and family (Malone 2011). Like any other country of the world, female participation at the workforce has increased significantly in all the employment sectors of Bangladesh. As a result, the participation of female teachers in the primary schools has also increased to 60%, improved from 33.9% in the year 2000 (CPD 2001). Despite these changes, the traditional gender-role expectations concerning men and women's roles in the society appear to be little eroded (Noor 2003). Employed women still need to juggle greatly with the demands of both work and

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\* Ayesha Tabassum, Assistant Professor, Faculty of Business Administration, Eastern University.  
E-mail: tabassum105@yahoo.com

\*\* Kursia Jahan, Assistant Professor, Faculty of Business Administration, Eastern University.  
E-mail: kursia.jahan@gmail.com

\*\*\* Tasnuva Rahman, Assistant Professor, Faculty of Business Administration, Eastern University.  
E-mail: tasnuva\_miti@yahoo.com

## Tabassum, Jahan & Rahman

family roles compared with the employed men (Noor 2003). Thus this struggle is creating an imbalance between these two types of roles, which is popularly known as work-family conflict (WFC).

WFC is “a form of inter-role conflict in which the role pressures from the work and family domains are mutually non-compatible in some respect. That is, participation in the work (family) role is made more difficult by virtue of participation in the family role (Greenhaus & Beutell 1985, p. 76).” Frone, Russell and Cooper (1992) have identified two types of WFC; one is work-to-family conflict, shortly known as WFC, which happens when work is interfering family. And the other is family-to-work conflict, treated as FWC, happens when family is interfering work. Past researchers found that high levels of both WFC and FWC are associated with decreased levels of job satisfaction and lower levels of psychological well-being (e.g. Frone, Russell & Cooper 1992; Kinnunen & Mauno 1998; Thomas & Ganster 1995; Duxbury & Higgins 1991; Thompson & Blau 1993), lower family satisfaction (Kossek & Ozeki 1998; Mesmer-Magnus & Viswesvaran 2005), and life satisfaction (Judge, Boudreau & Bretz 1994).

While researchers mostly emphasized on the negative spillover between work and family dimensions, work-family enrichment (WFE) is neglected in researches, which is the positive interface between work and family (Frone 2003; Parasuraman & Greenhaus 2002). This is also known as work-family facilitation, positive spillover, enhancement (see Carlson, Kacmar, Wayne & Grzywacz 2006; Greenhaus & Powell 2006). Greenhaus and Powell (2006, p. 73) defined work-family enrichment as “the extent to which experiences in one role improve the quality of life in the other role.” The researchers who have worked with WFE, have considered that multiple roles in one domain can enhance one’s ability to succeed in another domain, thus it is becomes beneficiary for the job holder (Barnett & Hyde 2001; Frone 2003). Wayne, Musisca and Fleeson (2004) mentioned about two directions for WFE, one is work-to-family enrichment, popularly known as WFE, and the other is family-to-work enrichment, shortly treated as FWE. According to these authors, WFE is defined as “occurring when one’s involvement in work provides skills, behaviors, or positive mood which positively influences the family” and FWE is defined as “occurring when one’s involvement in family results in positive mood, support, or a sense of accomplishment that helps him or her cope better, work harder, feel more confident, or reenergized for one’s role at work” (Wayne et al. 2004, p. 111). As WFE is a form of synergy in which resources associated with one role supplement the other role (Voydanoff 2004), it is expected that it is advantageous for the employed individuals. Previous researchers found WFE or FWE to be correlated with enhanced psychological and physical well-being (Grzywacz & Bass 2003). At the same time, WFE can lead to greater family and job satisfaction (Tompson & Werner 1997; Wayne, Musisca & Fleeson 2004), and greater life satisfaction (Judge, Boudreau & Bretz 1994; van Steenbergen, Ellemers & Mooijaart 2007).

Previous researches have posited that WFC and WFE are distinct and uncorrelated (see Bakker & Geurts 2004; Voydanoff 2004). Though these two variables are important for both the employers and the employees, very few initiatives are found in terms of association of these variables with the satisfaction domain. According to past researches, women usually experience more WFC compared to men (Frone, Russell & Cooper 1992). In fact women experience lower job satisfaction (Sagas & Cunningham 2005), lower family satisfaction (Parasuraman, Greenhaus & Granrose

1992) and lower life satisfaction (Parasuraman & Simmers 2001) compared to the men. Therefore the reason of the study is to understand the influence of WFC and WFE of female school teachers on several outcomes, such as, job satisfaction, family satisfaction and life satisfaction as it is still not explored by the researchers. Moreover, previous researches focused on demanding managerial and non-traditional professions of women for studying work and family domains and teachers did not get substantial attention probably from the assumption that teachers experience low levels of work–family conflict (Cinamon & Rich 2005). However, Cinamon and Rich (2005) along with other researchers (see Carter & Doyle 1996; Van der Berg 2002) have raised questions about the accuracy of these assumptions. No prior study is found that addresses the association between WFE and satisfaction of school teachers. Therefore, the current study aimed to test the Work-to-family and Family-to-work Models of Conflict, Enrichment, and Satisfaction on the Female Primary School Teachers in context of Bangladesh. Figure 1 and Figure 2 (see Appendix) provided a graphic depiction of the proposed theoretical model integrating the relationships among the variables based on an extensive literature review. Data were collected from the Government owned or public primary school teachers and tests were conducted for measuring the theoretical model, which is explained the research methodology section. Data are analyzed and results are represented through discussion and conclusion based on previous study findings.

## **2. Literature Review**

### **2.1 Theoretical Overview of WFC and FWC**

Most of the early researches measured WFC, but did not identify the direction of conflict. It means the researchers did not search whether the work roles are interfering in the family or the family roles are interfering in the work (Mesmer-Magnus & Viswesvaran 2005). Thus the work domain that obstruct performance in the family domain (work-to-family conflict; WFC) and family demands that hinder performance in the work domain (family-to-work conflict; FWC) are conceptually different (Netemeyer, Boles & McMurrian 1996). Kossek and Ozeki (1998) have suggested that FWC is more impacted by variables within the family domain, while WFC is more influenced by work-related variables. So, for better understanding the nature of WFC, it is important to consider the bi-directional conceptualization of WFC (Frone, Russell & Cooper 1992). Many of the researchers questioned about the fact that whether WFC and FWC are correlated with each other. As conflicts in one direction are likely to be coupled with expressions of conflict in the other direction, an overlap is expected between WFC and FWC (Frone, Russell & Cooper 1992). Though positive correlations were found between these two types of conflicts (Gutek, Searle & Klepa 1991; Flye, Agars & Kottke 2003), researchers have proceeded that WFC and FWC are distinct. Through vast literature review, Mesmer-Magnus and Viswesvaran (2005) clarified the differential pattern of WFC and FWC. They mentioned in their researches, “WFC will correlate higher with job stressors and job satisfaction than FWC, but FWC will correlate higher (than WFC) with life satisfaction and non-job stressors (p. 217).”

