Work-Family Conflict of Female Teachers at Private Universities in Bangladesh

Thesis Submitted to the University of Dhaka in the Partial Fulfillment of the Requirements for the Degree of Masters of Philosophy (MPhil) in Management

Researcher

Fariha Tasneem
Regi No. 180/2018-2019
MPhil Program
Department of Management

Supervisor

Professor Md. Ali Akkas
Professor
Department of Management

Date of Submission
30 March 2023

Work-Family Conflict of Female Teachers at Private Universities in Bangladesh

Thesis Submitted to the University of Dhaka in the Partial Fulfillment of the Requirements for the Degree of Masters of Philosophy (MPhil) in Management

Researcher

Fariha Tasneem
Regi No. 180/2018-2019
MPhil Program
Department of Management

Supervisor

Professor Md. Ali Akkas
Professor
Department of Management

Date of Submission
30 March 2023

Work-Family Conflict of Female Teachers at Private Universities in Bangladesh

LETTER OF TRANSMITTAL

Date: 30/03/2023
Prof. Md. Ali Akkas
Professor
Department of Management
University of Dhaka

Subject: Submission of MPhil Thesis Report on Work-Family Conflict of Female Teachers at Private Universities in Bangladesh.

Dear Sir,
It is my pleasure to submit the MPhil Thesis report on "Work-Family Conflict of Female Teachers at Private Universities in Bangladesh" which has been prepared as a part of the partial fulfillment of the MPhil degree. I did my utmost effort to abide by the instructions you gave me. This is a unique opportunity for me to work independently on such an interesting topic sitting inside a real business environment. I wish the experience that I gathered through this research will be an interesting, joyful, and valuable one. This is an idle ground for me to put my theoretical knowledge on practical ground.

I want to thank you for letting me work on this subject and for your insightful advice.

Sincerely Yours
Fariha Tasneem
Regi No. 180/2018-2019
MPhil Program
Department of Management

CERTIFICATE

This is to certify that the work incorporated in this thesis entitles: Work-Family Conflict of Female Teachers at Private Universities in Bangladesh" was undertaken by Fariha Tasneem, Regi No: 180/2018-2019 under my supervision and guidance.

The entire dissertation comprises the researcher's work and personal achievement and that it is benefited work done by her. This thesis does not contain any conjoint research work either with me or anyone else.

I recommend the submission of the thesis to the University of Dhaka.

Prof. Md. Ali Akkas
Professor
Department of Management
University of Dhaka

DECLARATION

I, Fariha Tasneem, do hereby declare that, except for my reference to other people's work which has been duly acknowledged, the work contained in this thesis, "Work-Family Conflict of Female Teachers at Private Universities in Bangladesh" is the result of my research carried out for the partial fulfillment of MPhil Program, Department of Management, University of Dhaka. I further declare that this thesis work, either in whole or in part, has not been presented for another degree in this University or elsewhere.

Fariha Tasneem
Regi No. 180/2018-2019
MPhil Program
Department of Management
University of Dhaka

AKNOWLEDGEMENT

Firstly, I would like to thank almighty Allah who provide me with knowledge, energy & skills to get opportunities & to increase my knowledge & experience by completing this report. Secondly, I especially thank my supervisor Prof. Md. Ali Akkas, Who guides me in preparing this report, so that I completed my thesis report successfully.

Grateful acknowledgment is due to the administration and faculties of selected Universities for allowing me to carry out my research for the completion of this report. Special & Grateful acknowledgment goes to my parents who enabled me to perform such activities. I also wish to thank those persons who encourages and cooperate with me in preparing this report.

I have tried my best to follow your guidelines in every aspect of planning my thesis report. I have collected what I believe to be the most important information to make this report as specific and relevant as possible. I enjoyed the challenge of preparing the report which provided me with an opportunity to understand the work-family conflict of female teachers at the selected private universities.

Finally, I would like to say that I have tried my heart and soul to prepare this report accurately. However, there might be some errors due to my limited aptitude and time constraint. In this regard, I seek your kind consideration as I am in the process of learning and I hope you will appreciate my effort.

ABSTRACT

Work-family conflict (WFC) affects people everywhere, regardless of their nationalities or cultural backgrounds. Nonetheless, it is possible that the nature and severity would vary depending on the society and its distinct cultural traits. This research makes an effort to determine the causes of WFC, its consequences of WFC, WFC's effects on job satisfaction, and the turnover intention of female teachers working at private universities in Bangladesh. Employees, their families, and workplace communities are all negatively impacted by WFC, which is a pervasive issue. WFC also affects job satisfaction and turnover intentions of female teachers at private universities in Bangladesh. In traditional societies like Bangladesh, it is harsher for female employees when compared to male employees. Throughout the past few decades, female participation in the workforce has gradually increased. Role conflicts arise for working women due to responsibilities to their families. This research relies on original data. To better understand work-family conflict, its causes, and effects, as well as its implications on job satisfaction and intention to leave the job, 50 female teachers from five universities were chosen as a sample. They were then asked a series of questions related to these topics. By distributing questionnaires, the data are acquired. The study identifies a few factors that lead to WFC of female teachers at Private universities in Bangladesh, Like- Excessive workload, long working hours, ambiguity of role, work demand, family demand, family commitment, negative attitude of supervisors/colleagues, organization culture, unsupportive family members, demand for relaxation time, job dissatisfaction, poor performance appraisal system, unsupportive management, etc. The study also shows some consequences of the WFC of female teachers at private universities in Bangladesh, which are- low productivity, low job performance, high turnover intentions, high level of job absenteeism, weak tie with family and friends, physical health problems, etc. A hypothesis test was conducted to see whether WFC has an impact on female teachers' intentions to leave their jobs and their job satisfaction at private universities in Bangladesh. This study also recommends some ways to improve the work-family conflict of female teachers at private universities in Bangladesh. The respondents are given some ways how to improve WFC and they need to select some options from them according to their preferences. Software called SPSS (Statistical Package for the Social Sciences) was used to evaluate the collected data. Frequency distribution, Cronbach's reliability test, Mean, and Hypothesis (t-test) test are incorporated in this paper.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ACRONYMS

WFC- Work-Family Conflict

JS- Job Satisfaction

TI: Turnover Intentions

EFW: Effect of Family on Work

EWF: Effect of Work on Family

AIUB: American International University-Bangladesh

SEU-Southeast University

DIU- Dhaka International University

UniSA- University of South Asia

NUB- Northern University Bangladesh

CHAPTER ONE: INTRODUCTION

1.1 Background

In both progressive & evolving nations, WFC is emerging as a major problem. WFC is a prominent occurrence in today's world, with interactions between cultures in many nations. Work-family conflicts are a major concern for academics, researchers, experts, and decision-makers, and as a result, they are very interested in finding a way to manage work and family obligations. WFC concerns are devastating for a company as a whole and every individual. WFC seems to be more probable to have a deleterious consequence in the family arena, which depresses life satisfaction and heightens intrafamily conflict. The difficulties in dealing with work and family are crucial for all diverse groups, including individuals, businesses, families, and the government. Balancing work-family conflict generates superiority over rivals, societal well-being, and overall domestic contentment. In Bangladesh, women make up almost half of the population, and they are progressively becoming more prevalent in the labor market, which is growing quickly. Bangladeshi women from all social groups now work in salaried positions.

Bangladeshi women are now substantially more exposed to educational possibilities than they were a few decades ago, particularly in urban areas. The majority of job applicants for a wide range of positions are now women, who are also earning higher degrees. Our talent pool is shrinking yet becoming more female. Organizations need to deal with the WFC challenge of female employees if they want to recruit and retain competent female personnel. Instead of viewing WFC as a problem affecting women in the workforce, managers should focus on managing well for organizational survival as well as development.

