



***EFFECTS OF WORK-FAMILY CONFLICT, WORK-FAMILY BALANCE
AND SUPPORT ON WELL-BEING OF PRIVATE UNIVERSITY
ACADEMICIANS***

MOHAMMAD MIZANUR RAHMAN

FEP 2019 3



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By

MOHAMMAD MIZANUR RAHMAN

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in
Fulfillment of the Requirements for the Degree of Doctor of Philosophy**

January 2019

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DEDICATION

*Those who have special place in my heart;
My beloved parents.*



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

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January 2019

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Work and family are the two most important domains of employees' lives. Work-Family Conflict (W-FC), Work Family Balance (WFB), Work Family Support (WFS) and Well-being (job, family and life satisfactions) are very crucial to academicians because of experiencing blurred boundary between work and family domains. W-FC is defined as a form of inter-role conflict in which role pressures from the work and family domains are mutually incompatible in some aspects. Considering the assumptions of work family boundary theory, the present study distinguishes the directionality of the W-FC that is work interferences with family is known as Work to Family Conflict (W to FC) which is viewed as a distinct construct from family interferences with work is called Family to Work Conflict (F to WC). Apart from the work family border theory, the Conservation of Resources (COR) theory, has been used to select two variables named WFB and WFS to develop a research model for the study. In order to determine the effects of work-family conflict on well-being; the present study has been segregated into three identifiable parts which are (a) to determine the direct effects of work to family conflict, family to work conflict on well-being (b) to examine whether work family balance mediates the relationship between work to family conflict, family to work conflict and well-being (c) to test the moderating effect of WFS in the relationship between work to family conflict, family to work conflict and well-being. Convenience sampling technique has been adopted to select the sample size while a cross-sectional survey research design method and a self-administered survey questionnaire have been used to collect the data from 386 academicians who work in the private universities in Bangladesh. In this study, the Structural Equation Modeling (SEM) using AMOS and SPSS software are adopted as statistical data analysis tools. Confirmatory Factor Analysis (CFA) was used to determine the fit indices of the structural model which shows the direct effects of work to family conflict, family to work conflict on well-being. Meanwhile, bootstrapping mediation and multi-group analyses using SEM have been used to test the mediation

and moderation effects. The findings of the current study based on the output of the structural model discovered that both directions of work-family conflict have significant negative effect on well-being. However, test of mediation using bootstrapping confirmed that WFB mediates only the relationship between work to family conflict and well-being but not the relationship between family to work conflict and well-being. These findings partially support Conservation of Resources (COR) theory. Finally, the output of multi-group analysis for moderation revealed that WFS does not moderate the relationship between both directions of work-family conflict and well-being. In addition to the theoretical implications, the results of this study suggest that work to family conflict, family to work conflict are negatively related to well-being among the academicians of private universities in Bangladesh. Therefore, higher authorities of private universities should pay more attention to work-family conflict issues because of their detrimental effects on well-being.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

KESAN KONFLIK KELUARGA KERJA, KESEIMBANGAN KELUARGA KERJA DAN SOKONGAN TERHADAP KESEJAHTERAAN DI KALANGAN AHLI AKADEMIK UNIVERSITY SWASTA

Oleh

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Kerja dan keluarga adalah dua domain yang paling penting dalam kehidupan pekerja. Konflik Kerja-Kerja Keluarga (W-FC), Imbangan Keluarga Kerja (WFB), Sokongan Keluarga Kerja (WFS) dan kesejahteraan (pekerjaan, keluarga dan kepuasan hidup) sangat penting kepada ahli akademik kerana mengalami sempadan kabur antara domain pekerjaan dan keluarga domain. W-FC ditakrif sebagai satu bentuk konflik antara peranan di mana tekanan peranan dari domain kerja dan keluarga saling bertentangan dalam beberapa aspek. Memandangkan andaian teori sempadan keluarga kerja, kajian ini membezakan arah W-FC yang merupakan gangguan kerja dengan keluarga (W to FC) yang dilihat sebagai pembinaan yang berbeza daripada campurtangan keluarga dengan kerja (F to WC). Selain daripada teori sempadan keluarga kerja, teori Pemuliharaan Sumber (COR) digunakan untuk memilih dua pembolehubah yang dinamakan WFB dan WFS untuk membangunkan model penyelidikan (hasil proses strain-strain) untuk kajian ini. Untuk menentukan kesan W-FC tentang kesejahteraan; kajian ini telah diasingkan ke dalam tiga bahagian yang boleh dikenalpasti iaitu (a) untuk menentukan kesan langsung W ke FC, F ke WC pada kesejahteraan (b) untuk memeriksa sama ada WFB mengantara hubungan antara W ke FC, F ke WC dan baik - (c) untuk menguji kesan penyederhanaan WFS dalam hubungan antara W ke FC, F ke WC dan kesejahteraan. Teknik sampling kemudahan telah digunakan untuk memilih saiz sampel manakala kaedah reka bentuk penyelidikan kaji selidik rentas dan kajian soal selidik kaji selidik diri digunakan untuk mengumpulkan data daripada 386 ahli akademik yang bekerja di universiti swasta di Bangladesh. Dalam kajian ini, Pemodelan Persamaan Struktur (SEM) yang menggunakan perisian AMOS dan SPSS telah digunakan sebagai alat analisis data statistik. Analisis Faktor Pengesahan (CFA) digunakan untuk menentukan indeks yang sesuai dengan model struktur yang menunjukkan kesan langsung W ke FC, F ke WC pada kesejahteraan. Sementara itu, pengantaraan bootstrapping dan analisis pelbagai kumpulan menggunakan SEM digunakan untuk menguji kesan pengantaraan dan