### **2.2 Work-family Conflict and Satisfaction**

Different researchers have demonstrated the negative consequences of WFC, which include low job performance (Frone, Yardley & Markel 1997; Kossek, Colquitt & Noe

## Tabassum, Jahan & Rahman

2001), and low satisfaction levels with the job, family, and organization (Pleck, Staines & Lang 1980; Staines & O'Connor 1980; Greenhaus & Kopelman 1981; Jones & Butler 1980; Parasuraman, Towitz, Bedeian & Mossholder 1989; Aryee 1992; Netemeyer et al. 1996; Lu, Huang & Kao 2005; Eby, Casper, Lockwood, Bordeaux & Brinley 2005). The conflict between work and family roles suggests that the structural, social, and psychological demands of work and family contribute to increasing levels of WFC by increasing demands at work and family (Frone, Russell & Cooper 1992). This stress leads to dissatisfaction with both work and family, and these two forms of distress cause general discontent and depression in social and psychological demands, such as responsibility, a variety of tasks, workload, and psychological pressure. These are associated with a higher degree of WFC, with important consequences such as, experience of work stress, work dissatisfaction, and poor functioning at work (Kinnunen & Mauno 1998; MacEwen & Barling 1988). Likewise, structural and social requirements of the family (number and age of children, care for children, care for elders, marital status, quality of family member relationships) are associated with higher levels of FWC (Hill, Yang, Hawkins & Ferris 2004; Voydanoff 2005), with important consequences such as family stress, dissatisfaction with family and fatigue, inefficiency in marital and parenting functions (Frone, Yardley & Markel 1997; Kinnunen & Mauno 1998).

Different scholars proved that high levels of both WFC and FWC have been associated with decreased levels of job satisfaction (Adams, King & King 1996; Duxbury & Higgins 1991; Thompson & Blau 1993; Wiley 1987), and similar correlations have been reported for life satisfaction (Judge et al. 1994). Life satisfaction was conceptualized as deriving from satisfaction through having a good job and family life (Sekaran 1983). Moreover, life satisfaction is increased through involvement in activities within the family domain and receipt of emotional support from family members (Judge et al. 1994). There is evidence that people with high level of WFC tend to be less satisfied with their job and life (Allen, Herst, Bruck & Sutton 2000; Kossek & Ozeki 1998). Researchers have found that workers facing high levels of WFC are at increased physical and mental health risk, have less satisfactory job performance, distracted at work, more incidences of work withdrawal behaviors (e.g., tardiness, absenteeism, and turnover), reduced work engagement, decreased morale, which in turn may lead to lower satisfaction with job and life, (Duxbury & Higgins 1991; Frone, Russell & Cooper 1992; Hammer, Bauer & Grandey 2003; Leiter & Durup 1996; O'Driscoll, Ilgen & Hildreth 1992).

The absence of enough time and energy for family activities due to the work demands may decrease the quality of family experiences (Aryee, Fields & Luk 1999; Frone, Russell & Cooper 1992). Thus WFC can negatively relate family satisfaction because these family related strain-based pressures include different factors such as parental conflict and marital discord (Byron 2005). Several researchers have tested the relationship between WFC and family satisfaction and found a significant negative relation between these two variables (see Frone, Yardley & Markel 1997; Wayne, Musisca & Fleeson 2004). Based on the literature review the current study hypothesized in the following way.

**Hypothesis 1:** WFC negatively predicts job satisfaction.

**Hypothesis 2:** FWC negatively predicts job satisfaction.

**Hypothesis 3:** WFC negatively predicts family satisfaction.

**Hypothesis 4:** FWC negatively predicts family satisfaction.

**Hypothesis 5:** WFC negatively predicts life satisfaction.

**Hypothesis 6:** FWC negatively predicts life satisfaction.

### **2.3 Theoretical Overview on WFE and FWE**

Though WFE is recognized as distinct from the concept of WFC (Frone 2003), the researches regarding enrichment theory are still scarce. Similar as WFC, WFE is also considered as bi-directional (Frone 2003; Greenhaus & Powell 2006). One direction is led to work-to-family enrichment; thus WFE and the other one is led to family-to-work enrichment; thus creating FWE. WFE occurs when work experiences enhance the quality of family life and FWE occurs when family experiences augment the quality of working life (Greenhaus & Powell 2006). Thus the transfer of experiences or resources from one domain is improving the performance of another domain in case of WFE and FWE (Carlson, Kacmar, Wayne & Grzywacz 2006). Edwards and Rothbard (2000) defined a similar concept as WFE, which is known as work-family positive spillover. This spillover is a psychological construct that describes positive mood, values, skills, and behaviors between the work and family domains. Thus the resulted psychological construct of one domain can benefit the other domain of an individual (Edwards & Rothbard 2000). Frone (2003) defined the concept of work-family facilitation, similar as WFE, where experiences, skills, and opportunities gained in work (family) domain can improve the family (work) domain. Thus the focus of this definition is also on the transfer of resources within work and family domains. Voydanoff (2002) also defined a related concept that is work-family enhancement. According to this author, work-family enhancement focuses on gaining benefit from the acquisition of resources and experiences in terms of both the work and family domain. Thus this definition also emphasizes on resources or experiences transfer like the previously mentioned concepts, such as, work-family enrichment, work-family positive spillover.

Thus it is clear from the above discussion that work resources can promote WFE and similarly family resources can promote FWE. Researchers have provided several examples of work related resources, such as, work flexibility, skill enhancement (Voydanoff 2004), job autonomy and control, work schedule flexibility, social support (Greenhaus & Powell 2006), etc. According to Voydanoff (2004), these resources can be the sources for psychological rewards, which can promote positive emotions among the individuals and thus making a positive impact on family life by creating WFE. Similar as WFE, resources created from family can enrich the work domain. According to Ruderman and colleagues (2002), individuals generate psychological resources, such as satisfaction and confidence, from the family domain that can improve their work performance. Frone (2003) and Grzywacz and Marks (2000) identified social support from family as the predictor for FWE. It is found that individuals receiving spouse or family support can concentrate on work to develop their career, which creates positive feelings among them. Thus these positive feelings attained from family domain can create FWE (see Greenhaus & Parasuraman 1999; Friedman & Greenhaus 2000).

