



UNIVERSITI PUTRA MALAYSIA

**MEDIATING ROLE OF WORK-FAMILY ENRICHMENT IN
RELATIONSHIPS BETWEEN INDIVIDUAL, JOB, AND
ORGANIZATIONAL FACTORS, AND JOB SATISFACTION AMONG
TEACHERS**

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FPP 2013 20



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By

NG SWEE FUNG

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfilment of the Requirements for the Degree of Master of Science**

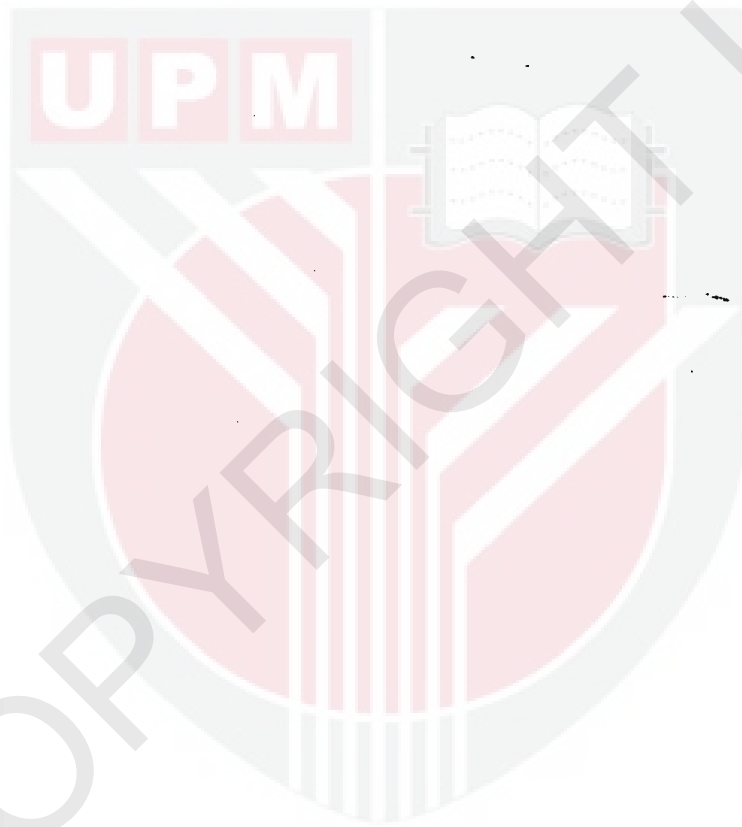
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DEDICATION

This thesis is dedicated to:

My grandmother, Tan Kim Hua (1917 – 2005);

My parents, my husband and my son; and

My mentor, Leong Yoke Peng

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Master of Science

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April 2013

Chairperson : Professor Aminah Ahmad, PhD

Faculty : Educational Studies

Studies on job satisfaction have focused mainly on the direct relationships of antecedent factors on job satisfaction. However, few studies have focused on the role of work-family enrichment as a mediator. Therefore, it is timely and necessary to examine the role of work-family enrichment acting as a mediator in the relationships between individual, job and organizational factors, and job satisfaction of school teachers, using the theory of conservation of resources, the model of work-family enrichment and the social exchange theory. The specific objectives of the study are to determine (i) the relationships between individual factors (optimism, self-efficacy) and work-family enrichment, and job satisfaction (ii) the relationships between job factors (job autonomy, job involvement) and work-family enrichment, and job satisfaction; (iii) the relationships between organizational factors (supervisor support, co-worker support) and work-family enrichment, and job satisfaction; (iv) the role of work-family enrichment as a mediator of the relationships between individual factors, job factors and organizational factors, and job satisfaction.