According to Rotondo and Kinsaid (2008), WFC is theoretically two-way. There is work-to-family conflict and family-to-work conflict. WFC and FWC were connected due to their mutually reinforcing character. Work-related factors may cause family and work responsibilities to conflict; family conflict intensity affects occupational behaviors and increases work-family conflict, creating a vicious cycle. WFC is the primary topic of this study. Work-family conflicts affect the employee personally as well as their families and organizations. Because the needs of work and family aren't always matched, work-family conflicts might arise. In other words, it happens when demands linked to a different role or sector arise. WFC happens when the needs of work and family obligations are mismatched.

Bangladesh is experiencing a problem with women's work-life balance, much like every other nation on earth. To ensure employees avoid and cope with the stress that emerges from contradictory obligations of home and profession, people must realize the factors that contribute to constructs that endure across cultures and times. This paper aims to investigate the determinants of WFC, the ramifications of WFC, whether work has any effect on family or family has any effect on work, whether WFC affects the job satisfaction & turnover intentions of female teachers at private universities in Bangladesh or not, and identify some ways to improve WFC for female teachers at private universities in Bangladesh.

1.2 Statement of the Problem

Social expectations influence women's decisions about their careers. Women are treated differently in society. They have to fulfill a variety of requirements, and they frequently have to play multiple roles that can be incompatible with one another. For women, taking care of a family causes a variety of work-life difficulties. Work-family conflict might be initiated by concurrent constraints in the workplace and at-home responsibilities (Greenhaus and Beutell, 1985). These disputes are frequently fierce, and females' reactions lead to lower participation, which in turn results in fewer prospects for progression and professional success. How much a female can sacrifice her goals in favor of caring for her family or the opposite is determined by several variables, including her aims and ideologies, her partner's amount of encouragement, the demands of kids according to their ages, and the support she receives from her employer in the form of flexible work schedules and childcare assistance, according to Silver (1993).

So many working women are working in the education sector. This paper finds out about the work-family conflict of female teachers at private universities in Bangladesh. This research focused on

- Define WFC and its factors/causes that influence the work-family conflict of female teachers at private universities in Bangladesh.
- Assess how WFC affects the turnover intentions of female teachers at private universities in Bangladesh.
- Assess how WFC affects the job satisfaction of female teachers at private universities in Bangladesh.
- Find out the consequences of WFC & ways of improving it.

Women play an important role in our society, families, and workplaces. Female employees have a particularly tough time managing work and family obligations effectively without running the danger of having problems at either their place of employment or at home. We must therefore be familiar with information relating to WFC and factors causing WFC, whether it affects job satisfaction and turnover intentions of female teachers or not, and find out the consequences of WFC for female teachers at private universities in Bangladesh and the practical strategies university administration can use to manage the problems brought on by this occurrence, and then suggest some recommendations.

1.2 Significance of the Study

The influence and implication of WFC on female teachers at private universities in Bangladesh are addressed in this study. This topic was chosen to emphasize the important problem of work-family conflict that female teachers confront. To find solutions that would help women who are juggling work and family obligations, this issue needs to be addressed. In fact, by exploring the connection between work-life conflict and women's dual tasks, the gap that exists here can be further analyzed and explored.

1.3 Research Questions:

- How has WFC been defined in the past? What are the factors of WFC?

- Does WFC affect the job satisfaction of female teachers at private universities in Bangladesh?
- Does WFC affect the turnover intentions of female teachers at private universities in Bangladesh?
- How many potential implications may the WFC have, and how can we improve?

1.4 Objectives of the Study:

Broad Objective:

The study's broad objective was to examine the work-family conflict of female teachers at private universities in Bangladesh.

Specific Objectives:

The specific objectives of the study were

- To identify the factors causing WFC at private universities in Bangladesh.
- To assess whether WFC has effects on the turnover intentions of female teachers at private universities in Bangladesh.
- To assess WFC effects on job satisfaction of female teachers at private universities in Bangladesh.
- To identify WFC's consequences among female teachers at private universities in Bangladesh.
- To assess the practical strategies university administration can use to manage the problems brought on by this occurrence and then suggest some recommendations.

1.5 Limitations of the Study

- Transparency or discretion was of utmost priority in these organizations. It is not possible to collect some information.
- Time constraints in this research were one of the problems.
- Female teachers at private universities were very busy. Sometimes it became difficult to get their attention.
- Limited sample size.
- Lack of relevant literature

CHAPTER TWO: LITERATURE REVIEW

2.1 Literature Review

The concept of WFC is addressed in a significant number of scholarly research. With the evolving nature of family and job obligations throughout recent times, there has been a greater emphasis in study on work-family difficulties. WFC happens when a working individual's obligations to their family and job are incompatible. An individual may face difficulties within their personal & professional lives after becoming a parent, worker, or spouse. Each of these roles requires time, effort, and dedication to be executed well. Work-family conflict arises when demands from the two positions are irreconcilable, such as when playing one role becomes more challenging as a result of playing the other. In other words, a person cannot concurrently play their part at work and their part (khan, 2014).

J. L. King (2013) Conflict between the work and family spheres is referred to as WFC. Dispute connecting the two areas arises when performing one becomes challenging as a result of performing the other. Even though both can happen, WFC- personal time is hampered by work-is more often now than family-work conflict. Regardless of the path of explanation, disagreement and heightened personal stress occur when two domains conflict with one another.

The demands of several responsibilities combined can lead to conflict in two ways: interruption from work to family and distraction from family to work. Three forms of WFC have been recognized: time-related, Stress related, and behavior related. The conflict that is constructed on time happens whenever a person cannot make sufficient time to meet the needs of another function because of time restraints in one role. The conflict that is based on strain and tension happens whenever a person's performance in one function is impeded by their concern for other responsibilities, & behavioral conflict arises when one role expected and demonstrated behavioral patterns conflict with another role's requirements.

Amina Ahmed (2008) classified WFC as caused by three different sorts of circumstances, including those relating to work, families, and individuals. If someone has issues with their spouse or kids or receives minimal assistance and cooperation from relatives, some could observe that the pressure of the families impacts their capabilities to function well at work. When distracted by complicated family circumstances, sometimes it is tough to set aside hours for a job. Depending on the research, these type does have an impact on several undesirable outcomes, such as mental well-being - anxiety, marital fulfillment, and life pleasure - along with dedication to one's employer, job satisfaction, fatigue, and turnover. The cultural context has an impact on WFC (i.e., ethics, expectations, customs, and belief systems). Because of cultural diversity, WFC varies from one country to another. The occurrence of WFC and work-family integration seems to vary between nations. The problem of WFC is becoming very significant as time passes and is currently one of the biggest difficulties faced by management in companies (Mathis and Jackson, 2004). More than ever before, it is essential that companies implement family-friendly policies regarding human resources.

Work-Family Conflict

In a modern corporate environment, WFC is thought to be a significant problem (Burke & El Kot, 2010; Grandey, Cordeino, & Crouter, 2005). A substantial increase in fascination with the subject of "work-family conflict" in recent times. Current researchers emphasize the stresses that people have experienced regarding their respective obligations to their families and jobs.

One of the challenges today is the WFC. There are numerous disputes involving WFC worldwide. The modern business sector is hardly suited for families, and repeated economic crises and inadequate social security measures have a serious detrimental impact on families. It is not correct to think of the WFC as being an organization-specific issue. It differs from the norm of family. Furthermore, it is believed that the contradiction of home and job seems to be a natural outgrowth of an employee's productivity. It may have a deleterious influence on worker efficiency and the well-being of an organization's workforce. Thus, it is essential to realize that if a worker's WFC affects another institution or organization, it will also likely affect other institutions and organizations within the same economy.