penyederhanaan. Penemuan kajian semasa berdasarkan output model struktur mendapati kedua-dua arah W-FC mempunyai kesan negatif yang signifikan terhadap kesejahteraan. Walau bagaimanapun, ujian pengantaraan menggunakan bootstrapping mengesahkan bahawa WFB hanya mengantara hubungan antara W hingga FC dan kesejahteraan tetapi bukan hubungan antara F hingga WC dan kesejahteraan. Penemuan ini sebahagiannya menyokong teori Pemuliharaan Sumber (COR). Akhir sekali, output analisis multi-kumpulan untuk kesederhanaan mendedahkan bahawa WFS tidak menyederhanakan hubungan antara kedua-dua arah W-FC dan kesejahteraan. Walau bagaimanapun, semua hipotesis kajian ini tidak disokong secara teoritis tetapi bagaimanapun, penemuan kajian ini secara teoritis penting. Di samping implikasi teoritis, hasil kajian ini menunjukkan bahawa W ke FC, F ke WC mempunyai kaitan negatif dengan kesejahteraan di kalangan ahli akademik universiti swasta di Bangladesh. Oleh itu, pihak berkuasa tinggi universiti swasta perlu memberi perhatian lebih kepada isu-isu W-FC kerana kesan buruk mereka terhadap kesejahteraan.

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This thesis was submitted to the Senate of the Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

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LIST OF ABBREVIATIONS

AGFI	Adjusted Goodness of Fit
AMOS	Analysis of a Moment Structures
ANOVA	Analysis of Variance
AVE	Average Variance Extracted
BENBISE	Bangladesh Bureau of Educational Information and Statistics
CB	Covariance Based
CFI	Comparative Fit Index
Chisq	Discrepancy Chi Square
Chisq/df	Chi Square/Degree of Freedom
COR	Conservation Resources Theory
CR	Construct Reliability
DV	Dependent Variable
EFA	Exploratory Factor Analysis
FWC	Family Work Conflict
GFI	Goodness-of-fit Index
IRC	Inter Role Conflict
IV	Independent Variable
MOE	Ministry of Education
NFI	Normed Fit Index
NUB	National University of Bangladesh
OIC	Organization of Islamic Cooperation
PBU	Public University
PLS	Partial Least Squares
PO	Presidential Order
PU	Private University
RMSEA	Root Mean Square Error of Approximation
SEM	Structural Equation Modeling
TLI	Tucker-Lewis Index
WFB	Work Family Balance
WFC	Work Family Conflict
WFRS	Work Family Role Strain
WFP	Work Family Policy
WFS	Work Family Supports
WFT	Work Family Tension
UGC	University Grant Commission

CHAPTER 1

INTRODUCTION

1.1 Background of the research

At present, every matured life has some significant responsibilities and roles relating to both work and life. However, the demands from these responsibilities and roles can be incompatible, which are the causes of inter-sphere conflicts and this inter-sphere conflicts are simply called Work-Family Conflict (W-FC) (Greenhaus & Beutell, 1985). However, W-FC has been previously identified also as Work-Home Conflict (WHC), Work-Family Role Strain (WFRS), Work-Family Tension (WFT) and Inter-Role Conflict (IRC) (Duxbury & Higgins, 1991). Based on the opinion of earlier studies, the outcomes showed that work and family (physically and logically) were considered distinct structures and functionally self-regulating (Parson & Bales, 1955). At that time, the fundamental concept regarding work and family was that work cannot affect family and family cannot affect work. But, this traditional concept was changed by a research output conducted by Katz & Khan (1978). The outcome of that study was that work roles can affect family roles and family roles can affect work roles.

In every given society, apart from the roles as a worker, an employee also has to play different roles such as an ancestor, mother, husband, son or daughter, etc. which are incompatible in many ways and create conflicts within jobs and families (Segado & López Peláez, 2014). However, According to Carlson et al. (2000) W-FC consists of multidimensional concepts which have two directions named Work to Family Conflict (W to FC) and Family to Work Conflict (F to WC) and three forms (time, strain and behavior based conflict). W-FC has been studied in relation to a variety of professions such as nurses, bus drivers, government employees, private employees, female teachers (Burke & Greenglass, 2001). But later, in the year 2000, some researchers (Ahmad, 2007; Anderson et al., 2002) conducted a comparison cross-sectorial studies of W-FC between the academic staffs in tertiary higher education institutions and other professionals. Their findings were that university employees have greater experience of W-FC and more failure to make a balance not only on their family matters but also their working issues due to the unscheduled and excessive work pressures, extensive hours of work, a variety of teaching roles apart from research and administrative duties. Again, universities are also more focusing on research activities and following a principle that is “publish or perish” which creates additional stress on the workloads of academicians (Pillay & Abhayawansa, 2014).