Teachers are chosen because teaching is one of the biggest professions in Malaysia and teachers are very influential in the education of students. This study was conducted on teachers from secondary schools in the Bangsar Zone, Kuala Lumpur Federal Territory. Data were gathered from 280 secondary school teachers through the drop and collect method using self-administered questionnaires. The data were analyzed using structural equation modeling (SEM) technique which enables the testing of multiple relationships simultaneously. The findings revealed that there were significant positive relationships between self-efficacy, job autonomy, job involvement and co-worker support with work-family enrichment. Work-family enrichment, self-efficacy, job autonomy, job involvement and co-worker support were significantly positive related to job satisfaction. The findings also revealed that work-family enrichment mediated the relationships between self-efficacy, job autonomy, job involvement and co-worker support, and job satisfaction. However, work-family enrichment did not mediate the relationships between optimism and supervisor support, and job satisfaction. The findings of the study contribute to the body of knowledge on employees' behavior by providing a mediation model which includes work-family enrichment to understand further the phenomenon of job satisfaction. The findings also serve as evidence that the individual factor, namely self-efficacy, job factors that encompass job autonomy and job involvement, and support from co-workers as well as the experience of work-family enrichment can increase the level of job satisfaction. Schools may need to focus on work-family enrichment as the mechanism to promote job satisfaction among teachers.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sains

**PERANAN PENGANTARA PENGAYAAN KERJA-KELUARGA DALAM
HUBUNGAN ANTARA FAKTOR INDIVIDU, KERJA, DAN ORGANISASI,
DAN KEPUASAN KERJA DALAM KALANGAN GURU**

Oleh

NG SWEE FUNG

April 2013

Pengerusi : Profesor Aminah Ahmad, PhD

Fakulti : Pengajian Pendidikan

Kebanyakan kajian berkenaan kepuasan kerja lebih tertumpu kepada kesan faktor antededen secara langsung kepada kepuasan kerja. Walau bagaimanapun, kurang terdapat kajian yang memberi penekanan pada peranan pengayaan kerja-keluarga sebagai pengantara. Oleh itu, adalah bertepatan dan perlu untuk mengkaji peranan pengayaan kerja-keluarga sebagai pengantara bagi hubungan antara faktor individu, kerja dan organisasi, dan kepuasan kerja dalam kalangan guru sekolah dengan menggunakan teori *conservation of resources*, model pengayaan kerja-keluarga dan teori *social exchange*. Objektif khusus kajian adalah untuk menentukan (i) hubungan antara faktor individu (optimisme, efikasi sendiri) dan pengayaan kerja-keluarga, dan kepuasan kerja, (ii) hubungan antara faktor kerja (autonomi kerja, penglibatan kerja) dan pengayaan kerja-keluarga, dan kepuasan kerja; (iii) hubungan antara faktor organisasi (sokongan penyelia, sokongan rakan sekerja) dan pengayaan kerja-keluarga, dan kepuasan kerja; (iv) peranan pengayaan kerja-keluarga sebagai pengantara bagi hubungan antara faktor individu, faktor kerja dan faktor organisasi, dan kepuasan kerja.