The phrase "work-family conflict" is a common expression that describes the conflict between obligations at residence and place of employment. According to the definition of work-family conflict, it is "...a kind of inter-role conflict in which the expectations of work and family are incompatible, making it hard to meet the requirements of both domains." (Higgins, Duxbury & Lyons, 2007).

According to Greenhaus and Boutell (as referenced in Willis, O'Conner, and Smith, 2008), WFC seems to be the result of differing expectations for obligations in the home and at work. To put it another way, work-family conflict arises when expectations for one position do not align with those of another, preventing the role's quality outcome -(Greenhaus, Tammy, & Spector, 2006). Consequently, this might be claimed that disagreement with the professional & personal extent is frequently a result of the dispute between the duties. Research has shown that work and family are not two distinct fields because of their significant interdependence and dynamic relationship. Notwithstanding the reality that issues at work can affect life at home, the opposite is however evident (Trachtenberg, Anderson, & Sabatelli, 2009; Namasivayam &Zhao, 2007).

Factors Causing WFC

Many elements that contribute to WFC have been recognized by women/female teachers working in various organizations in Bangladesh. These factors are given below-

i) **Excessive Workload**: Excessive workloads cause fatigue, tiredness, and stress, leading to work-family conflicts for female teachers.

ii) **Long working hours**: The majority of respondents reported WFC occurs because of excessive work schedules. It has been discovered that how many hours a person works has an impact on how severe their WFC is. Employee stress is a result of long hours worked, especially among female employees. For this reason, in Bangladesh many female teachers face difficulties.

iii) **Work schedule**: Female teachers' work schedules frequently collide with their family commitments.

iv) **Role ambiguity**: It is a challenging circumstance that results from an imprecise, undefined obligation as well as constraints throughout the scope of work. When someone is in such a scenario that they are not fully aware of what their role requires. It is a normal scenario in organizations that lack a well-delineated institutional framework. An individual could be unsure of how they belong to the business model due to the typically various tasks and obligations to perform throughout office hours, which is especially true if the person has just been hired. Many private university faculties are now facing this. Organizations can mitigate it by establishing concise job postings & notifying team members well about the organization's constitution and hierarchy of management.

It can lead to disagreements, poor performance, and detachment. Furthermore, team members who have imprecise job descriptions would frequently function below expectations & blaming this seeming perplexity for their inefficiency. It is hard to accurately assess a person's performance unless the intended outputs are not stated plainly from the moment the person starts working for the business.

v) **Work Demand**: The job's requirements are undoubtedly the greatest indicator of WFC. Additional work requirements associated with work-family conflict include shift work, job pressure, excessive work, job difficulty, and working quickly or with distractions. People not having adequate time to devote to personal & professional lives are the primary cause of disbalance.

vi) **Negative attitude of supervisors/colleagues**: It is one of the factors that cause work-family conflict. Their negative attitude of them disturbed employees and demotivate them at every step. If they do not get any support and empathy from their supervisors and colleagues it will create stress which leads to work-family conflict.

vii) **Family Demand**: In most cases, women become more concerned for their families, including their children, which is quite expected in society. Women are expected by society to be family-oriented. The survey indicates that married working women face greater conflict than non-married women. Working women experience conflict due to time restrictions. The survey discovered that those who had giant families, young kids, were married, or had a partner in a position of authority experienced the worst work-family conflict. These many family-related variables enhance the time frame required to finish family tasks, which might interfere with activities linked to the workplace. Many find it challenging to focus at work due to the demands of family life. Women today are expected to take on more domestic duties. Although caring for others and completing duties around the house takes up more of a working woman's time, she can however experience more WFC than males. Married personnel stated to have more complex FWC than their single colleagues. Also, compared to mothers with grown children, working women with young children have higher FWC.

viii) **Family Commitment:** Female teachers who are more dedicated to their families report having more WFC. Compared to women without children, women with children had a much

lower level of occupational engagement. The disruption of family time by work is viewed as a danger to the family identity in modern society. A mother's profession may not be important to her, but children are.

ix) **Individual perception:** Differing work-family conflict experiences should result from differences in values as indicated by the importance placed on different life roles. Those who prioritized their jobs over their families tended to have more conflict. Regarding the importance of different life roles, respondents do not all prioritize them equally.

x) **Organization Culture**: Organizational culture is very much important for employees. If the organization's culture is not supportive of female employees/teachers they will face problems that result in work-family conflict.

xi) **Unsupportive Family Members:** When they do not get the encouragement they need from their families, female teachers are more likely to have WFC. Typically, male family members refrain from helping around the house. But, in our traditional society, working women perform 2 different duties. They have obligations to their families as well as their places of employment.

xii) **Demand for relaxation time**: Despite being quite tired, they lacked the opportunity to relax at home. They have to do Some of the activities they dislike.

xiii) **Personal Problem**: Female teachers may sometimes get frustrated at the workplace because of private matters. They do a job that is neither fascinating nor enjoyable.

xiv) **Job Dissatisfaction**: It represents any individual's level of comfort/satisfaction concerning their employment, whether the personnel like the type of work they do or their current position. Employee annoyance, hostility, and workplace disarray appear to be caused by vague position descriptions for individuals, which have a big influence on interpersonal and business goals. The main factor affecting an employee's skill, competence, and potential is job satisfaction. There have been significant connections between satisfaction in jobs and organizational procedures. Job Dissatisfaction leads to WFC. If teachers are not satisfied with their jobs, then stress will hamper their family life also.

xv) **Working conditions:** Working environment, Overtime, Deadlines/schedules/targets are very much important. If these are not favorable then it will lead to WFC.

xvi) **Traditional gender role experience**: It is observed that Work-family conflict is worse for female teachers who adhere so much to established gender roles.

xvii) **Poor Performance Appraisal**: If the organization has a poor Performance appraisal system, poor Career growth, and planning, Conflicts at the workplace, and Organizational change then teachers become stressed and cannot concentrate on their work as well as on family which causes work-family conflict.

xviii) **Unsupportive Management:** Management support is important in work life. It is very difficult to work with an organization whose management is not friendly or not supportive. Due to Unsupportive management fatigue, stress will create and family life will also hamper as family life is also related to work life. Teachers who need to deal with unsupportive management face work-family conflict due to stress, and problems arise from it.

This study uses two different kinds of variables. There are independent and dependent variables. Work-family conflict in this context is an independent variable. Although numerous factors might be affected by WFC favorably or unfavorably, some have a large impact while others have a slight one. Two dependent variables that are impacted by WFC are addressed here in this study. Job satisfaction & turnover intention are these.

WFC & Job Satisfaction

Family and work responsibilities are essential to the current population. High levels of conflict between family and work will undoubtedly have an impact on a person's job contentment. Role satisfaction will decrease if a work role and a non-work role clash (Boyar, Maertz Jr., Pearson, & Keough, 2003; Zhao & Namasivayam, 2012). Moreover, Boyar et al. (2003) too noted that a person's job evaluation and level of job satisfaction would both decline if they felt that their work is interfering with their time. In other words, if your employer has an impact on family responsibilities that are not related to your line of work, it could lower your level of job satisfaction. Certain employment activities, such as work schedules, excessive work, and functioning during weekends, might limit or prevent an individual from spending time with their family or from having the possibility of doing so (Tsaur, Liang, & Hsu, 2012). People might be unsatisfied with their jobs because some characteristics of their jobs make it difficult for them to meet their obligations to their families.

However, several studies have shown that non-work role factors that interfere with a work role might also increase job dissatisfaction. Zhao and Namasivayam (2012) noted that an employee would become upset and unsatisfied when the demands of his family role prevented him from completing his work objectives. Boyar et al (2003)'s assumption were when a job position and a non-work role were conflicted, someone might accuse the corporate culture of inspiring these unsettling feelings, which might lower their level of job satisfaction. To put it another way, when the family duty interferes with the work role, i.e. The employee's job satisfaction will also decline if their family obligations interfere with their job. When a person puts more time and effort into taking care of his family, he will undoubtedly put less time and effort into his work (Tsaur et al., 2012). As a result, a person could find themselves not able to receive the respect and feedback they were hoping for from their work and eventually grow bored with it.