Teaching, especially at the university level is one of the most admired and well respected careers in the entire world. There are claims that teachers are the backbone of the development in any economy, hence, their being referred to as philosophers, with the impact of the teaching profession now agreed and referenced as fundamental to any educational endeavor in life such that its importance is reflected in the upbringing of the students as well as enhancing their ability to become better ambassadors of their

nations (Parma et.al, 2014). Evidences are now available to attest to the fact that the inclusion of information technology by most educational organisations has created room for extended working hours, heavy workloads, and emergence of puzzling jobs that have exerted more pressures on the work-force to be involved in executing various assignments which include evaluation of students' progress, managerial exposures and designing of career paths for the students (Nadeem & Abbas 2009), with the attendant impact of job dissatisfaction which has been responsible for the inconsistency in maintaining the required balance between their personal and job lives.

The teaching profession should be embarked upon not by chance but out of passion (Rahman & Choudhury, 2012). Nevertheless, in the teaching profession, well-being (job, family and life satisfactions) is crucial. If an academician is not satisfied with his or her academic and non-academic (family) activities, he or she may not be happy or not productive in his or her daily lives. Job satisfaction of an academician depends on workloads, working hours, peer relations and the attitudes of the higher authorities (Skaalvik & Skaalvik, 2007; Liu, 2007; Van Houtte, 2006). In a research, it has been identified, that if any individual spends seventy percent of his or her day in the workplace he or she must have job satisfaction (Ahmad, 2008; Fitzgerald, 1972). On the other hand, life satisfaction (first coined by Neugarten in 1961) has an impact on job satisfaction. According to Aşaroglu et al. (2005), life satisfaction means the expectations of an individual from life and the degree to which these expectations are fulfilled. Again, life satisfaction is all about an individual's optimistic feelings regarding one's complete life (Mustafayeva & Bayraktaroglu, 2014). According to Aysan & Bozkurt (2004), life satisfaction is the extent to which an individual achieves the aims that he or she sets for himself or herself. As an academician, life satisfaction is also important. On the other hand, family satisfaction is the extent to which an individual shows the positive attitude towards his or her family life (Bakalim & Karçkay, 2017). If an academician can ensure job, family and life satisfactions, in this study, it has recognised as well-being.

Though, Bangladesh is a developing country but higher education in Bangladesh is possible through either private or public universities. Now, there are 137 universities in Bangladesh. Out of these, 37 universities are public while 97 are private and 3 are international universities (UGC, 2017). Dhaka University is the first public university, which was established in 1921. In comparison with public universities, the concept of private universities is new, with their journey haven started in the early 1990s. Limited enrollment capacity in public universities, political unrest, and excessive study time are the main drawbacks of public universities in Bangladesh. Due to these drawbacks, students prefer to enroll with the private universities. In the early 2000, according to Ashraf et al. (2012), there were only sixteen private universities in Bangladesh and most of them are situated within Dhaka city (Capital city of Bangladesh). Now, the number has already reached ninety seven (UGC, 2017). Undoubtedly, private universities in Bangladesh have a great contribution to the higher education system in Bangladesh and the academicians' are playing vital role to ensure the quality of education. Well educated and highly qualified academicians are not only globally demanded but also essential for the higher education institutions in developing countries like Bangladesh to support the rapid industrialisation within the service sectors (Edwards et al., 2009). Due to the inadequate enrollment capacity of students in

public universities in Bangladesh, the government takes initiatives for the progression and development of the private universities in the country (Jantan *et al.*, 2006). Due to this rapid expansion of private universities as well as their different programs, the academicians have to perform their activities under great pressure and they have to give more attention to their jobs without considering their family responsibilities properly (Ariokasamy *et al.*, 2009). Because of the overload of family and work responsibilities, W-FC is a burning researchable and studied concepts (Byron, 2005).

However, considering the above issues and circumstances, Work Family Balance (WFB) and Work Family Support (WFS) has become important researchable issues in the spheres of work and family. In the 21st century, the creation of proper balance between family and work life is one of the foremost organisational and social matters (Prowse & Prowse 2015; Greenhaus & Parasuraman, 1997). Historically, the views of researchers regarding the WFB was the absence of W-FC. They also believed that work family imbalance arises when one role interferes with another role. Based on the role balance theory (Greenhaus *et al.*, 2003; Marks & MacDermid, 1996) opined that WFB is the degree to which individuals are similarly engaged in and equally satisfied with both work and family roles. As the developed countries have understood the noteworthy influence of both human and organizational lives, so, the popularity of WFB issues are thus increasing (Harrington & Ladge, 2009).