### **2.4 Work-family Enrichment and Satisfaction**

McNall, Nicklin and Masuda (2009) mentioned about work related (i.e. job satisfaction, organizational commitment, turnover intentions) and non-work related outcomes of WFE (i.e. family satisfaction, life satisfaction). Consistent with these

scholars, several other researchers found WFE to be positively related with job satisfaction (see Aryee, Srinivas & Tan 2005; Gareis, Barnett, Ertel & Brennan 2009; Bhargava & Baral 2009). McNall and colleagues (2009) explained this phenomenon with Greenhaus and Powell's (2006) theory of work-family enrichment, where they stated "...if a parent perceives resources stemming from his or her family role (e.g., better time management skills as a result of parenting), he or she is likely to be a better parent, which in turn creates more positive emotions at home, and this transfers to more positive emotions at work (i.e., FWE). Conversely, resources acquired at work (e.g., self-esteem) may result in better performance at work, which has the effect of creating more positive affect at work, ultimately transferring to more positive affect in the family domain (i.e., WFE)" (McNall, Nicklin & Masuda 2009, p. 3). Thus this positive emotion can lead to higher amount of job satisfaction among the individuals. Besides Friedman and Greenhaus (2000) found that job satisfaction to be positively related with having children, which posits the fact that children or family roles can enhance the performance at job, thus creating WFE. Friedman and Greenhaus (2000) also found that spousal support can motivate the individuals to learn and develop more in their jobs, and thus it increases job satisfaction guided by a positive emotion from spousal support. Based on the theoretical overview, the current study tested the following hypotheses.

**Hypothesis 7:** WFE positively predicts job satisfaction.

**Hypothesis 8:** FWE positively predicts job satisfaction.

McNall and colleagues (2009) have also mentioned about the positive effects of enrichment on one's life outside of work, thus creating family and life satisfaction. Several empirical studies demonstrated that WFE is positively related with family satisfaction (Edwards & Rothbard 2000; Friedman & Greenhaus 2000; Voydanoff 2004; Wayne, Musisca & Fleeson 2004; van Steenbergen, Ellemers & Mooijaart 2007). This phenomenon is described by McNall and colleagues (2009) with the help of Greenhaus and Powell's (2006) theory of work-family enrichment, where they stated, "coping skills generated in a family role should strengthen one's performance and positive affect at home, and in turn improve one's positive affect at work. It follows that greater positive feelings and emotions about a family role should subsequently result in reciprocation in the form of increases in family and life satisfaction in general" (McNall, Nicklin & Masuda 2009, p. 4). Friedman & Greenhaus (2000) cited that a supportive and flexible work environment is positively related to time spent on home activities and with children, which is enhancing family satisfaction of individuals. The same researchers also posited that networking in an organization and acceptance by peers is positively associated with children's physical health and school performance, and thus it is increasing satisfaction with child care and family (Friedman & Greenhaus 2000). Besides WFE is found to be positively related with life satisfaction (see Graves, Ohlott & Ruderman 2007; Gareis, Barnett, Ertel & Brennan 2009). Thus the current study hypothesized in the following way. Based on these literature reviews, a theoretical model has been proposed through the depiction of Figure 2.

**Hypothesis 9:** WFE positively predicts family satisfaction.

**Hypothesis 10:** FWE positively predicts family satisfaction.

**Hypothesis 11:** WFE positively predicts life satisfaction.

**Hypothesis 12:** FWE positively predicts life satisfaction.

### 3. Methodology

#### 3.1 Procedure

The data were collected in Dhaka, the capital city of Bangladesh by mean of structured questionnaire. Participants were included in the study on a voluntary basis by following several steps of sample inclusion. At first, the sampling criterion was the Thanas of Dhaka city. Generally Thana means police station in the South Asian countries. These Thanas are also known as Upazila in Bangladesh. Upazilas are similar to the county subdivisions found in some Western countries. The Dhaka city is divided into 21 Thanas, from which 10 Thanas were selected based on systematic random sampling technique. For accomplishing this, the Thanas were arranged in alphabetic order. Then 2 Government owned primary schools were selected from each Thana based on convenience. Thus in total 20 Government primary schools were considered for the study. 5 questionnaires were distributed in each selected school, which comprised a total of 100 questionnaire distribution. Among these 90 were found to be usable in the research.

#### 3.2 Participants

Among the 90 respondents, 2.2% respondents are below graduate, 42.2% are graduates, and 55.6% are post-graduates in terms of education. In the whole sample, 28.9% of the respondents fall in the age range of 21-30 years, 40% fall in the 31-40 range, 27.7% fall in the 41-50 range, and rest 3.3% have age range of above 50 years. Among these 90 school teachers, 8 have less than 1 year, 23 have 1 to 5 years, 33 have 6 to 10 years, 22 have 11 to 15 years, and rest 4 have more than 15 years of teaching experience. In terms of working hours, 76 teachers work from 25 to 30 hours, and 14 teachers work from 31 to 40 hours in a week. All the teachers are married and 85 of them have children, among these 23 have one child, 47 have two children, and rests 15 have three children.

#### 3.3 Measures

WFC and FWC were measured with the WFC and FWC scale adapted by Ali (2006). The scale includes ten items, such as, "The demands of my work interfere with my home family life" and "The demands of my family or spouse/partner interfere with work related activities" (1 = *Never* and 5 = *Always*). Among these, WFC was measured with five items and FWC was measured with the rest five items.

Then WFE and FWE were also measured with the WFE and FWE scale adapted by Ali (2006) with four item statements. Among these, WFE was measured with two items and FWE was measured with the rest two items. The scale includes items, such as, "Job gives me energy to pursue personal/family activities", "I remain in better mood at work because of personal/family life", etc.

Job satisfaction was assessed by using a self-constructed three-item scale. Respondents were asked to indicate to what extent they "feel proud about their career", "happy with the growth rate of the career", and "are satisfied about the job/career". The answer format was a 5-point scale ranging from *not at all* (1) to *a great deal* (5). Similarly marital satisfaction was assessed by using a self-constructed three-item scale. Respondents were asked to indicate to what extent they "feel proud

as a family-oriented person”, “are satisfied about the marital life”, and “their spouse are satisfied about the marital life”. Similar as the job satisfaction scale, the answer format was a 5-point scale ranging from *not at all* (1) to *a great deal* (5). Lastly, life satisfaction was also measured by using a self-constructed five-item scale. The scale includes item statements, such as, “I am proud to be what I am and with what I have”, “I am satisfied in my life though I am a member of dual career family”, etc. (1 = *Strongly Disagree* and 5 = *Strongly Agree*).

### 3.4 Reliability and Validity of Data

Validity is defined as the degree which measures accurately represents what it is supposed to by Hair, Black, Babin, Anderson and Tatham (2007). According to Siddiqi (2010), validity is concerned with how well the concept is defined by the measure(s). There are three types of validity; content validity, predictive validity, and construct validity (Siddiqi 2010). The current study emphasized on content validity. Duggirala, Rajendran and Anantharaman (2008) defined the content validity as the assessment of the correspondence between the individual items and concept. Malhotra (2010) termed the content validity as face validity. According to Sharafi and Shahrokh (2012), in social sciences, the content validity can be verified with the professional knowledge of the researchers. Appropriate and relevant measurements for a study can be identified from literature review and the assistance of experts (Sharafi & Shahrokh 2012). This study concentrated on content validity through the review of literature and adapts instruments which are used in previous research.