Many research findings demonstrated that employees who reported having a conflict between their job and family were typically dissatisfied with their work. Several studies demonstrate a connection between work-family disagreement with job satisfaction that is detrimental (Anderson et al., 2002; Boles and Frye, and Breaugh, 2004). Several research findings support the idea that employees experience dissatisfaction whenever professional activities and family obligations conflict (Pasewark and Viator, 2006).

JS is another term for the individual's overall perspective on his or her profession. It is a measure of an individual's level of contentment at the workplace. Many corporations construct development plans and incentive plans to reward devoted workers. With more years spent working for the organization, employees become more valuable. JS is the most fundamental disposition in the discipline of workplace behavior (Ms. Chetna Pandey, 2012).

According to earlier research (Victoria et al.), achievement and fulfillment in personal life can influence achievement and fulfillment at work (2019). Individuals who feel proud of their achievements in both their lives at home & work seem to be more capable of accomplishing the corporate objective (Dousin et al., 2019). Contrary to WFC, which was already demonstrated as detrimental effect on career progression and performance, WFC has been proven to enhance individuals' job fulfillment and efficacy in a variety of industries and nations (Dousin et al., 2019). Furthermore, a variety of empirical studies demonstrate that workplace satisfaction can improve individuals' productivity (Krishnan et al., 2018; Zhao et al., 2019; Abdirahman et al., 2020).

JS is a pleasant attitude toward an occupation due to an understanding of its elements- (Robbins, S. P., & Judge, T. A., 2013). Several studies have emphasized occupational fulfillment, and the literature has identified a wide range of variables as its antecedents. Job satisfaction is significantly influenced by WFC. The influence of WFC or a lack of WFC on job satisfaction. According to studies by Perrewé, Hochwarter, Kiewitz, and colleagues in 1999 as well as Virick, Lilly, and Casper (2007), Individuals who find it difficult to manage both their professional and personal obligations, are often less content with their careers and lifestyles. Research has demonstrated the adverse connection between WFC and JS (Anderson, S. E., Coffey, B. S., & Byerly, R. T., 2002, Burke, R. J., & Greenglass, E. R., 1999).

WFC & Job Turnover Intention

Brigham, Castro, and Shepherd (2007) discovered a connection between turnover and genuine leaving motives. According to Shalley, Gilson, and Blum (2000), bigger discrepancies in intentions and job satisfaction lead to more turnover. One of the significant research methods in recent years has been the study of organizational turnover, which focuses on employees' intentions to remain or leave a company.

In the competitive job market of the twenty-first century, turnover is a serious problem that affects management (Batt and Valcour, 2003). According to Leontaridi and Ward (2002), the employee who leaves their job is advantageous for growth and progression. Additional research revealed that top performers were much more likely to leave because there were so many options outside of their organization (Hochwarter et al., 2001). In Ahuja et al. words, (2007), due to the involvement of other elements, the desire to quit a job does not always reflect turnover results. Similarly, to this, Richer, Blanchard, and Vallerandi (2002) stated that intent to quit a job should eventually transfer into turnover behavior. According to Bhagat (2003), fewer employment commitments, inadequate work output, and inadequate job fulfillment will undoubtedly promote absenteeism and turnover due to a variety of effects. Intentions played a supporting and highlighting role in the turnover process. The research mentioned before highlights the pertinence of intention to leave across different employment marketplaces. Further investigation of this subject is probably going to increase as management practices change.

Alam et al.(2014) made an effort to analyze Bangladesh's job turnover from many angles. They discovered that the work-life balance, pay scale, management, organizational structure, nature of the work and supervision, as well as pay and career path, are the primary factors in employee turnover.

WFC plays a substantial part in a person's choice to quit. WFC has a greater influence on persons' decision to leave their present role than other factors like management's attitude toward employees or salary (Hughes, J., & Bozionelos, N, 2007). An employee's salary is worthless if they have no free time to spend their money other than the corporation (Surienty, L., Ramayah, T., Lo, M.-C., & Tarmizi, A. N.,2014). Many personnel seems satisfied with their professions when their home life is happier (Gachter, M., Savage, D. A., & Torgler, B, 2013). It has been established that WFC has an adverse influence on turnover intentions (Surienty, L., Ramayah, T., Lo, M.-C., & Tarmizi, A. N.,2014). Well-adjusted individuals have become lower inclined to think about leaving their professions (Gachter, M., Savage, D. A., & Torgler, B, 2013). Nonetheless, studies have discovered that WFC increases people's likelihood to think about quitting their jobs (Anderson, S. E., Coffey, B. S., & Byerly, R. T, 2002).

Favoring a work-life balance is important since it can affect female university teachers' commitment to both teaching and research. It can also cause them to be distant from their families, which can result in job discontent and plans to quit. Work-life balance, job satisfaction, and teachers' wish to remain in their jobs longer can all help to improve education quality and increase the long-term viability of undergraduate and graduate programs (Beer et al., 2015; Devi; Lalu, 2018; Zehra; RuKhsana, 2020). Teachers must consequently be provided with a suitable structure during their career development phase for the workplace to maintain a healthy environment. University instructors deal with ongoing stress related to the standard of their courses, the publication of research, having a heavy workload, time limitations, ongoing performance evaluation, and responsibilities for regular involvement in different departmental events, among many other things they do in keeping with their line of work (Beigi; Shirmohammadi; Kim, 2016; Dubas- Jakobczyk et al., 2020; Johnson; Willis; Evans, 2019).

Due to a variety of situations that increase pressure and the obligations of female teachers' jobs, it is getting harder to maintain an equivalence between your professional and private lives (Fazal et al., 2019). The conflict developed between the professional and personal environments causes a rise in job dissatisfaction and intention of turnover. Due to these issues After completing their doctoral studies, some teachers choose to pursue other careers instead of continuing their academic careers (Cabay et al., 2018). Studies on the WFC of university female teachers and others who are employed by universities have gone deeper into factors like job dissatisfaction, increase turnover intentions, stress level, and excessive work (saltmarsh; Randell- Moon, 2015), which might want to take into account some relevant factors in the emergence of the WFC (Krueger et al., 2017; Smeltzer et al.,2016).

2.2 Research Hypotheses:

Considering the literature review, the underlying hypotheses were established.

H1: WFC affects turnover intentions of female teachers at private universities in Bangladesh.

H2: WFC affects the job satisfaction of female teachers at private universities in Bangladesh

2.3 Research Gap

Inter-role conflict, which contains WFC, arises once a role's demands collide with the other's (Kahn et al., 1964). According to its definition, it is "a type of inter-role conflict in which the role pressures from the work and family domains are, in some ways, contradictory" (Greenhaus and Beutell, 1985:77). Despite being insightful, research on WFC still includes flaws & need to be fixed. To further this field of inquiry, the literature needs to be more consistent.

It is discovered that, based on the analysis of the current literature, numerous studies have been previously undertaken. While this study explores various perspectives on WFC, there is thorough research that provides in-depth evidence on the Work-family conflict in private universities. A comprehensive and all-encompassing evaluation of private universities is needed, according to the discussion. An integral aspect of these universities is the female professionals in the educational system. Universities will benefit from the connection of the work-family circumstances at private universities since it will open their eyes to how to enhance the working environment for their teachers and professionals. The education sector provides excellent employment opportunities in all fields, especially for female professionals. However, the nature of the workplace and the state of the economy impede work-life balance, making it challenging for women in the workforce to strike a balance.