Hafeez (2015) carried out a study on the mutual executive board with respect to 50,000 employees world-wide. The findings of the study revealed that the employees without improved WFB have a second place rating in relation to job element as compare to groups who have exposure for an improved WFB with an aggregate 21% better than the ones that were not involved. Consequently, the primary issue for management is the understanding of the relevance of WFB which constitutes the background required by employees to have fulfilment concerning their roles at work alongside their individual commitments for living. In addition, the personal and professional lives of the work-force are enhanced to guarantee them the expected satisfaction. It is also a known fact that various situations are responsible for the progress made by organisations, of which the employees effective output is one of them and this is evidenced in the WFB being the bedrock for the satisfaction derived on the job by the work-force in the education, banking and other areas of human endeavour. On a closer look, it is agreed that the employees who can maintain a proper balance between professional and individual lives, are likely to experience less job-dissatisfaction and make more effective and substantial contributions towards the achievements of their organisations (Varatharaj & Vasantha, 2012). As a follow up, Subha (2013) lends a voice to assert that a couple of research efforts on WFB have shown that a significant percentage of respondents to a survey have been able to sustain a balance between their professional and individual lives, though it has not been easy to arrive at this level because of the need to make unpalatable decisions with respect to the latter. In effect, the inter-relatedness between job-satisfaction and WFB need to emphasise on the issues involved such that the grey areas can be agreed upon as far as the individual and professional lives are concerned.

On the other hand, WFS can be classified into two categories of formal or informal which are crucial to reduce the W-FC. The formal support covers contributory support in the form of different Work–Family Policies (WFP) such as flexible working hours and parental leave (Behson, 2005), while the informal supports indicate the emotional or psychosocial support received from supervisors and coworkers. Emotional or psychological support has several names such as family-supportive organizational perceptions (Allen, 2001), or supportive work–family culture (Mauno et al., 2012; Mauno, 2010; Dikkers et al., 2007). However, both formal and informal supports have positive outcomes such as lower W-FC and higher employees’ well-being (Kossek et al., 2011; Michel et al., 2010). So, the recent researchers have already started to pay more attention to WFS which has positive effects on employees’ well-being (Allen et al., 2014; Blanch & Aluja, 2012).

Finally, teaching needs more mental satisfaction, commitment and loyalty than the physical contribution. Recent study conducted by Rahman & Chowdhury (2012) found that a good number of qualified students enroll themselves in the teaching profession but due to some of the problems like job dissatisfaction, lack of financial benefits, administrative bureaucracy, academicians switch their jobs. Not only that, recent research conducted by Akkas et al. (2015) and found W-FC is a new issue for which academicians are not satisfied. Though the concept of W-FC is comparatively not a new concept in the context of developed countries but in terms of Bangladesh as developing country, still, it is a new and burning researchable issue. Thus, the study intends to conduct an investigation on the academicians of private universities in Bangladesh in relation to W-FC, WFB, WFS and well-being.

1.1.1 Overview of educational sector in Bangladesh

As per the statistics of the Ministry of Finance Division (Bangladesh), 2016, the total population of Bangladesh is 163,900,501. However, Education is the backbone of a nation and in considering this motto, Bangladesh is trying to make education available to the general public and also formulates several policies for education such as “Education for All” regardless of sex and classes. The overall education system of Bangladesh is shown as below in a Figure 1.1.

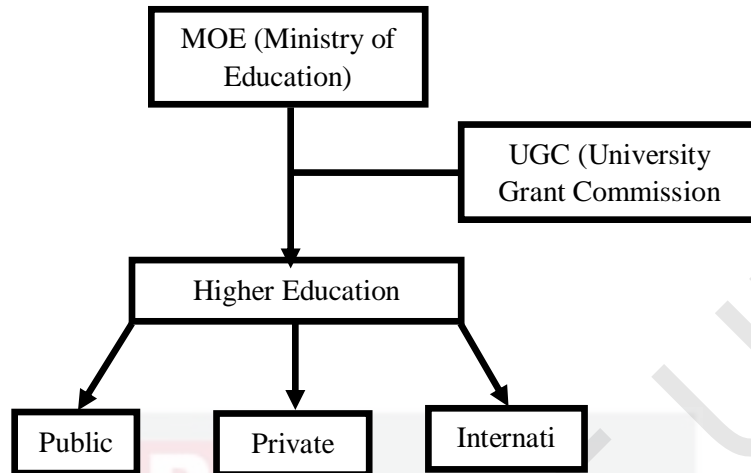


Figure 1.1 : Overview of Educational Industry in Bangladesh
 (Source: Author's own creation following MOE, Bangladesh, 2017)