Guru dipilih kerana mengajar merupakan salah satu profesion terbesar di Malaysia dan guru sangat berpengaruh dalam pendidikan murid. Kajian telah dijalankan ke atas guru-guru sekolah menengah dari Zon Bangsar, Wilayah Persekutuan Kuala Lumpur. Data dikumpul daripada 280 orang guru sekolah menengah melalui kaedah hantar dan kutip dengan menggunakan borang soal selidik. Data telah dianalisis dengan menggunakan teknik *structural equation modeling* (SEM) yang membolehkan pelbagai perkaitan diuji secara serentak. Hasil kajian menunjukkan bahawa terdapat perkaitan positif yang signifikan antara efikasi sendiri, autonomi kerja, penglibatan kerja dan sokongan rakan sekerja, dan pengayaan kerja-keluarga. Pengayaan kerja-keluarga, efikasi sendiri, autonomi kerja, penglibatan kerja dan sokongan rakan sekerja menunjukkan perkaitan positif yang signifikan dengan kepuasan kerja. Hasil kajian juga menunjukkan pengayaan kerja-keluarga memainkan peranan sebagai pengantara bagi hubungan antara efikasi sendiri, autonomi kerja, penglibatan kerja dan sokongan rakan sekerja, dan kepuasan kerja. Walau bagaimanapun, pengayaan kerja-keluarga tidak berperanan sebagai pengantara bagi hubungan antara optimisme dan sokongan penyelia, dan kepuasan kerja. Hasil kajian ini menyumbang kepada bidang pengetahuan tentang tingkah laku pekerja dengan menyediakan model pengantaraan yang mengambil kira pengayaan kerja-keluarga untuk lebih memahami fenomena kepuasan kerja. Hasil kajian juga telah membuktikan bahawa faktor individu iaitu efikasi sendiri, faktor kerja iaitu autonomi kerja dan penglibatan kerja, dan sokongan rakan sekerja serta pengalaman pengayaan kerja-keluarga dapat meningkatkan tahap kepuasan kerja. Sekolah perlu fokus pada pengayaan kerja-keluarga sebagai mekanisma untuk meningkatkan kepuasan kerja para guru.

ACKNOWLEDGEMENTS

The success of this thesis is attributed to those who have contributed directly or indirectly to the completion of this thesis as well as to those who have encouraged and supported me throughout my study.

In the process of this study is the dedication and commitment of my primary supervisor, Professor Dr. Aminah Ahmad. I was extraordinary fortunate to have the most devoted and supportive supervisor, Professor Dr. Aminah Ahmad who has always been available to offer words of encouragement and excellent guidance that enhanced the quality of this work.

I would also like to extend my gratitude to my committee member, Dr. Zoharah Omar who has given her invaluable suggestions and guidance for improving the contents of the thesis as well as her assistance with analyses using the structural equation modeling.

I would like to thank the Education Sponsorship Division, Ministry of Education, Malaysia for granting me full time paid leave to pursue this work, and also to the Educational Planning and Research Department (EPRD) of Ministry of Education, Malaysia, State Education Department of Kuala Lumpur Federal Territory and principals of the schools participated in this study for granting me permission to conduct the study.

My sincere thanks and appreciation goes to the school teachers in the Bangsar Zone, Kuala Lumpur for their participation in this study by providing me with the research data.

I would also like to thank Associate Professor Dr. Bahaman Abu Samah for his guidance.

My deepest appreciation goes to my late grandmother, Madam Tan Kim Hua, who had inspired me to pursue a master's degree. I still feel her encouraging words and her unconditional love to me. I would like to thank my parents for instilling in me the confidence and perseverance till the completion of this work.

To my mentor, Miss Leong, I am abundantly grateful for her unwavering support and encouragement throughout the journey, particularly during the process of writing and proofreading of the thesis.

Finally, I would like to thank my husband, Too Kok Thai and my son, Too Ja Chern for their encouragement, sacrifice, patience and help throughout this process. Without their understanding and assistance, I would not have achieved this goal.

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LIST OF ABBREVIATIONS

AGFI	Adjusted goodness-of-fit index
AIC	Akaike information criterion
AMOS	Analysis of MOment Structures
AVE	Average variance extracted
<i>b</i>	Unstandardized regression weights
BC	Bias corrected
Beta	Standardized regression weights
CFA	Confirmatory factor analysis
CFI	Comparative fit index
CI	Confidence interval
CMIN	Chi- square
COR	Conservation of resources
C.R.	Critical ratio
CR	Construct reliability
CS	Co-worker support
CSE	Core self-evaluation
<i>df</i>	Degrees of freedom
FWE	Family-work enrichment
GFI	Goodness-of-fit index
HRD	Human resource development
IFI	Incremental fit index
JA	Job autonomy
JI	Job involvement
JS	Job satisfaction