CHAPTER THREE: METHODOLOGY

3. Methodology

3.1 Type of Research:

According to the type of data used, there are 2 kinds of research. Quantitative and Qualitative. Numerical data is the focus of quantitative research techniques. It acts as a substitute for any technique for gathering data or analyzing the information that generates or uses statistical data. This study intends to examine theories and hypotheses that are established through observation, sample survey data, and analysis of statistical data.

On contrary, qualitative is a term that refers to any non-numerical data generation or usage, including any methods for collecting data (like an interview) and methods for analyzing data (like classifying data). With an understanding of the people concerned and their principles, customs, symbols, opinions, and feelings, qualitative studies attempt to explain behaviors and structures.

Although qualitative and quantitative research methods differ from one another, it is nevertheless feasible to mix the two methods because each has certain advantages. The blending of qualitative and quantitative methodologies is referred to as "triangulation" by Marshall (1995). Using a variety of qualitative and quantitative techniques, including study groups, local and temporal contexts, and theoretical viewpoints to address phenomena is another meaning of this phrase (Flick, 2002).

This research was conducted following a combination of both qualitative & quantitative data collection techniques. In this study survey method for data collection was used. Because of these, both qualitative & quantitative data collection techniques/research have been used in this study.

3.2 Sample Organization:

This study is based on private universities in Bangladesh and is Limited to female teachers only. There are 109 Private Universities in Bangladesh according to UGC of Bangladesh. These Universities 5 universities were selected in this research for collecting data and 50 female teachers were selected. The sampling number is 5 which is American International University- Bangladesh, South East University, Northern University Bangladesh, University of South Asia, and Dhaka International University. These Five Universities were selected as they are situated in Dhaka and easily accessible for data collection for this study.

3.3 Population

The population is the sum of all instances that meet a predetermined set of standards. In other terms, the population is the entire collection of circumstances from which a sample is taken. This paper concentrates on the WFC of female teachers at private universities in Bangladesh. There are 109 Private Universities in Bangladesh according to the University Grant Commission of Bangladesh. From these Universities, 5 universities were selected in this study for collecting data, and 50 female teachers were selected from that. Information is given below-

Sl.	University Name	Total Number Male Faculty Members	Total Number Female Faculty Members	Total Faculty Members
1	American International University- Bangladesh	202	110	312
2	South East University	152	97	249
3	Northern University Bangladesh	133	57	190
4	University of South Asia	41	19	60
5	Dhaka International University	113	33	146

Table 1: Population

3.4 Sample Size:

The sample size is opted by the study questions and objectives by what needs to be studied, which information will be helpful, what will be reliable, as well as what can be achieved with the resources at hand. The specifications of the type of study to be conducted will have an impact on the sample size if the quantitative analysis is going to be done. While choosing a sample size, it is necessary to understand the population's size.

The sample size of the survey was 50 Female faculties of different departments from the above-mentioned Universities. Here responders were chosen using the Purposive sampling method. Respondents were working in private universities in Bangladesh in different departments. The study was limited to female teachers. Married, single, and married teachers with kids made up the responses. From each university randomly 10 faculty members were selected. So, the sample size is 50 & the information is given below-

Sl.	University Name	Sample Size (Female Faculty Members)
1	American International University- Bangladesh	10
2	South East University	10
3	Northern University Bangladesh	10
4	University of South Asia	10
5	Dhaka International University	10

Table 2: Sample Size

3.5 Sampling Technique

The process of choosing respondents for research work is known as sampling. Sampling is typical, though not always present, aspect of social research. Due to time, resource, and frequent access constraints, it is sometimes not possible to collect or evaluate all the data that is accessible for several research questions and objectives. There are several different methods for taking samples. The most prominent choices are divided into two categories: probability sampling and non-probability sampling.

Every single component of the population has a determined, nonzero possibility of being selected in probability sampling. Simple random sampling, systematic sampling, stratified sampling, cluster sampling, multistage area sampling, etc., are some probability sampling methods.

Non-probability sampling is another sort of sampling when it is uncertain what percentage of the population will be selected. It involves choosing sample units at random since researchers generally depend on their own opinion. Other methods of sampling that fall under this category of this include convenience sampling, judgment/selective/purposive sampling, quota sampling, snowball sampling, etc.

In this study, a sample was drawn based on the purposive sampling technique. In this method, the researcher utilizes expertise to determine the sample which is highly beneficial to a study's goals. it is also called Selective or judgment sampling. It is typically applied once the population is quite small & concentrated, whenever the investigator would like to discover details about a specific event than derive broad judgments through statistics, or in other situations.

3.6 Sources of Data Collection
For this study, data was gathered from both primary and secondary sources.

Primary data
Primary data were gathered from the questionnaire survey & interviews with female teachers.

Secondary data
Secondary data came from the website, online articles, and different Books of Universities selected.

Data was collected through a close-ended questionnaire. The questionnaire contains both independent & dependent variables. Work-family conflict in this context is an independent variable. Two dependent variables that are impacted by WFC are addressed here in this study. Job satisfaction & turnover intention are these. To collect information regarding WFC, job satisfaction, and job turnover intention, questionnaires were directly conducted. Respondents asked questions related to these. Regarding extra informational research, pertinent papers and texts are additionally studied. All comments were scored using a Likert scale with a maximum of five points. From five (strongly agree) to one (strongly disagree), the scale was used.

3.7 Data Analysis:

In this paper SPSS software (frequency, Cronbach's reliability test, mean, Hypothesis test-T-test) was used for analyzing the data. Frequency distribution is used to tabulate the information collected. Graphs and charts are used to visualize the data. The mean was also discovered, and a T-test was employed for the hypothesis test. The data were entered into SPSS to perform Cronbach's alpha reliability test for content validity. Computer application software like Microsoft word, excel were also used for analysis & interpretation. The thesis was typed in Microsoft word and analyzed data were presented in graphs, tables & charts associated with brief interpretations beneath.

CHAPTER FOUR: ANALYSIS & FINDINGS OF THE STUDY

4.1 Analysis:

4.1.1 Frequency Distribution

i) Name of Organization:

In this study from 5 Universities, 10 respondents from each university (female teachers) were randomly selected. 5 Universities are AIUB, DIU, NUB, SEU, and UniSA. It is shown in the following tables and pie chart.

Statistics		
Name of Organization		
N	Valid	50
	Missing	0

Table 3: Statistics (Name of Organization)

Name of Organization					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AIUB	10	20.0	20.0	20.0
	DIU	10	20.0	20.0	40.0
	NUB	10	20.0	20.0	60.0
	SEU	10	20.0	20.0	80.0
	UniSA	10	20.0	20.0	100.0
	Total	50	100.0	100.0	

Table 4: Frequency Table of Name of Organization
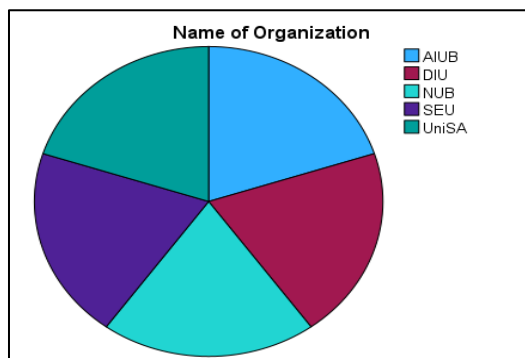
Figure 1: Name of Organization

ii) Designation of Respondents:

In this study all respondents are female. Of 50 female teachers 52% (26 Teachers) respondents are Lecturer, 28% (14 teachers) respondents are Assistant Professors, 8% (4 teachers) respondents are Senior Lecturer, 6% (3 teachers) respondents are Associate Professor, 4% (2 teachers)

respondents are Senior Assistant Professor, 2% (1 teacher) respondent Professor. It is shown in the following tables and pie chart.