In Bangladesh, higher education is possible through either universities or the affiliated colleges of the university (National University of Bangladesh). From the above figure 1.1, it can be seen that universities in Bangladesh are mainly classified into three types: First, public universities which are operated and subsidised by the government. Second, private universities and third, international universities which are operated and funded by an international organisation such as Organisation for Islamic Cooperation (OIC). But, all of these universities must be registered with the University Grant Commission (UGC) which was created following the Presidential Order (PO.No 10 of 1973) of the government of the People's Republic of Bangladesh. The name of the first public university in Bangladesh is "Dhaka University" which was established in 1921. Before the establishment of Dhaka University, for completing the higher education, the people of East Bengal (Bangladesh) had to go to the University of Calcutta, India. After the establishment of Dhaka University, the second public university Rajshahi University, was established in 1953. At present, in Bangladesh, there are 37 public universities (UGC, 2017). After gaining independence in 1971, all of the educational institutions (primary, secondary and higher education) were dominated and controlled by the public sector (Ashraf, 2012). Later, in the 1980s, the tertiary level education of Bangladesh as a whole found a melodramatic rising trend to fulfill the social demand of the citizens. But, due to the financial and structural constraints, the government of Bangladesh could not afford to establish new higher educational institutions (Ashraf, 2013). Finally, in the 1990s, the parliament voted for the passage of a bill for the establishment of private universities in Bangladesh to fulfill the demand of higher education (Alam et al. 2011). Currently, there are ninety seven private universities in Bangladesh (UGC, 2017). During the last two decades, the development and growth of private universities had been rapid (Rahman & Chowdhury, 2012). As the private universities are consistently growing, the numbers of faculty members or academicians and students are also growing. The recent statistics of academicians and students of public and private universities are given in Table 1.1 below.

Table 1.1 : Number of academicians and students of public and private universities in Bangladesh

Type of University	No. of University	Teachers	Students
Public	37	12414	493110
Private	97	13905	379781
Total	134	26319	872891

(Source: BENBIS, 2016)

From the above statistics, it has been seen that the academicians of private universities have exceeded the number of academicians of public universities. And, in each of the years a remarkable number of graduates (local and abroad) are coming into the teaching profession in the private universities. Though, it is a remarkable achievement, but due to high turnover rate of faculty and administrative staffs compared to public universities, the development of private universities is not free of the worries (Ashraf & Joarder, 2009). This statement is also supported by Rahman & Chowdhury (2012) who stated that due to some constraints like job dissatisfaction, excessive working load, role ambiguity, lack of financial benefits, and 31% of the academicians switch to other professions. From the previous research it has been identified that excessive workloads, role ambiguity, dual roles, lack of autonomy, lack of financial benefits are the major constraints of job dissatisfactions of academicians of a private universities in Bangladesh (Ashraf, 2012). Therefore, W-FC, WFB, WFS and well-being become very significant to the whole body of the current study.

1.2 Statement of the problem

Several types of studies have been conducted on W-FC across the different countries and cultures and the findings confirmed that high level of W-FC has a noteworthy effect on employees as well as organisations. Increased rate of switching job, parental suffering, reduced job satisfaction, organisational commitment, and family dissatisfaction are the main consequences of W-FC (Beutell, 2010). Not only that, W to FC and F to WC have negative influence on organisational and individual outcomes (Judge et al., 2006; Grandey et al., 2005; Netemeyer et al., 2004). In addition, it has been reported that both forms of W-FC (W to FC and F to WC) are negatively related to job and life satisfactions (Karatepe & Sokmen, 2006), family satisfaction, and well-being (Kinnunen et al., 2010; Lu et al., 2010). Previous literatures showed that if the work or family is treated as the source of the interference, it is very possible for an individual to experience a negative attitude regarding his or her job, which is the cause of lower job and family satisfactions (Beutell, 2010).

On a world-wide basis, teachers have been acclaimed to have contributed positively in terms of increasing the standard of the level of education. Sadly enough, the many negative results experienced by the teachers in the process of discharging their duties have been on the increase due to burnout because of the lack of preference for the dual (work and family) important platforms (Brouwers et al., 2011; Kinman et al., 2011). In order to further substantiate the earlier views, Schaufeli & Taris (2014) refer to a large epidemiological study embarked upon among 12,000 Dutch workers with the outcome

that the highest levels of burnout are linked with teachers and those who possessed higher education. In a like manner, Mukundan & Ahour (2011) as well as Kinman et al. (2011) also quoted many studies that associated a higher level of stress with the teaching profession when compared with those in the human service-related jobs. Since various researches have proved that burnout can be associated with job strains that are traceable to poor job performance and poor psychological and physical health of workers the degree of anxiety expressed has been enlarged (Fernet et al., 2012; Brouwers et al., 2011).

W-FC is a contemporary issue and many studies have been carried out on many professionals like school teachers (Kirchmeyer & Cohen, 1999), nurses (Burke & Greenglass, 2001), lawyers (Cinamon & Rich, 2002), probation and parole officers (Boles et al., 2001), hospitality managers (Perrewe et al., 1999), and civil servants (Stoeva et al., 2002). However, there objectives of conducting these studies were to get a clear idea on the antecedents of W-FC in higher educational sectors where the common practices are work overload, unscheduled work load, long working hours, diversity of teaching and research roles. After comparing the W-FC between the people who are employed in higher educational sectors and other sectors by cross-sectoral studies, the results constantly show that most of the times people who are employed in the universities are experiencing not only greater work/family imbalance but they also have a negative perception about balancing this work family phenomenon. (Pillay et al., 2013; Anderson et al., 2002).