LB	Lower bounds
M	Sample mean
MI	Modification indexes
MLE	Maximum likelihood estimate
n	Number of cases (generally in a subsamples)
N	Total number of cases
NFI	Normed fit index
ns	Not statistically significant
OP	Optimism
p	Probability
PNFI	Parsimony-adjusted normed fit index
r	Correlation coefficient
RMSEA	Root mean square error of approximation
SD	Standard deviation
S.E.	Standard error
SE	Self-efficacy
SEM	Structural equation modeling
SIE	Standardized indirect effect
SR	Standardized residuals
SS	Supervisor support
TLI	Tucker Lewis index
UB	Upper bounds
WFE	Work-family enrichment

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Today's women have significantly achieved higher educational levels. The proportion of women in relation to men entering the workforce has steadily risen. The National Study of the Changing Workforce (NSCW) conducted by the Families and Work Institute in 2008 found that the labor force participation of women has increased from 42.0% to 57.0% while participation by men has dropped from 82.0% to 66.0% between 1950 and 2007. Furthermore, married or partnered employees lived in dual-earner couples increased dramatically from 66.0% in 1977 to 80.0% in 2008 (Galinsky, Aumann, & Bond, 2011). The labor force participation rate of Malaysian women has risen steadily from 44.7% in 1995 to 46.4% in 2009 (Department of Statistics, Malaysia, 2010). The percentage of teachers who are females also continue to rise from 64.3% in 2001 (Educational Planning and Research Division, 2005) to 69.1% in 2011 (Educational Planning and Research Division, 2011). More than half of the total employed women in Malaysia are married. The proportion of married female labor force increased from 57.5% in 2002 to 59.4% in 2009 (Department of Statistics, Malaysia, 2010). As the number of women and dual-earner couples have increased in the workforce (Galinsky et al., 2011), it is clear that many employees wrestled with the dilemma of managing work and family roles. Dual-career couples are faced with the challenge of supporting each other's career, while juggling with childcare, parent care, housework, and their personal relationships (Grzywacz, 2000). In dual-career household, individuals have occupied with both work and family responsibilities while having to deal with work-related demands which then

restricts the performance of family responsibility and vice versa (Aminah & Zoharah, 2008). Work and family are two main domains occupied by adults (Butler, Grzywacz, Bass, & Linney, 2005). The article published by Stoddard and Madsen (2007) mentions that a deeper understanding of the interface between work and family roles will help employers in understanding further how to raise their employees' job satisfaction.

With over 10,000 studies on job satisfaction since 1930s, job satisfaction is perhaps the most widely studied concept in organizational behavior research (Judge, Parker, Colbert, Heller, & Ilies, 2001a). According to a commonly accepted definition provided by Locke (1976), job satisfaction is a pleasant emotional state resulting from a person's appreciation of his or her job and job experience. There are reasons why job satisfaction is important. First, from the humanitarian perspective job satisfaction is a reflection of good treatment deserved by workers (Spector, 1997). Second, from the utilitarian perspective, job satisfaction can lead to workers' behavior that affects organizational functioning (Spector, 1997). Job satisfaction research is worthy of attention as it has practical application to enhance individuals' lives and organizational effectiveness (Judge & Klinger, 2008). Tait, Padgett, and Baldwin (1989) revealed a significant relationship between job and life satisfaction in their meta-analysis. Judge, Thoresen, Bono, and Patton (2001b) from their review of literature found that job satisfaction could lead to job performance and decrease in withdrawal behavior such as absenteeism, turnover, tardiness and retirement (Judge et al., 2001a). In the educational realm, teacher satisfaction is considered a key factor in improving school performance (Sargent & Hannum, 2005). Several studies indicate that job satisfaction is one of the most

important factors influencing teachers' relations to students (Van den Berg, 2002), teachers' enthusiasm (Chen, 2007), teacher absenteeism and attrition (Sargent & Hannum, 2005; Zembylas & Papanastasiou, 2004). The increasing number of teachers leaving the profession is viewed as an outcome of teacher job dissatisfaction. Table 1.1 demonstrates the number of teachers who opted for early retirement or resigned from the period of 2008 to 2011.