Statistics		
Designation of Respondent		
N	Valid	50
	Missing	0

Table 5: Statistics (Designation of Respondents)

Designation of Respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lecturer	26	52.0	52.0	52.0
	Senior Lecturer	4	8.0	8.0	60.0
	Assistant Professor	14	28.0	28.0	88.0
	Senior Assistant Professor	2	4.0	4.0	92.0
	Associate Professor	3	6.0	6.0	98.0
	Professor	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Table 6: Frequency table of Designation of Respondents
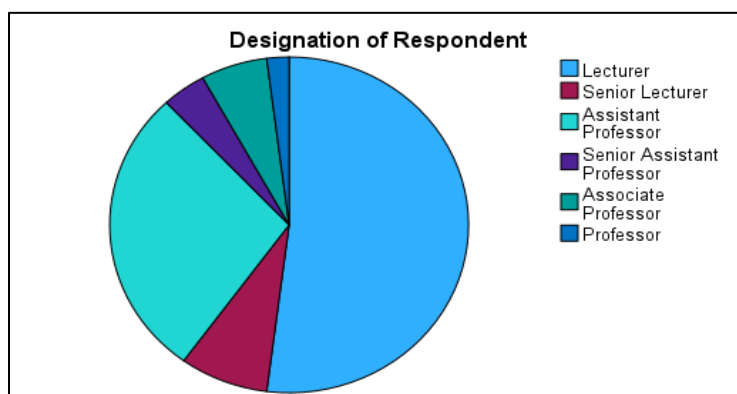
Figure 2: Designation of Respondents

iii) Age of Respondents:

In this study 23 respondents aged ranges from 31-35 years which is 46%, 16 respondents have an age range from 25-30 years which is 32%, 10 respondents have experience from 36-40 years which is 20%, 1 respondent have age ranges from 46-50 years which is 1%. These are shown in the following table and pie chart.

Statistics		
Age of Respondent		
N	Valid	50
	Missing	0

Table 7: Statistics (Age of respondents)

Age of Respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-30 years	16	32.0	32.0	32.0
	31-35 years	23	46.0	46.0	78.0
	36-40 years	10	20.0	20.0	98.0
	46-50 years	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Table 8: Frequency Distribution of Age of Respondents
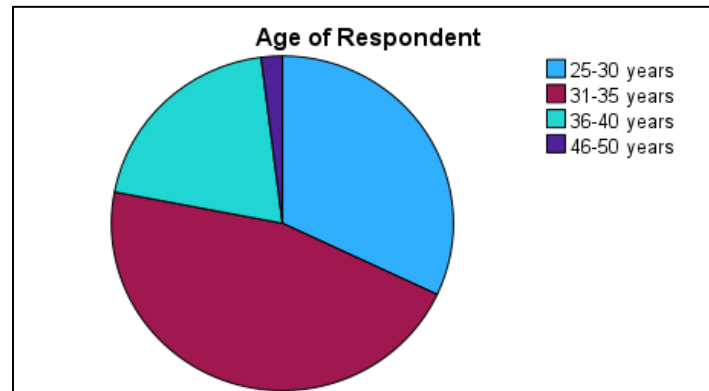
Figure 3: Age of Respondents

iv) Years of Experience:

In this study 28 respondents have experience from 1-5 years which is 56%, 16 respondents have experience from 6-10 years which is 32%, 4 respondents have experience from 11-15 years which is 8%, 2 respondents have experience from 21-25 years which is 4%. Which is shown in the following table and pie chart.

Statistics		
Years of Experience		
N	Valid	50
	Missing	0

Table 9: Statistics (Years of Experience)

Years of Experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	28	56.0	56.0	56.0
	6-10 years	16	32.0	32.0	88.0
	11-15 years	4	8.0	8.0	96.0
	21-25 years	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

Table 10: Frequency table of Respondents Years of experience

Figure 4: Respondents' Years of Experience

v) Educational Status:

In this study 46 respondents completed their post-graduation which is 92%, 3 respondents have a Ph.D. degree which is 6%, and 1 respondent completed graduation which is 2 %.these are shown in the following table and pie chart.

Statistics		Educational Status	Others Educational Status
N	Valid	50	50
	Missing	0	0

Table 11: Statistics (Educational Status)

Educational Status		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Graduate	1	2.0	2.0	2.0
	Post Graduate	46	92.0	92.0	94.0
	Others	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

Table 12: Frequency Table of Respondent's Educational status

Others Educational Qualification		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		47	94.0	94.0	94.0
	PhD	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

Table 13: Frequency table of Other Educational Status of Respondents
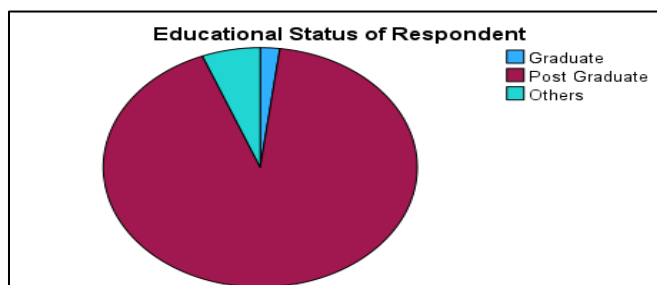
Figure 5: Educational Status

18

vi) Marital Status:

In this study, 47 respondents are married which is 94%, and 3 respondents are unmarried which is 6%. These are shown in the following table and pie chart.

Statistics		
Marital Status of Respondent		
N	Valid	50
	Missing	0

Table 14: Statistics (Marital Status)

Marital Status of Respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	47	94.0	94.0	94.0
	Unmarried	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

Table 15: Frequency table of Respondent's Marital Status
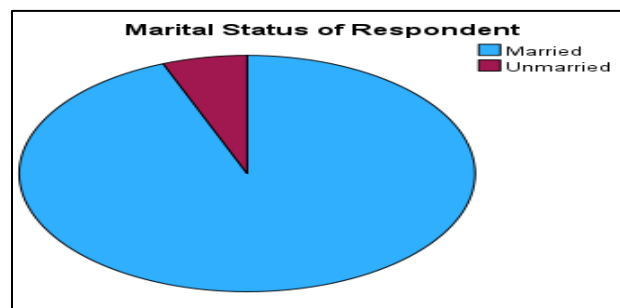
Figure 6: Marital Status of Respondents

vii) Number of Children of Respondents:

In this study 18 respondents have no children which are 36%, 15 respondents have 1 child 30%, 14 respondents have 2 children which are 28%, and 3 respondents have 3 children which are 6%. There are shown in the following table and pie chart.

Statistics		
Number of Children		
N	Valid	50
	Missing	0

Table 16: Statistics (Number of Children)

Number of Children					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Child	15	30.0	30.0	30.0
	2 Children	14	28.0	28.0	58.0

3 Children	3	6.0	6.0	64.0
No Children	18	36.0	36.0	100.0
Total	50	100.0	100.0	

Table 17: Frequency of Respondents Number of Children
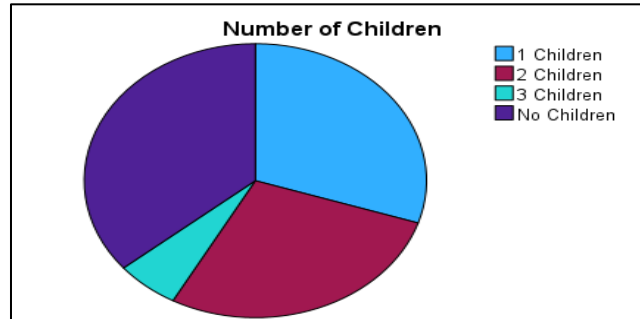
Figure 7: Respondent's Number of Children

4.1.2 Reliability Test:

Every piece of data was entered into SPSS to perform Cronbach's alpha reliability test for content validity. Here, the accuracy of all surveys of the Likert style which contain the variables were examined to determine their internal reliability, and how strongly a collection of questions is connected. 36 surveys have a Likert style of scale, and the information obtained comprises (0.945). This has a great degree of internal uniformity of the chosen sample and is trustworthy and fair. this is shown below:

Reliability Statistics	
Cronbach's Alpha	N of Items
.945	36

Table 18: Cronbach's Alpha (for all Likert types of questionnaires).

i) Reliability test of Scale: Factors causing WFC of female teachers at private universities in Bangladesh

The table below shows the reliability of factors causing WFC of female teachers at private universities in Bangladesh. The result (0.899) 89.9% indicates it has great inner uniformity, this is dependable.