In the life of the academia, the issue that is of relevance is how the faculty members can be able to maintain a balance between their academic and individual lives. This is buttressed in a survey carried out by a Higher Education Research Institute in the USA with the submission that a mere 32% of the members of the faculty supported the view that a resounding sustenance had been achieved between their individual and academic lives. In addition, the Human Resource Department (USA) provides a statistics which shows that employee medical rate was increased by 18% in 2015 in comparison to 2014, and academic turnover increased from 16.2% to 20.3% in 2015. Furthermore, the retention intention rate of administrative staff recorded was 59% whereas academic staffs stands at 35% in the same period. According to Darcy et al. (2012), despite the various studies involved in ascertaining the capabilities of the university community at settling and sustaining W-FC issues, it has been discovered that such efforts have been concentrated on the western world or nations. Yet, the impact of W-FC on many individual and organisational results among university academicians is relatively unexplored, particularly in the context of developing countries like Bangladesh, India, and Malaysia. Studies have also revealed that there is a significant correlation between job satisfaction, life satisfaction and employees' overall well-being (Ahuja et al., 2007; Perrone et al., 2007; Lent & Brown, 2006; Avşaroğlu, Deniz & Kahraman, 2005; Keser, 2005). In the following paragraph, the gaps in relation to earlier models and literatures are shown as a Table.

Table 1.2 : Gaps in literatures (global) based on previous models

Authors	Contributions	Gaps
Greenhaus & Beutell (1985).	Emphasised on six reasons for the generation of W-FC.	Relationships
Frone et al, (1992).	Showed the distinction between W to FC and F to WC.	Relationships
Parasuraman et al. (1996).	Predicted that the relationship between W to FC & F to WC was reciprocal.	Direct and indirect effects
Beutell & Witting-Berman, (1999)	W-FC was included as intervening variables between predictors (antecedents) & outcomes (satisfaction).	Moderating variable
Byron's (2005)	Found that work factors are more strongly related to W to FC and family factors are more strongly related to F to WC.	Indirect effect
Michel, Kotrba, Mitchelson & Baltes, (2011)	Showed the antecedents of W to FC and F to WC.	Indirect effects
Greenhaus & Allen, (2011), (Murugan & Jacob, 2015).	The relationships among work family balance, work family conflict and satisfactions (job, family and life).	Moderating and mediating variables.

Table 1.3 : Gaps in literatures (Bangladesh) based on previous models

Authors	Variables		Area of the study	Gaps
	Dependent	Independent		
Rajidul, (2015)	Organizational performance	WFC	Government & private organization personnel.	Indirect effects using mediating and moderating variables.
Rahman et al, (2015)	Satisfaction	Antecedents of WFC	Dual career couples.	
Akkas et al, (2015)	Job satisfaction	Antecedents of WFC	Female employees in Bangladesh.	
Zaman et al, (2014)	Conceptual research paper		Employees Bangladesh.	
Uddin et al,(2013)	Work Family Balance	Demographic variables	Female teachers of private education institutions of Bangladesh.	
Sayeed et al,(2011)	Conceptual research paper		Women managers in Dhaka.	

After a critical evaluation of the Table 1.2 and Table 1.3, it was found that most of the authors have focused on only direct effects of W-FC on outcome variables, but, less attention has been emphasised on finding out the indirect effects using mediating and moderating variables. Based on previous studies, it has also been identified that WFB and WFS plays significant roles to mitigate W-FC and ensure well-being. All of these previous studies conducted are based on the developed country's perspectives. However, to the best of the knowledge applicable in this study, WFB and WFS have not been tested as a mediator and moderator in the same model to ensure the well-being of employees from the context of perspective of Bangladeshi. In this circumstance, the fundamental objective of this study is to test the mediation effects of WFB and the moderation effects of WFS on the relationship between W-FC and well-being of academicians of private universities in Bangladesh.

1.3 Research questions

Research questions identify the abstract concepts and help to find out the constructs and variables (Perry, 2001). Hence, the following seven research questions have been formulated in order to provide the direction for the study.

1. What is the extent of the effects of both directions of W-FC (W to FC and F to WC) on the well-being of academicians of private universities in Bangladesh?
2. What is the extent of the effect of WFB on the well-being of academicians of private universities in Bangladesh?
3. Does WFB mediate the relationship between both directions of W-FC (W to FC and F to WC) and the well-being of academicians of private universities in Bangladesh?
4. Does WFS moderate the relationship between both directions of W-FC (W to FC and F to WC) and the well-being of academicians of private universities in Bangladesh?