According to Hair *et al.* (2007), reliability differs from validity in that it relates not to what should be measured, but instead to how it is measured. Reliability is the extent to which a variable or set of variables is consistent in what it is intended to measure (Hair *et al.* 2007). The current study applied internal consistency method because multiple items were used for all constructs. The Cronbach alpha value of at least 0.70 is the basis of reliability (Cronbach 1951) and thus the 0.70 alpha value demonstrates that all attributes are internally consistent (Fujun, Hutchinson, Li & Bai 2007). The Cronbach alpha value for this study was 0.845 that meets the criteria of cut off point. Thus all the attributes of the study are reliable.

### 3.5 Statistical Tools for Data Analysis

The responses were analyzed with SPSS package. The study is based on the data collected to explore the relationship as well as the influence of WFC or FWC, WFE or FWE, on job, family or life satisfaction.

The respondents and the researchers could rank the values, but the real distances between categories were unknown. Perception about conflict or enrichment was graded on scales from *'never'* to *'always'* or *'not at all'* to *'great deal'*. Survey respondents chose answers about the satisfaction on scales from *'strongly agree'* to *'strongly disagree'*. For computation of the scale median of the corresponding items were considered, as the calculation of arithmetic mean is infeasible for this ordinal case.

For assessing the basic insight of the female teachers, median and range were computed to portray the centre and fluctuation of dataset. Skewness along with the Kurtosis was measured for featuring the size and shape of distribution.



In the next step, Spearman Rank Correlation was used for exploring the inherent linear relationship. But a dilemma was faced in exploring the inherent dependency. The ordinal categorical variables can be used as predictors, or factors, in many statistical procedures, such as linear regression. Then some difficult decisions should be made: Should the ordering of the values be forgotten and be treated these categorical variables as if they are nominal? Should some sort of scale be substituted (for example, numbers 1 to 5) and the variables are pretend to be interval? To remove this quandary The SPSS Ordinal Regression procedure, or PLUM (**P**olychromous **U**niversal **M**odel), was used that is just an extension of the general linear model to ordinal categorical data. A description of Ordinal Regression Model was provided here in the study.

### 3.5.1 Fitting an Ordinal Logit Model

To fit a binary logistic regression model, researchers estimate a set of regression coefficients that predict the probability of the outcome of interest. The version that shows what function of the probabilities results in a linear combination of parameters is,

$$\ln\left(\frac{\Pr(event)}{1 - \Pr(event)}\right) = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \dots + \beta_k X_k$$

The quantity to the left of the equal sign is called a 'logit'. It's the log of the odds that an event occurs. This is what we get when we divide the probability that the event occurs by the probability that the event does not occur, since both probabilities have the same denominator and it cancels, leaving the number of events divided by the number of non-events.) The coefficients in the logistic regression model tell how much the logit changes based on the values of the predictor variables.

### 3.5.2 Defining the Event

In ordinal logistic regression, the event of interest is observing a particular score or less. All of the odds are of the form,

$$\theta_j = \frac{\Pr(\text{Score} \leq j)}{\Pr(\text{Score} > j)}$$

The equation can be written as,

$$\theta_j = \frac{\Pr(\text{Score} \leq j)}{(1 - \Pr(\text{Score} \leq j))}$$

Since the probability of a score greater than  $j$  is  $1 - \text{probability of a score, less or equal to } j$ .

### 3.5.3 Ordinal Model

The ordinal logistic model for a single independent variable is then,

$$\ln(\theta_j) = \alpha_j - \beta X$$

Where,  $j$  goes from 1 to the number of categories minus 1.

In this case, larger coefficients indicate an association with larger scores. When a positive coefficient for a dichotomous factor is found, it indicates that higher scores are more likely for the first category. A negative coefficient tells that lower scores are more likely. For a continuous variable, a positive coefficient tells that as the values of the variable increase, the likelihood of larger scores increases. The  $\alpha_j$  terms, called the threshold values that do not depend on the values of the independent variable for a particular case. They are like the intercept in a linear regression, except that each logit has its own.

## 4. Results

Some basic features of the data based on inter-conflict as well enrichment from the work and family life and achievement of satisfaction in these phases along with overall life were represented in Table 1.

**Table 1: Descriptive statistics of the study variables**

Study Variables	Median	Range	Skewness	Kurtosis
WFC	3.0000	1.00	0.666	-1.593
FWC	3.0000	2.00	0.889	3.821
WFE	3.0000	2.00	0.561	-0.850
FWE	4.0000	2.00	0.111	-0.861
Job Satisfaction	4.0000	2.00	0.024	2.847
Family Satisfaction	4.0000	2.00	-0.329	0.618
Life Satisfaction	4.0000	1.00	-0.274	-1.969

The highest middle-most value can be found for job satisfaction, family satisfaction, and life satisfaction and as well as for FWE expressing the ‘agree’ respondents for the cases. For the remaining cases, median stays at exactly the nucleus of response; ‘often’ facing the conflict or ‘somewhat’ attaining the enrichment. The range of the dataset expresses the fact the responses were not widely varied as the diversification starts from 1 last to just 2. The most homogeneous responses were received for the case of WFC and life satisfaction. The distribution of family and life satisfaction was negatively skewed i.e. skewed to the left which were exceptional than the others. The kurtosis was found negative in half of the cases implying the distribution is short-tailed. For the remaining cases, distribution was slim and long-tailed.

**Table 2: Spearman Rank Correlation Analysis**

Variables	1	2	3	4	5	6	7
WFC	1.000						
FWC	-0.209 0.048*	1.000 .					
WFE	0.174 0.101	0.091 0.393	1.000 .				
FWE	0.105 0.325	-0.277 0.008*	-0.022 0.840	1.000 .			
Job Satisfaction	0.222 0.036*	-0.133 0.011*	0.115 0.965	0.112 0.009*	1.000 .		
Family Satisfaction	-0.262 0.013*	-0.087 0.416	-0.092 0.390	0.334 0.001*	-0.154 0.001*	1.000	
Life Satisfaction	-0.310 0.003*	-0.178 0.063	-0.119 0.263	-0.080 0.455	-0.106 0.318	0.186 0.080	1.000 .

\* Correlation is significant at the 0.05 level (2-tailed).

The results of Spearman Rank Correlation analysis were presented in Table 2. According to the results, WFC was negatively correlated with FWC, family satisfaction and life satisfaction. Interestingly, it was positively correlated with job satisfaction. FWC was significant and negative with WFE, job satisfaction. But FWC had no significant relationship with family and life satisfaction. WFE had a significant positive linear relation with job satisfaction. FWE was significantly positive for job and family satisfaction though it had no significant association with life satisfaction. Job satisfaction had a negative linear association with that of family satisfaction expressing the idea about compromising nature of Bangladeshi working women. A series of ordinal regression was conducted for testing the hypotheses of the study. The regression results are presented in Table 3.