Reliability Statistics	
Cronbach's Alpha	N of Items
.899	18

Table 19: Reliability test of Factors Causing WFC of Female Teachers at Private Universities in Bangladesh Scale

ii) Reliability test of Scale: Consequences of WFC of female teachers at private universities in Bangladesh

20

The table below signifies the reliability of the consequences of WFC on female teachers at private universities in Bangladesh. The result (0.879) 87.9%, indicates it has good inner uniformity and is dependable.

Reliability Statistics	
Cronbach's Alpha	N of Items
.879	10

Table 20: Reliability test of Consequences of WFC of Female Teachers at Private Universities in Bangladesh Scale

iii) Reliability test of Scale: Survey on WFC of Female Teachers at Private Universities in Bangladesh

The table below signifies the reliability of the survey on the WFC of female teachers at private universities in Bangladesh. The result (0.768) 76.8% indicates it has good inner uniformity and consistency.

Reliability Statistics	
Cronbach's Alpha	N of Items
.768	6

Table 21: Reliability test of Survey on WFC of Female Teachers at Private Universities in Bangladesh Scale

iv) Reliability test of Scale: Hypothesis

The table below signifies the reliability of the survey on the WFC of female teachers at private universities in Bangladesh scale. The result (0.823) 82.3%, indicates it has good inner uniformity and consistency.

Reliability Statistics	
Cronbach's Alpha	N of Items
.823	2

Table 22: Reliability test of Hypothesis questionnaire

4.1.3 Mean:

a) Factors causing a work-family conflict among female teachers at private universities in Bangladesh:

Some factors that cause WFC of female teachers at private universities in Bangladesh are identified and analyzed which are described below-

i) Excessive Workload: Excessive workloads cause fatigue, tiredness, and stress, leading to work-family conflicts for female teachers. From this analyzed mean (4.00) it can be said that the majority of those who responded agreed with this. The tables below show that 21 (42%) respondents agreed, 15 (30%) respondents strongly agreed 13 (26%) teachers are neutral/somewhat agree and 1 respondent (2%) disagrees with this.

Statistics		
Excessive workload		
N	Valid	50
	Missing	0
Mean		4.00

Table 23: Statistics (Factor- Excessive workload)

Excessive workload					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.0	2.0	2.0
	Neutral/Somewhat Agree	13	26.0	26.0	28.0
	Agree	21	42.0	42.0	70.0
	Strongly Agree	15	30.0	30.0	100.0
	Total	50	100.0	100.0	

Table 24: Factor- Excessive workload
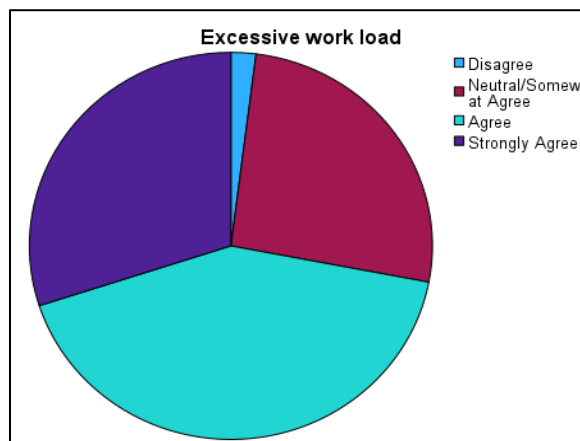
Figure 8: Factor- Excessive workload

ii) Long Working Hours: The majority of respondents reported WFC because of the long hours worked. Working long hours might have a detrimental impact on families and employees who struggle to balance their obligations at home and work. From this analyzed mean (4.00) it can be said that most of the responders agreed with this. The tables below show that 30 (60%) respondents agreed, 10 (20%) respondents strongly agreed 10 (20%) teachers are neutral/somewhat agree with this. Employee stress is a result of long hours worked, especially among female employees. For this reason, in Bangladesh many female teachers face difficulties.

Statistics		
Long working hours		
N	Valid	50
	Missing	0
Mean		4.00

Table 25: Statistics (Factor- Long working hours)

Long working hours				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral/Somewhat Agree	10	20.0	20.0	20.0
	Agree	30	60.0	60.0	80.0
	Strongly Agree	10	20.0	20.0	100.0
	Total	50	100.0	100.0	

Table 26: Factor- Long Working Hours
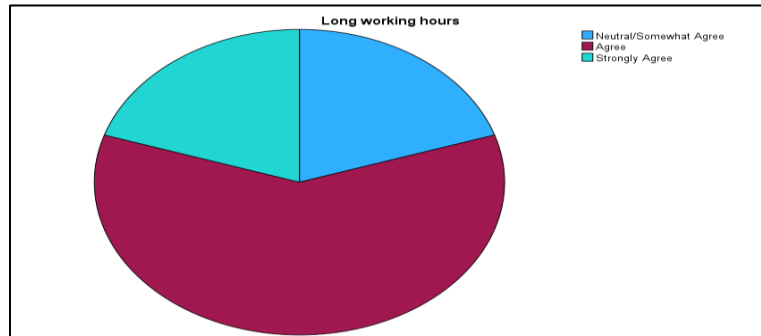
Figure 9: Factor- Long Working Hours

iii) Work Schedule: Female teachers' work schedules frequently collide with their family commitments. From this analyzed mean (3.90) it can be said that the majority of those who responded agreed that work Schedule is one of the factors causing WFC. The tables below show that 26 (52%) respondents agreed, 10 (20%) respondents strongly agreed, 13 (26%) teachers are neutral/somewhat agreed and 1 respondent (2%) disagreed with this.

Statistics		
Work schedule		
N	Valid	50
	Missing	0
Mean		3.90

Table 27: Statistics (Factor- work Schedule)

Work schedule				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.0	2.0	2.0
	Neutral/Somewhat Agree	13	26.0	26.0	28.0
	Agree	26	52.0	52.0	80.0
	Strongly Agree	10	20.0	20.0	100.0
	Total	50	100.0	100.0	

Table 28: Factor- Work Schedule
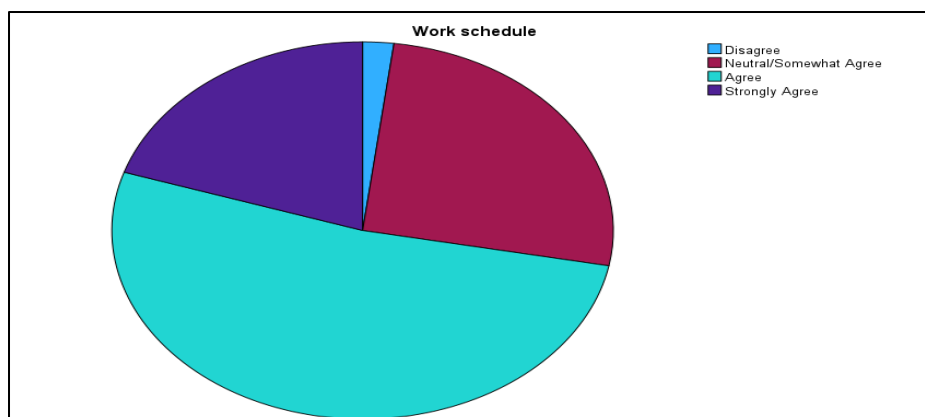
Figure 10: Factor- Work Schedule

iv) **The ambiguity of role:** When responsibilities and boundaries are not clearly stated in a job description, a scenario known as role ambiguity occurs. Role ambiguity can lead to disagreements, poor performance, and disconnection. Also, Teachers are more inclined to fail if their job definitions are unclear and justify their ineffectiveness on the perceived misunderstanding. From this analyzed mean (3.92) it can be said that most of the respondents agreed that ambiguity of role is one of the factors causing WFC. The tables below show that 25 (50%) respondents agreed, 12 (24%) respondents strongly agreed, 10 (20%) teachers are neutral/somewhat agreed and 3 respondents (6%) disagreed with this.