Table 1.1 Number of Teachers Who Resigned or Opted for Early Retirement

Year	Resignation	Optional retirement	Total
2008	357	198	555
2009	262	417	679
2010	253	601	854
2011	273	702	975

(Source: Human Resource Management Division, Ministry of Education Malaysia, 2012)

Teachers experience an increasing number of work assignments and a more hectic work day such as an increasing demand for documentation and paperwork, frequent meeting, frequent communication with parents, the administration of achievement tests, changes of the curriculum, and participation in school development projects (Skaalvik & Skaalvik, 2011). Discipline problems or student misbehavior is another work-related stressor for teachers (Buchanan, 2010; Hastings & Bham, 2003). According to Scott, Stone, and Dinham (2001), this is an international tendency that has caused a major decline in teachers' overall job satisfaction. Low teaching satisfaction is expected to correlate with the outcomes of work stress (Ho & Au, 2006). Teacher stress is defined as the experience of negative emotions resulting from a teacher's work (Kyriacou, 2001).

In Malaysia, stress levels among teachers are soaring, with nearly seven out of ten claiming to be under pressure. National Union of the Teaching Profession (NUTP) 2005 survey of 9,328 teachers based on questionnaire prepared by the Public Service Department found that 69.0% of those surveyed were under stress. Pressure from parents and students was the main factor resulting in stress (83.0%), followed by workload (79.0%), promotional prospects (74.0%) and unfair appraisals for salary increments 72.0% (Sonia, 2006). Contrary to public perception that teachers work only “half day”, the Education Ministry’s recent survey (2011) on 7,853 teachers has shown that teachers report working anywhere between 40 and 80 hours a week, therefore actually averaging 57 hours per week. In another survey of teacher workloads done by the Universiti Pendidikan Sultan Idris (2011), it is found that a teacher works an average of 77 hours a week, in other words a teacher is actually working 15 hours a day (Ministry of Education Malaysia, 2012). Thus, spending substantial hours at home doing school work in addition to normal working hours in school has become the norm for many teachers (Adams, 2006). As such, teaching has been labeled as a stressful occupation (Kyriacou, 2001). This creates strain which can be expressed as work-family conflict of teachers striving to balance successfully work and family obligations (Cinamon & Rich, 2005). Expansion theorists (Marks, 1977; Sieber, 1974) do agree that occupying multiple roles can lead to conflict and stress but there is possibility that having multiple work and family roles may lead to positive effects on psychological health and well-being (Barnett & Hyde, 2001).

Although work-family research has evolved over the years, substantial gaps in the literature still exist. In the past, research on the work–family interface has focused on the negative connections between work and family life (e.g., work–family conflict, Brough & Kalliath, 2009; Greenhaus & Parasuraman, 1999), largely ignoring the positive connections. However, more recently researchers have begun to recognize the positive aspects of work and family roles (Carlson, Kacmar, Wayne, & Grzywacz, 2007; McNall, Nicklin, & Masuda, 2010a; Shein & Chen, 2011). Friedman and Greenhaus (2000) view work and family roles as “allies” as opposed to “enemies”. Several labels have been used by researchers to describe the positive side of work and family interface including enhancement (Ruderman, Ohlott, Panzer, & King, 2002), enrichment (Greenhaus & Powell, 2006; Wayne, Randel, & Stevens, 2006), positive spillover (Crouter, 1984; Edward & Rothbard, 2000; Hanson, Hammer, & Colton, 2006), synergy (Beutell & Wittig-Berman, 2008) and facilitation (Frone, 2003; Hill, 2005). Distinctions among these labels are not well understood (Hammer & Hanson, 2006). Other researchers however argued that these labels are related but distinct constructs (Hanson et al., 2006; Wayne, 2009), but there are others who have used them interchangeably. The term “work-family enrichment” is used by Greenhaus and Powell (2006) to refer to the extent to which experiences in one role improve the quality of life in the other role. For example, work helps the individual to gain skills, knowledge, values and confidence that could benefit the family. Throughout this thesis, the term “work-family enrichment” is used since this term has been commonly used among researchers in investigating the positive side of work and family interface. The present study will only focus on work-family enrichment because the evidences showing work-to-family enrichment are more