**Table 3: Ordinal regression model of WFC and FWC on job satisfaction**

<i>Model 1 :</i>								
<i>Model Fitting Information</i>					<i>Goodness-of-Fit</i>			
	<i>-2 Log</i>	<i>Chi-Square</i>	<i>df</i>	<i>Sig.</i>		<i>Chi-</i>	<i>df</i>	<i>Sig.</i>
Intercept	30.426				Pearson	16.698	1	.000
Final	25.536	4.890	1	.027	Deviance	15.623	1	.000
<i>Parameter Estimates</i>								
		<i>Estimate</i>	<i>Std. Error</i>	<i>Wal</i>	<i>df</i>	<i>Sig.</i>	<i>LB of CI</i>	<i>UB of CI</i>
Thresh	[Job Satisfaction =	-3.430	.666	26.5	1	.000	-4.734	-2.126
old	[Job Satisfaction =	1.551	.451	11.8	1	.001	.667	2.436
Locatio	[WFC=3.00]	<b>-1.386</b>	.648	4.58	1	<b>.032</b>	-2.656	-.117
	[WFC=4.00]	0 <sup>a</sup>	.	.	0	.	.	.
<i>Model 2 :</i>								
<i>Model Fitting Information</i>					<i>Goodness-of-Fit</i>			
	<i>-2 Log</i>	<i>Chi-Square</i>	<i>df</i>	<i>Sig.</i>		<i>Chi-</i>	<i>df</i>	<i>Sig.</i>
Intercept	19.481				Pearson	2.157	2	.340
Final	12.748	6.733	2	.035	Deviance	3.731	2	.155
<i>Parameter Estimates</i>								
		<i>Estimate</i>	<i>Std. Error</i>	<i>Wal</i>	<i>df</i>	<i>Sig.</i>	<i>LB of CI</i>	<i>UB of CI</i>
Thresh	[Job Satisfaction =	-2.449	.903	7.36	1	.007	-4.219	-.680
old	[Job Satisfaction =	2.449	.903	7.36	1	.007	.680	4.219
Locatio	[FWC=2.00]	<b>3.148</b>	1.521	4.28	1	<b>.038</b>	.167	6.129
n	[FWC=3.00]	<b>.179</b>	.916	.038	1	<b>.045</b>	-1.975	1.617
	[FWC=4.00]	0 <sup>a</sup>	.	.	0	.	.	.

a. This parameter is set to zero because it is redundant.

The 1<sup>st</sup> model shows that the coefficient of job satisfaction was significantly negative for those women who often face conflict in her family life due to work. The reference category was the women facing family conflict very often. Thus satisfaction was associated with poorer scores on the ranking of female teachers. The corresponding odds ratio will be  $\exp(1.386) = 3.99$  expressing the scores were lower to higher for satisfaction in job for those experiencing family conflict often and very often. So, women facing conflict often were less likely to assign higher rank in case of job satisfaction than those facing conflict very often. Thus higher job satisfaction had a higher risk of work-family conflict among women teachers. Thus this result contradicted with Hypothesis 1 stating that WFC negatively predicts job satisfaction.

The coefficient of job satisfaction for those who often and rarely face conflict in work life due to her family responsibilities was significantly positive. In both case the odds ratio would be less than one revealing that scores are higher to lower for satisfaction in job for those experience work conflict rarely as well often and those experiencing very often (see Table 4). Thus, the women facing work conflict due to family rarely and often could achieve higher job satisfaction than those handling conflict very often. Actually, family support was very important for achieving job satisfaction for the women. Again, it is really very difficult to be highly satisfied in job for those women

## Tabassum, Jahan & Rahman

who feel that the family responsibilities are creating hurdle for job achievements and significantly emphasize her job sector. Thus the result supported the idea from Hypothesis 2 stating that FWC negatively predicts job satisfaction.

**Table 4: Ordinal regression model of WFC and FWC on family satisfaction**

<b>Model 3 :</b>								
<i>Model Fitting Information</i>					<i>Goodness-of-Fit</i>			
	<i>-2 Log Likelihood</i>	<i>Chi-Square</i>	<i>df</i>	<i>Sig.</i>		<i>Chi-</i>	<i>df</i>	<i>Sig.</i>
Intercept	23.003				Pearson	3.950	1	.047
Final	16.040	6.963	1	.008	Deviance	5.370	1	.020
<i>Parameter Estimates</i>								
	<i>Estimate</i>	<i>Std. Error</i>	<i>Wal</i>	<i>df</i>	<i>Sig.</i>	<i>LB of CI</i>	<i>UB of CI</i>	
Threshold	2.459	.568	18.7	1	.000	-3.573	-1.345	
d	2.062	.513	16.1	1	.000	1.057	3.067	
Location	<b>1.490</b>	.607	6.02	1	<b>.014</b>	-2.680	-.300	
	0 <sup>a</sup>	.	.	0	.	.	.	
<b>Model 4 :</b>								
<i>Model Fitting Information</i>					<i>Goodness-of-Fit</i>			
	<i>-2 Log Likelihood</i>	<i>Chi-Square</i>	<i>df</i>	<i>Sig.</i>		<i>Chi-</i>	<i>df</i>	<i>Sig.</i>
Intercept	22.096				Pearson	.979	2	.613
Final	12.460	9.636	2	.008	Deviance	1.530	2	.465
<i>Parameter Estimates</i>								
	<i>Estimate</i>	<i>Std. Error</i>	<i>Wal</i>	<i>df</i>	<i>Sig.</i>	<i>LB of CI</i>	<i>UB of CI</i>	
Threshold	-1.753	.803	4.76	1	.029	-3.327	-.180	
d	2.884	.910	10.0	1	.002	1.101	4.667	
Location	<b>3.584</b>	1.524	5.52	1	<b>.019</b>	.596	6.572	
	-.534	.832	.411	1	.521	-2.164	1.097	
	0 <sup>a</sup>	.	.	0	.	.	.	

a. This parameter is set to zero because it is redundant.

For Model 3, the coefficient of Family Satisfaction was significantly positive for those women who often face conflict work-family conflict comparing to the others facing very often. Here, the odds ratio was  $\exp(1.490) = 4.437$  that were associated with higher rating of the female teachers (see Table 4). So, this result supported the idea from Hypothesis 3 stating that WFC negatively predicts family satisfaction.

In the same way, the coefficient found significant and positive for Model 4 expressing the women are likely to give higher score for achieving satisfaction in family life facing Work-Family Conflict rarely than those facing very often. For this case, odds ratio would be  $\exp(3.584) = 36.017$  illustrating the far ahead position of the females in their family ground (see Table 4). Subsequently, present result supported the idea from Hypothesis 4 stating that FWC negatively predicts family satisfaction.