1.4 Objectives of the study

The fundamental objective of this study is to find out the effects of WFB and WFSs on the relationship between both directions of W-FC (W to FC and F to WC) and well-being of academicians of private universities in Bangladesh. In other words, the present study also examines the extent to which these research variables (W to FC, F to WC, WFS and WFB) predict the levels of well-being of academicians of private universities in Bangladesh. In order to fulfill the fundamental objective, the following seven specific objectives are given below:

1. To investigate the effects of W to FC on well-being of academicians of private universities in Bangladesh.
2. To examine the effects of F to WC on well-being of academicians of private universities in Bangladesh.

3. To evaluate the effects of WFB on well-being of academicians of private universities in Bangladesh.
4. To test the mediation effect of WFB on the relationship between W to FC and well-being of academicians of private universities in Bangladesh.
5. To test the mediation effect of WFB on the relationship between F to WC and well-being of academicians of private universities in Bangladesh.
6. To test the moderating effect of WFSs in the relations to W to FC and well-being of academicians of private universities in Bangladesh.
7. To investigate the moderating effect of WFSs in the relations to F to WC and well-being of academicians of private universities in Bangladesh.

1.5 Scope of the study

This study mainly covers a discussion on the effect of WFC and support on the relationship between W-FC and well-being. In this study both directions of W-FC (W to FC and F to WC) have been considered and both the work and family supports have been combined as WFS to avoid the over complexity of the research model. The scope of this study has also focused on the academicians of private universities in Bangladesh. Apart from the direct effects of the research variables, this study has also emphasised on the indirect effects using mediating and moderating variables.

1.6 Motivations of the study

Conventional employers expect more and effective output from employees which is hampering the employees' personal quality of life, even, destroying the job, family and life satisfactions (De Cenzo & Robbins, 2007). Academicians are not free from this principle. Specifically, in Bangladesh, the academicians of private universities have to work under huge stress considering their family responsibilities (Rahman & Chowdhury, 2012) which reduce the job and family satisfaction as well employees' well-being. According to Darcy et al. (2012), despite the various studies involved in establishing the abilities of the university communal at settling the W-FC issues, but, most of such efforts have been focused on the western and individualistic nations, while, less attention has been given to examine the impact of W-FC on many individual and organisational results among university academicians is relatively unexplored, particularly in the context of developing and collectivists country like Bangladesh. Hence, it motivates the researcher to examine the effects WFB and WFS on the relationships between both directions of W-FC and well-being of academicians of private universities in Bangladesh.

1.7 Significance of the study

In the following sub-sections, both practical and theoretical significance are highlighted.

1.7.1 Practical significance

This study is practically significant because it has highlighted some essential antecedents which are related to W-FC that reduce the well-being of academicians of private universities in Bangladesh. The findings may further help the UGC (University Grant Commission) and the higher level authority of the various private universities in Bangladesh to examine the existing W-FC matters of academicians and how they can be mitigated to create a balance in their work and family domains. In addition, the study will recommend some significant adoptable policies and strategies for minimising the W-FC with respect to the academicians of private universities in Bangladesh.

1.7.2 Theoretical significance

1. To encompass the existing body of knowledge on the W-FC which is exactly interrelated with the settings of the private higher education in Bangladesh.
2. The findings of the study will contribute more substantial knowledge regarding WFC, WFB, WFS and well-being with respect to Work Family Border Theory and Conservation of Resource Theory.
3. The outcomes of this study may be adopted by the researchers in other developing countries to know their own W-FC related pictures and also provide basis for comparison with the developed countries in order to have a better understanding of the W-FC issues among the academicians of private universities.

1.8 Operational definitions of the key terms

1.8.1 Well-being

The concept of well-being is not a recent issue but still indefinite with no universal and recognised definitions. Nevertheless, it is very difficult even in some cases to evaluate the measure of well-being on an individual. However, forthrightly speaking, measuring well-being in some cases is subjective or objective in others (Van Hoorn, 2007; McGillivray & Matthew, 2006). In case of objective category, well-being can be measured by some apparent indicators such as, economic, social, and environmental statistics. On the other hand, from the subjective perspective, people's feelings and real experiences are directly observed through the ordinal measures. From the aforementioned discussion, in this study, subjective well-being has been conceptualised in relation to three elements, (1) life satisfaction (2) job satisfaction and (3) family satisfaction (Achour et al., 2015).

1.8.2 Work - Family Conflict (W-FC)

Work and family, are both extraordinary crucial domains of most men and women living in any society. These highly demanding nature of the two domains sometimes come up with the conflicting relations, which is known as W-FC(Greenhaus & Beutell, 1985). It is quite difficult to perform all of the responsibilities in any domain after fulfilling the obligation of another domain. Nowadays, researchers have started to measure the levels of work/family conflict using bi-directional conceptualisation for people's better understanding.

1.8.2.1 Work to Family Conflict (W to FC)

In this study, Work to Family Conflict (W to FC) is depicted as work domain stressors which create hindrances to the performance of family responsibilities; or effectively busy at work that reduces the availability of the resources (time, commitment and involvement) required for family undertakings (Michel et al., 2010 ; Major & Germano, 2006).