strongly related to work-related outcome such as job satisfaction than family-to-work enrichment (McNall et al., 2010a; Wayne, Musisca, & Fleeson, 2004; Wayne et al., 2006). Work-family enrichment is an important concept for theoretical and practical reasons as enrichment connects to work-related outcome such as job satisfaction (Wayne et al., 2004), moreover by identifying its antecedent factors, recommendations to increase enrichment can be made (Wayne et al., 2006). This study is carried out among secondary school teachers in the Bangsar Zone, Kuala Lumpur to identify the factors that contribute to job satisfaction with work-family enrichment acting as the mediator.

1.2 Problem Statement

Education is regarded as a vehicle for providing manpower to the country. The importance given to education in Malaysia is reflected by the high proportion of the country's budget allocated to it each year. For example, the budget allocation has increased from RM31.4 billion in 2009 which representing 15.1% of the total government expenditure to RM35.8 billion in 2011 which representing 16.7% of the total government expenditure (Educational Planning and Research Division, 2011). As Malaysia prepares to join the rank of developed and industrialized nations by 2020, teachers play a very important role in realizing the national agenda of Vision 2020. A teacher's role is not merely to impart knowledge to students but also to instill, nurture, and cultivate positive values in the younger generations so that they become whole persons thus fulfilling the objective of the education philosophy of the country, which is to create balanced and harmonious individuals intellectually, spiritually, emotionally and physically.

In the Malaysia context, the role and responsibility of teachers have become more challenging and demanding due to the changes that the country's education policies have undergone from time to time. The development of human capital and the country's education achievements depend greatly on teachers. Those teachers who are not satisfied with their job and work situations may make inadequate effort, and perform poorly (Ingersoll, 2001).

Based on previous research, many studies have attempted to identify sources of teacher satisfaction and dissatisfaction (Dinham & Scott, 1998; Friedman & Farber, 1992; Zembylas & Papanastasiou, 2004). Generally in literature, the relationship between work-family conflict and job satisfaction has been widely investigated (Gordon, Whelan-Berry, & Hamilton, 2007; Hassan, Dollard, & Winefield, 2010; Kossek & Ozeki, 1998; Noryati, Aminah, & Maznah, 2009; Wayne et al., 2004).

Not many studies have identified the possibility that work and family roles can have positive effects on one another (Greenhaus & Parasuraman, 1999). With regard to work-family enrichment, research is still in its infancy (Carlson, Ferguson, Kacmar, Grzywacz, & Whitten, 2011a; Shockley & Singla, 2011; Wayne et al., 2004) and empirical studies on work-family enrichment are relatively lacking (Frone, 2003; Lu, Siu, Spector, & Shi, 2009). The research propositions within Greenhaus and Powell's model (2006) have not been empirically tested adequately (Siu et al., 2010). As the positive side of the work and family interface is a recent concept, more research is needed to understand the

antecedents and consequences of work-family enrichment (McNall, Masuda, & Nicklin, 2010b; Wayne et al., 2006). Preliminary work on predictors of both work-to-family and family-to-work positive spillover was undertaken by Grzywacz and Marks (2000). Few studies have examined individual, job and organizational factors in a single framework and how these variables relate to work-family enrichment (Aryee, Srinivas, & Tan, 2005; Grzywacz & Marks, 2000; Noraani, 2010 as exceptions). The mediating role of work-family enrichment was first reported by McNall et al. (2010b). Studies on work-family enrichment have been conducted mainly in the United States. This field of study, however, is a relatively new subject area within other cultural contexts. Few studies have examined work-family enrichment in Malaysia (Hassan, Dollard, & Winefield, 2009; Noraani, 2010). The literature on the relationship between work and family roles among teachers (Cinamon & Rich, 2005) has rarely been examined. Due to the lack of research of the role of work-family enrichment as a mediator in job satisfaction mediation model with non-Western populations, this study is conducted to address the following questions.