## Tabassum, Jahan & Rahman

**Table 5: Ordinal regression model of WFC and FWC on life satisfaction**

<b>Model 5 :</b>								
<i>Model Fitting Information</i>					<i>Goodness-of-Fit</i>			
	-2 Log	Chi-Square	df	Sig.	Chi-	df	Sig.	
Intercept	16.907				Pearson	.000	0	.
Final	8.219	8.687	1	.003	Devianc	.000	0	.
<i>Parameter Estimates</i>								
	<i>Estimat</i>	<i>Std. Error</i>	<i>Wal</i>	<i>df</i>	<i>Sig.</i>	<i>LB of CI</i>	<i>UB of CI</i>	
Threshold [Life Satisfaction= 3.00]	.598	.375	2.53	1	.111	-.138	1.334	
Location [WFC=3.00]	<b>1.342</b>	.467	8.24	1	<b>.004</b>	.426	2.259	
[WFC=4.00]	0 <sup>a</sup>	.	.	0	.	.	.	
<b>Model 6 :</b>								
<i>Model Fitting Information</i>					<i>Goodness-of-Fit</i>			
	-2 Log	Chi-Square	df	Sig.	Chi-	df	Sig.	
Intercept	13.200				Pearson	.000	0	.
Final	7.424	5.777	2	.056	Devianc	.000	0	.
<i>Parameter Estimates</i>								
	<i>Estimat</i>	<i>Std. Error</i>	<i>Wal</i>	<i>df</i>	<i>Sig.</i>	<i>LB of CI</i>	<i>UB of CI</i>	
Threshold [Life Satisfaction= 3.00]	-.847	.690	1.50	1	.220	-2.200	.505	
Location [FWC=2.00]	-21.082	.000	.	1	.	-21.082	-21.082	
[FWC=3.00]	-.560	.727	.592	1	.442	-1.985	.866	
[FWC=4.00]	0 <sup>a</sup>	.	.	0	.	.	.	

a. This parameter is set to zero because it is redundant.

Model 5 illustrates that, the women are likely to give higher score for achieving satisfaction in life who are experiencing Work-Family Conflict often than those facing very often. The coefficient of life satisfaction was significantly positive and the corresponding odds ratio is  $\exp(1.342) = 3.827$  (see Table 5). Therefore, the assumption of the study was supported by this analysis that is Hypotheses 5 stating WFC negatively predicts life satisfaction. Again, in Model 6, no coefficient of life satisfaction was significant and Null Hypothesis 6 could not be rejected. Thus it was not confirmed that life satisfaction is negatively predicted by FWC.

All the coefficients of job satisfaction were negative for both the model. The base category was the women enjoy enrichment in a great deal in her family life for work in 7<sup>th</sup> model and her work life for family in 8<sup>th</sup> model respectively. The 7<sup>th</sup> model states that, the scores were lower to higher for satisfaction in job for those experiencing family enrichment somewhat as well much and those experiencing a great deal. The corresponding odds ratios were  $\exp(-20.246)$  and  $\exp(-20.944)$  confirmed very little but significantly positive control (see Table 6). Thus, the study hypothesis was supported by this analysis that is Hypotheses 7 stating WFE positively predicts job satisfaction.

**Table 6: Ordinal regression model of WFE and FWE on job satisfaction**

<b>Model 7 :</b>								
<i>Model Fitting Information</i>					<i>Goodness-of-Fit</i>			
	<i>-2 Log</i>	<i>Chi-</i>	<i>d</i>	<i>Sig.</i>		<i>Chi-</i>	<i>df</i>	<i>Sig.</i>
Intercept	23.682				Pearso	.136	2	.934
Final	12.133	11.548	2	.00	Devian	.134	2	.935
<i>Parameter Estimates</i>								
		<i>Estimat</i>	<i>Std. Error</i>	<i>Wal</i>	<i>df</i>	<i>Sig.</i>	<i>LB of CI</i>	<i>UB of CI</i>
Thresho	[Job Satisfaction =	-22.896	.457	251	1	.000	-23.791	-22.001
ld	[Job satisfaction =	-17.880	.599	890	1	.000	-19.054	-16.706
Locatio	[WFE=3.00]	<b>-20.246</b>	.608	110	1	<b>.000</b>	-21.437	-19.054
	[WFE=4.00]	<b>-20.944</b>	.000	.	1	<b>.000</b>	-20.944	-20.944
	[WFE=5.00]	0 <sup>a</sup>	.	.	0	.	.	.
<b>Model 8 :</b>								
<i>Model Fitting Information</i>					<i>Goodness-of-Fit</i>			
	<i>-2 Log</i>	<i>Chi-</i>	<i>d</i>	<i>Sig.</i>		<i>Chi-</i>	<i>df</i>	<i>Sig.</i>
Intercept	28.917				Pearso	8.793	2	.012
Final	22.224	6.694	2	.03	Devian	11.464	2	.003
<i>Parameter Estimates</i>								
		<i>Estimat</i>	<i>Std. Error</i>	<i>Wal</i>	<i>df</i>	<i>Sig.</i>	<i>LB of CI</i>	<i>UB of CI</i>
Thresho	[Job Satisfaction =	-5.595	1.336	17.	1	.000	-8.214	-2.976
ld	[Job Satisfaction =	-.699	1.225	.32	1	.568	-3.099	1.702
Locatio	[FWE=3.00]	<b>-3.318</b>	1.339	6.1	1	<b>.013</b>	-5.943	-.693
n	[FWE=4.00]	<b>-3.291</b>	1.318	6.2	1	<b>.003</b>	-5.875	-.707
	[FWE=5.00]	0 <sup>a</sup>	.	.	0	.	.	.

a. This parameter is set to zero because it is redundant.

Similarly, for the 8<sup>th</sup> model, the women experiencing great deal of FWE are likely to give higher score in job satisfaction that those who experiencing somewhat and much FWE. The odds were  $\exp(3.318) = 27.605$  for somewhat and  $\exp(3.291) = 26.87$  for much achievement expressing the great influence of family to the carrier of our women (see Table 6). Therefore, Hypotheses 8 stating FWE positively predicts job satisfaction was also supported by this result.

From Model 9, it was observed that, the women are likely to give lower score for family satisfaction achieving somewhat WFE than those who can achieve a great deal. The corresponding odds ratio was  $\exp(-20.166)$  expressing the positive response from the female teachers (see Table 7). Therefore, Hypotheses 9 stating WFE positively predicts family satisfaction was also supported by this result.