1.8.2.2 Family to Work Conflict (F to WC)

Family to Work Conflict (F to WC), on the contrary, can be illustrated when the participation in family role appears more complex than participation in the work role or utilisation of resources (time, duty and inclusion) for family life that confines their engagement at work (Michel et al., 2011; Breaugh & Frye, 2007).

1.8.3 Work Family Balance (WFB)

In this study, WFB delineates one's individual observation about good management in between the relationship of work and family roles and the relationships are compatible and equilibrium in nature (Blazovich et al., 2013; Greenhaus et al., 2003). In this sense, it can be easily stated that WFB construct is a social construct not psychological construct. Similarly, the measures were very surprisingly from work-family conflict and work-family improvement measures or fulfillment measures (Duxbury & Higgins, 2003).

1.8.4 Work Family Support (WFS)

In this study, WFS represents supports from both sources (work and family) such as the management, the immediate supervisor, coworkers, role management, parents, partner, friends and relatives (Michel et al. 2011; Allard et al., 2011).

1.9 Structure of the thesis

This segment represents the overall structure of the study. This thesis follows a systematic structure which consists of six chapters including introduction, literature review, methodology, analyses and findings, discussion of findings and finally conclusion and recommendations. This part also delivers a summary or an overview of every chapter. The fundamental objective is to provide an overview of each of the chapters such that the readership can understand the contents of each chapter without reading the whole thesis.

Chapter 1 : Introduction

This chapter focuses mainly on the background of the research, problem statement, research questions and research objectives. In addition, significance of this research is also presented in this chapter. Finally, the key terms of this research are briefly discussed followed by an outline of the structure of the overall thesis.

Chapter 2 : Literature review

In this thesis, the literature review chapter is classified into two parts which are (a) conceptual literature review (b) empirical literature review. This chapter starts with the definitions of well-being and the indicators of well-being as a dependent variable. The indicators of well-being are further classified into major components, namely (1) life satisfaction (2) job satisfaction and (3) family satisfaction (Achour et al., 2015). After the discussion about well-being, this chapter presents both directions of W-FC (W to FC and F to WC) as independent variables. This chapter also dwelled on WFB as a mediating variable and WFS as moderating variable. Theoretical background including two theories (work family border theory and conservation of resources theory) are discussed to formulate a theoretical framework. In relation to theoretical framework, the empirical literatures are used to determine the relationships among the variables. In addition, the mediating effect of WFB on the relationship between W to FC, F to WC and well-being are highlighted. Finally, the moderating effects of WFSs in the relationship between W to FC, F to WC and well-being were discussed.

Chapter 3 : Research framework and hypotheses development

This chapter shows the overall procedures of the formulation of research framework and seven hypotheses in relation to the objectives of this study with the support of necessary literatures.

Chapter 4 : Methodology

This chapter deliberates on the methodology which is implemented to predict of each research variables of the research model. Following the previous literatures and incorporating suggestions from experts, a self-report questionnaire is designed to conduct the study. The questionnaire is classified into three major parts which include (1) demographic (2) work-family issues (3) main research variables (independent, dependent, mediating and moderating). The survey questionnaire was first pre-tested on ten senior academics and pilot tested based on 65 respondents before the final

distribution of the questionnaire to the participants (academicians of private universities in Bangladesh). Sampling frame, sample size, statistical tools and techniques are also deliberated upon in this chapter. Finally, the detailed procedure of ethical consideration is also discussed.

Chapter 5 : Analyses and findings

This chapter started with the preliminary analysis considering the data screening and cleaning which consisted of checking the accuracy of data entry and identifying the missing data alongside the outliers and normality tests of the data. After completing the preliminary analysis, the final analysis started with the descriptive and correlation analysis. In order to test the formulated hypotheses, the Structural Equation Modeling (SEM) technique is applied. In addition, mediation model using bootstrapping has been applied to test the mediation effects of WFB on the relationship between W to FC, F to WC and well-being. Finally, a multi-group analysis is conducted to test the moderation effect of WFS in the relationship between W to FC, F to WC and well-being.

Chapter 6 : Discussion of findings

This chapter reviews the key findings of this study relating to the research questions and objectives. At the initial stage of this chapter, the direct effects of W to FC, F to WC on well-being are highlighted. After considering the direct effect, the mediation and moderation effects are also discussed in this chapter.

Chapter 7 : Conclusions and recommendations

This chapter focused on the concluding part of this thesis which includes both theoretical and practical contributions, limitations and area of further research in this study. Finally, some recommendations are also offered.

1.10 Chapter summary

The introductory chapter of this study provides the background of the research along with existing problem (problem statement) of the world and specifically the academicians of private universities of Bangladesh. This chapter also covers the significance of the study, justification for the selection of private universities in Bangladesh. Based on the problem statement, the study also developed the research questions and sets the fundamental and specific objectives in this chapter.

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