1.3 Research Objectives

1.3.1 General Objective

This research aims to examine the influence of individual factors (optimism, self-efficacy), job factors (job autonomy, job involvement) and organizational factors (supervisor support, coworker support) on job satisfaction with work-family enrichment playing a mediating role among secondary school teachers in the Bangsar Zone, Kuala Lumpur.

1.3.2 Specific Objectives

- (1) To describe individual factors, job factors, organizational factors, work-family enrichment and job satisfaction.
- (2) To determine the relationships between individual factors (optimism, self-efficacy) and work-family enrichment, and job satisfaction.
- (3) To determine the relationships between job factors (job autonomy, job involvement) and work-family enrichment, and job satisfaction.
- (4) To determine the relationships between organizational factors (supervisor support, co-worker support) and work-family enrichment, and job satisfaction.
- (5) To determine the mediating role of work-family enrichment in the relationships between individual factors, job factors and organizational factors, and job satisfaction.

1.4 Significance of the Study

1.4.1 Significance to the Theory

This research hopes to answer the call to study the positive side of the work-family interface (Parasuraman & Greenhaus, 2002) that still remains largely unexplored as compared to work-family conflict (McNall et al., 2010b). Academically, this study extends the existing work-family literature and hopes to contribute additional insight into work-family studies especially in Malaysia. From the field of human resource development (HRD) this study will yield additional insight to the relationship between work-family enrichment and job satisfaction among school teachers.

The contribution of this study is threefold. Firstly, few studies have integrated three dimensions of variables namely individual, job and organizational factors within a single framework (Aryee et al., 2005; Grzywacz & Marks, 2000; Noraani, 2010 as exceptions). Secondly, research to date has not adequately examined how personality influences the work and family roles and subsequent satisfaction (Michel & Clark, 2009). This has given new insight to the human resource development, since previous studies were mostly focused on organizational and job factors without including individual factors within a single framework (e.g. Lu et al., 2009; McNall et al., 2010b; Siu et al., 2010; Voydanoff, 2004). Therefore, this study incorporates several theories including the conservation of resources (COR) theory (Hobfoll, 1989), the model of work-family enrichment (Greenhaus & Powell, 2006), and the social exchange theory (Blau, 1964) in a single model. Thirdly, this study utilizes the construct of work-family enrichment as mediating variable between antecedent factors and job satisfaction; these two factors which have been overlooked so far in educational research.

1.4.2 Significance to the Practice

From a practical perspective, this study hopes to provide information for educational organization to adopt individual, job and organizational factors which could help enhance work-family enrichment and thereby providing a practical mean to promote job satisfaction in teachers.

School may benefit by creating situations that enable their employees to feel satisfied and fulfilled. Individuals also may benefit from seeking opportunities to enhance their

experience of work-family enrichment and job satisfaction. By empirically examining antecedents of enrichment, this study hopes to draw the attention of the Ministry of Education to develop better workplace practices, policies and programs to promote work-family enrichment of the growing number of employees who have family responsibilities and thereby promote employee's job satisfaction.

1.5 Assumptions

Even though many of the research models and measurement scales are adopted from western literature, it is however assumed that the models and measurement scales are still suitable and applicable for use with the Malaysian employees within the consideration of the work place setting. It is assumed that the respondents voluntarily participate in the survey and answer all questions in an honest, non-biased manner.