## Tabassum, Jahan & Rahman

**Table 7: Ordinal regression model of WFE and FWE on family satisfaction**

<b>Model 9 :</b>								
<i>Model Fitting Information</i>					<i>Goodness-of-Fit</i>			
	<i>-2 Log</i>	<i>Chi-Square</i>	<i>df</i>	<i>Sig.</i>		<i>Chi-</i>	<i>df</i>	<i>Sig.</i>
Intercept	28.543				Pearson	.221	2	.895
Final	12.348	16.195	2	.000	Devianc	.205	2	.903
<i>Parameter Estimates</i>								
	<i>Estimat</i>	<i>Std. Error</i>	<i>Wal</i>	<i>df</i>	<i>Sig.</i>	<i>LB of CI</i>	<i>UB of CI</i>	
Threshold	-21.937	.346	402	1	.000	-22.615	-21.259	[Family Satisfaction =
d	-17.137	.698	602.	1	.000	-18.506	-15.768	[Family Satisfaction =
Location	<b>-20.166</b>	.511	155	1	.000	-21.167	-19.165	[WFE=3.00]
	<b>-21.136</b>	.000	.	1	.	-21.136	-21.136	[WFE=4.00]
	0 <sup>a</sup>	.	.	0	.	.	.	[WFE=5.00]
<b>Model 10 :</b>								
<i>Model Fitting Information</i>					<i>Goodness-of-Fit</i>			
	<i>-2 Log</i>	<i>Chi-Square</i>	<i>df</i>	<i>Sig.</i>		<i>Chi-</i>	<i>df</i>	<i>Sig.</i>
Intercept	29.541				Pearson	.591	2	.744
Final	14.182	15.358	2	.000	Devianc	.520	2	.771
<i>Parameter Estimates</i>								
	<i>Estimat</i>	<i>Std. Error</i>	<i>Wal</i>	<i>df</i>	<i>Sig.</i>	<i>LB of CI</i>	<i>UB of CI</i>	
Threshold	-5.584	1.389	16.1	1	.000	-8.306	-2.862	[Family Satisfaction=
d	-.699	1.225	.325	1	.568	-3.099	1.702	[Family Satisfaction =
Location	<b>-4.934</b>	1.418	12.0	1	<b>.001</b>	-7.714	-2.153	[FWE=3.00]
	<b>-3.667</b>	1.364	7.22	1	<b>.007</b>	-6.340	-.994	[FWE=4.00]
	0 <sup>a</sup>	.	.	0	.	.	.	[FWE=5.00]

a. This parameter is set to zero because it is redundant.

Similarly, for Model 10, the women were likely to give lower score for family satisfaction achieving somewhat as well much FWE than those who could achieve a great deal. The corresponding odds ratios were  $\exp(-4.934)$  and  $\exp(-3.667)$  respectively expressing great impact of FWE on family satisfaction (see Table 7). Thus, Hypotheses 10 stating FWE positively predicts family satisfaction was also supported by this result.

From model 11 and model 12, it can be concluded that neither WFE nor FWE had any considerable influence on life satisfaction of the female school teachers as the corresponding coefficients were not significant at all (see Table 8). Therefore, Hypothesis 11 and 12 stating WFE and FWE positively predicts life satisfaction respectively were not supported by the study results.



**Table 8: Ordinal regression model of WFE and FWE on life satisfaction**

<b>Model 11:</b>								
<i>Model Fitting Information</i>					<i>Goodness-of-Fit</i>			
	<i>-2 Log</i>	<i>Chi-Square</i>	<i>df</i>	<i>Sig.</i>		<i>Chi-</i>	<i>df</i>	<i>Sig.</i>
Intercept	11.107				Pearson	.000	0	.
Final	9.804	1.304	2	.521	Devianc	.000	0	.
<i>Parameter Estimates</i>								
	<i>Estimat</i>	<i>Std. Error</i>	<i>Wal</i>	<i>df</i>	<i>Sig.</i>	<i>LB of CI</i>	<i>UB of CI</i>	
Threshold [Life Satisfaction= 3.00]	1.479E-	1.414	.000	1	1.00	-2.772	2.772	
Location [WFE=3.00]	.490	1.444	.115	1	.735	-2.340	3.320	
[WFE=4.00]	4.065E-	1.451	.000	1	1.00	-2.844	2.844	
<b>Model 12 :</b>								
<i>Model Fitting Information</i>					<i>Goodness-of-Fit</i>			
	<i>-2 Log</i>	<i>Chi-Square</i>	<i>df</i>	<i>Sig.</i>		<i>Chi-</i>	<i>df</i>	<i>Sig.</i>
Intercept	11.036				Pearson	.000	0	.
Final	10.010	1.026	2	.599	Devianc	.000	0	.
<i>Parameter Estimates</i>								
	<i>Estimat</i>	<i>Std. Error</i>	<i>Wal</i>	<i>df</i>	<i>Sig.</i>	<i>LB of CI</i>	<i>UB of CI</i>	
Threshol [Life Satisfaction= 3.00]	-.693	1.225	.320	1	.571	-3.094	1.707	
Location [FWE=3.00]	-.197	1.271	.024	1	.877	-2.687	2.294	
[FWE=4.00]	-.613	1.257	.238	1	.626	-3.077	1.851	
[FWE=5.00]	0 <sup>a</sup>	.	.	0	.	.	.	.

a. This parameter is set to zero because it is redundant.

## 5. Discussion

The purpose of the study was to investigate how WFC and WFE are related to job satisfaction, family satisfaction and life satisfaction, and to present a model that incorporated both WFC and WFE with these various types of satisfaction. As posited before, WFC and WFE both are bi-directional. Thus the study tested hypotheses from both the directions. The finding of the current study suggested negative prediction of job satisfaction by FWC, but the study could not provide any evidence for WFC's negative prediction for job satisfaction. Thus this finding is not consistent with the previous researches conducted on WFC and job satisfaction (Allen, Herst, Bruck & Sutton 2000; Kossek & Ozeki, 1998), where WFC was found to be strongly negatively related with job satisfaction. As both the family and work domains are interrelated, problems in one domain may create problems in another domain, thus creating dissatisfaction in terms of job. This is obvious because in case of FWC, work responsibilities are constrained by family responsibilities and activities, which may hamper the job performance. Thus it may diminish the level of satisfaction one assumes from job.

## **Tabassum, Jahan & Rahman**

According to the current study results, WFC and FWC negatively predict family satisfaction of the female school teachers. This finding was consistent with the past researches conducted on various groups of working men and women (Byron 2005; Kossek & Ozeki 1998; Perrone, Aegisdottir, Webb & Blalock 2006; Wayne, Musisca & Fleeson 2004). This finding may be usual as family interference in work can reduce the job productivity and job satisfaction. If an individual is not satisfied in terms of the career or job, the problems at work will have a negative impact on family satisfaction. As work and family, these two domains are interrelated and success of one domain is dependent on the success of another domain, both WFC and FWC may have a negative impact on family satisfaction.

In the current study, FWC could not predict life satisfaction negatively, whereas WFC predicts life satisfaction negatively. This finding was different from the previous study findings (Netemeyer et al. 1996; Carlson & Kacmar 2000; Higgins, Duxbury & Irving 1992), where life satisfaction was negatively predicted by WFC as well. It is expected that WFC would lessen life satisfaction due to dissatisfaction in terms of both work and family.

In terms of enrichment, both directions (WFE and FWE) were found to positively predict job satisfaction, which was consistent with previous study results (McNall, Nicklin & Masuda 2009; Greenhaus & Powell 2006; Aryee, Srinivas & Tan 2005). Resources from work domain can enhance family domain and resources from family domain can enhance the work life. That's why these positive spillovers can encourage the individual to work with more dedication and enjoyment, which may lead to greater job satisfaction.

According to the current study results, both WFE and FWE positively predict family satisfaction. This was found as consistent with past researches (McNall, Nicklin & Masuda 2009; Greenhaus & Powell, 2006; Wayne, Musisca & Fleeson, 2004). Family can be a source for strength in work performance, thus in turn it may enhance the family satisfaction with the increased achievement and satisfaction at work. Similarly, success and achievement in work also can be a source of happiness in terms of family life.

Finally, in terms of WFE and FWE's prediction about life satisfaction, the results were not consistent with past researches (McNall, Nicklin & Masuda 2009; Greenhaus & Powell 2006), where life satisfaction was found to be positively related with WFE and FWE. As WFE and FWE were positively related with job satisfaction and family satisfaction, it was expected that life satisfaction would also have a positive relation with WFE and FWE. This happens because work and family can enrich one another through psychological resources, so it is obvious that both directions of WFE would increase life satisfaction.

## **6. Practical Implications**

The study assesses various relationship patterns among WFC, WFE, job satisfaction, marital satisfaction, and life satisfaction. The nature and pattern of the relationships among these variables can be explored from the study in terms of school teachers. At the same time, the school management can have more elaborated idea regarding the nature of WFC and WFE in teaching profession from this study. Therefore, the school management may formulate the work-family policies based on the findings of the

current study. As WFC and WFE can significantly influence job satisfaction and job performance, a collaborative effort of both school management and school teachers is crucial for fostering a family-supportive work environment in the primary schools of Bangladesh. As both WFC and WFE are the basis for life satisfaction, so the current study can be a valuable source of empirical evidences for those practitioners and academicians who deal with the teaching employees.

## **7. Limitations and Future Research Direction**

There are limitations to this study that should be noted. First, a significant limitation is the small sample size that was utilized. Moreover, only few schools from Dhaka city have been included in this study. Thus the findings cannot be generalized. Besides, the sample size is considerably low. Therefore, future research should be conducted on a larger scale by considering more schools from all over Bangladesh to authenticate the relationship between social support and WFC among the female teachers. Second, to determine the sample size and respondents statistically accepted techniques should be utilized. Third, the inferences drawn from this study are limited by self-report data and cross-sectional characteristics of the data.

## **8. Conclusion**

The study was conducted to test the relationships of WFC and WFE with various types of satisfaction encountered by the female school teachers of Bangladesh. It was found that FWC negatively predicts job satisfaction, both WFC and FWC negatively predict family satisfaction, and WFC negatively predicts life satisfaction. It was also explored that both WFE and FWE positively predict job and family satisfaction. As teaching is pre-dominantly considered as a feminine profession, school management usually hires female teachers more. Due to the intensifying globalization, various types of job opportunities are currently available in our country. Thus women now have several career alternatives besides teaching. With this emerging trend it is becoming a challenging task for the schools to retain its female employees. Therefore the current study not only contributes to the scholarly arena, but also it offers implications for the school management.

The primary education sector in Bangladesh is dominated by a large number of educated women. This workforce is playing a significant role for economic growth by contributing their knowledge, skills and efforts besides maintaining their family responsibilities. Currently work and family has become an important concern for working women and as well as for their employers, because the causes and consequences of these two domains are interacting for both employees and organizations (Frone 2003). So it is crucial for the practitioners to create a family-supportive workplace that can offer the balance between work and family roles, thus minimizing the inter-role conflict between work and family. In turn it will make the female teachers more satisfied in terms of both job and family and as a result they will contribute more for the growth and development of education sector.

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Appendix

Figure 1: Proposed theoretical model for conflict and satisfaction

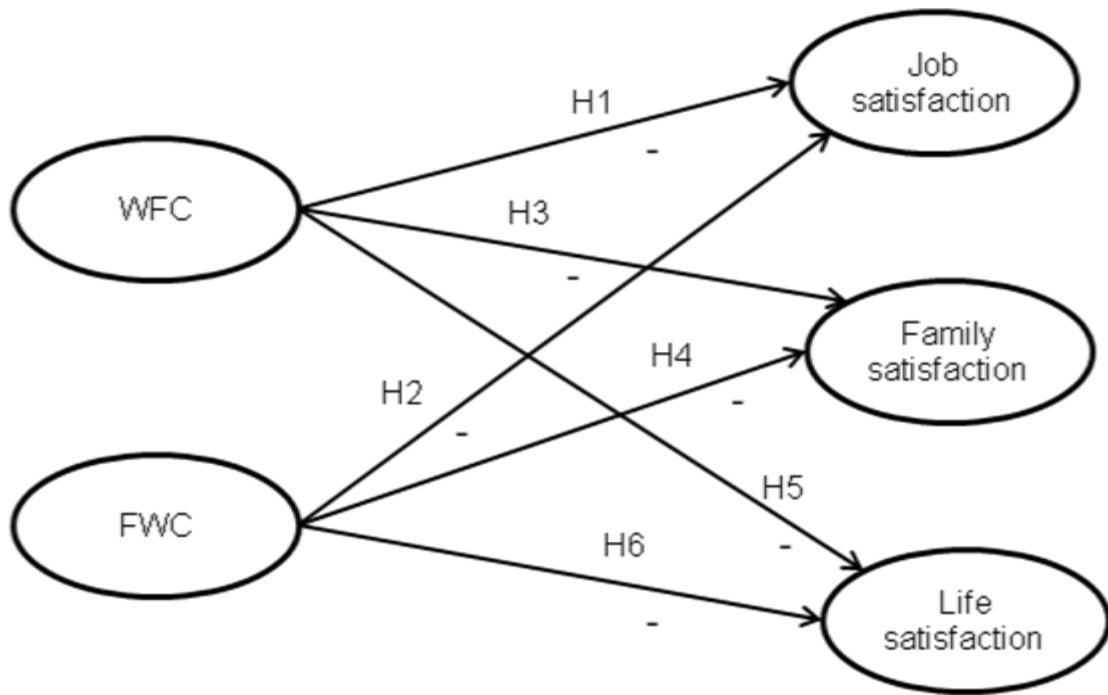


Figure 2: Proposed theoretical model for enrichment and satisfaction