1.6 Scope and Limitation of the Study

The data used in this study are self-reported data from questionnaires. As such, the data may be subjected to biasness due to the structure of the questionnaire and the sincerity of the respondents' answers. This being a cross-sectional study restricts inferring conclusions about causality. A longitudinal study that examined work-family enrichment over time should be employed for explaining causality.

The respondents of this study are randomly selected from teachers of a few secondary schools in the Bangsar Zone, Kuala Lumpur. With such limitation of the sampling, the findings of this study cannot be generalized to all teachers in Malaysia and other occupational groups.

This research is limited to the investigation of optimism, self-efficacy, job autonomy, job involvement, supervisor support, co-worker support, work-family enrichment and job satisfaction. Other variables such as organizational commitment, organizational citizenship behavior and turnover intentions are not examined. Family-work enrichment, work-family conflict and family-work conflict are also not included.

1.7 Operational Definition of Terms

- **Co-worker support** is defined by the degree to which encouragement and interpersonal support from peers.
- **Job autonomy** is refers to the degree to which employees experience freedom, independence, and the ability to have a say over when, where and how the job is to be performed.
- **Job involvement** is the degree of a person's psychological identification with his or her job.
- **Job satisfaction** is a pleasant emotional state derived from how people feel about their job and other aspects of their jobs.
- **Optimism** is defined as the degree to which an individual will have positive outcomes in life even though one is facing adversity at present.
- **Self-efficacy** is defined as the degree of individuals' confidence and beliefs regarding their capabilities to perform a particular behavior or task successfully.

- **Supervisor support** is the degree to which a supervisor demonstrates emotional concern, instrumental aid and information to accommodate an employee's work and family responsibilities.
- **Work-family enrichment** is defined as a form of multiple role benefit in which experiences (e.g., skills, knowledge, values and confidence) gained in work domain are transferred and applied to improve the quality of life in the family domain.

1.8 Summary of the Chapter

This chapter presents the background of the study, problem statement and objectives. The significance of the study in terms of its contribution to theories and practices are reported. In addition, assumption, scope and limitation of the study, as well as operational definition of terms are presented.

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BIODATA OF STUDENT

Ng Swee Fung was born on 1st March, 1969 in Malacca. She had her primary education in Notre Dame Convent Primary School, Malacca. She then continued her secondary education in Notre Dame Convent Secondary School in Malacca; Batu Pahat Convent Secondary School; and Temenggong Ibrahim Girls' Secondary School in Batu Pahat, Johor until 1989. She completed her tertiary education in the University of Malaya in 1994. After graduating with B.A. Hon. (Economics) in 1994, she enrolled for Diploma in Education and graduated from the University of Malaya in 1995. She started her career as a trained teacher in 1995 at SMK Menggatal in Kota Kinabalu, Sabah, after which she serviced in SMK Taman Yarl, Kuala Lumpur before she pursuing her Master of Science in Human Resource Development at the Faculty of Educational Studies, Universiti Putra Malaysia. She has published an article in the International Journal of Academic Research in Business and Social Sciences. She has also presented an article based on her research proposal at the 10th International Conference of the Academy of HRD (Asia Chapter), which was held in Kuala Lumpur, Malaysia in December, 2011.

LIST OF PUBLICATIONS

Journal

Ng Swee Fung, Aminah Ahmad, & Zoharah Omar (2012). Work-Family Enrichment: It's Mediating Role in the Relationships between Dispositional Factors and Job Satisfaction. *International Journal of Academic Research in Business and Social Sciences*, 2 (11), 73–88.

Paper Presentation

Ng Swee Fung, & Aminah Ahmad (2011, December). *Optimism, Self-efficacy and Social Support as Predictors of Work-Family Enrichment*. Paper presented at the 10th International Conference of the Academy of HRD, organized by AHRD, Asia Chapter, Kuala Lumpur.