Statistics		
Ambiguity of role		
N	Valid	50
	Missing	0
Mean		3.92

Table 29: Statistics (Factor- Ambiguity of role)

		Frequency	Percent	Valid Percent	Cumulative Percent
Ambiguity of role					
Valid	Disagree	3	6.0	6.0	6.0
	Neutral/Somewhat Agree	10	20.0	20.0	26.0
	Agree	25	50.0	50.0	76.0
	Strongly Agree	12	24.0	24.0	100.0
	Total	50	100.0	100.0	

Table 30: Factor- Ambiguity of role

24
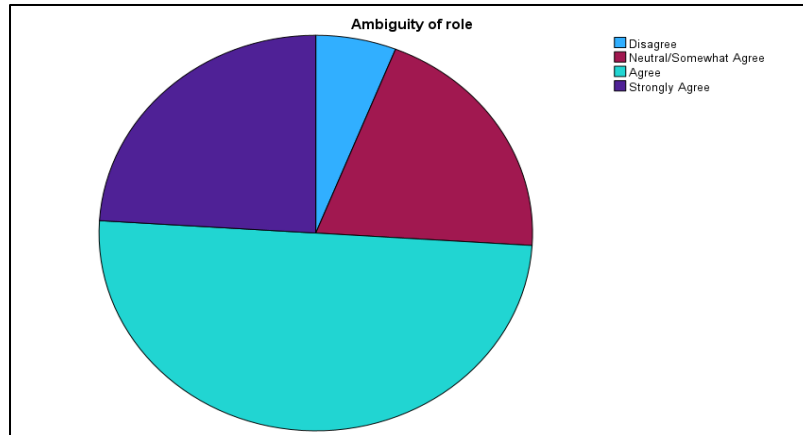
Figure 11: Factor- Ambiguity of role

v) Work Demand: Perhaps one of the predictors of WFC is the demands of the job. Additional work requirements associated with Shift work, workplace stress, extensive work, job difficulties, and functioning promptly or even with interruptions are all factors that might cause WFC. People not having adequate time to devote to personal & professional lives are the primary cause of disbalance. Therefore, from this analyzed mean (3.76) it can be said that most of the respondents agreed that work demand is one of the factors causing WFC. The tables below show that 26 (52%) respondents agreed, 7 (14%) respondents strongly agreed, 15 (30%) teachers are neutral/somewhat agreed and 2 respondents (4%) disagreed with this.

Statistics		
Work demand		
N	Valid	50
	Missing	0
Mean		3.76

Table 31: Statistics (Factor- Work Demand)

Work demand					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	4.0	4.0	4.0
	Neutral/Somewhat Agree	15	30.0	30.0	34.0
	Agree	26	52.0	52.0	86.0
	Strongly Agree	7	14.0	14.0	100.0
	Total	50	100.0	100.0	

Table 32: Factor- Work Demand
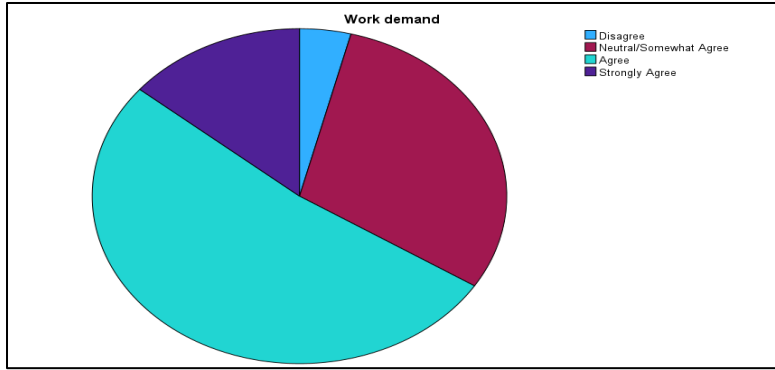
Figure 12: Factor-Work Demand

vi) **The negative attitude of the supervisors/colleagues:** It is one of the factors that cause work-family conflict. If they do not get any support and empathy from their supervisors and colleagues it will create stress which leads to work-family conflict. From the analyzed mean (3.54) it can be said that the majority of responders agreed with this. The tables below show that 22 (44%) respondents are neutral/somewhat agreed, 13 (26%) respondents agreed, 10 (20%) respondents strongly agreed, 4 (8%) teachers disagreed and 1 respondent (2%) strongly disagreed with this.

Statistics		
The negative attitude of supervisors/colleagues		
N	Valid	50
	Missing	0
Mean		3.54

Table 33: Statistics (Factor- The negative attitude of supervisor/colleagues)

The negative attitude of supervisors/colleagues					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.0	2.0	2.0
	Disagree	4	8.0	8.0	10.0
	Neutral/Somewhat Agree	22	44.0	44.0	54.0
	Agree	13	26.0	26.0	80.0
	Strongly Agree	10	20.0	20.0	100.0
	Total	50	100.0	100.0	

Table 34: Factor- The negative attitude of supervisor/colleagues
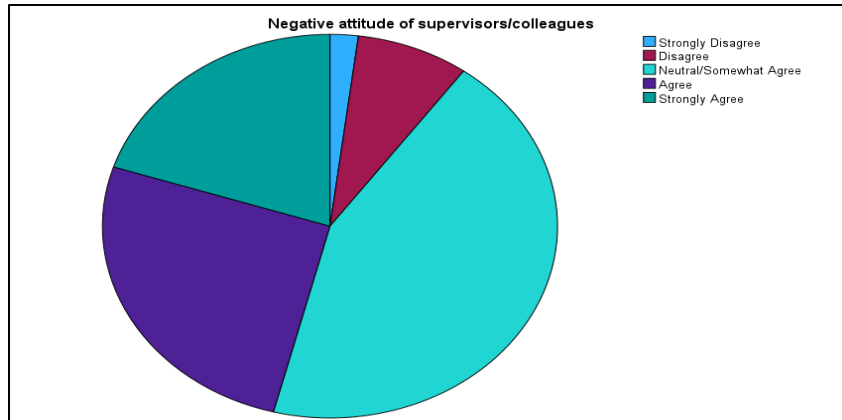
Figure 13: Factor- The Negative attitude of supervisor/colleagues

vii) Family Demand: Generally, women are expected by society to be family-oriented, which leads to WFC. From the analyzed mean (3.82) it can be said that most of the respondents agreed that family demand is one of the factors that cause work-family conflict. The tables below that 24 (48%) respondents agreed, 16 (32%) respondents are neutral/somewhat agreed, 9 (18%) respondents strongly agreed, and 1 respondent (2%) disagreed with this.

Statistics		
Family demand		
N	Valid	50
	Missing	0
Mean		3.82

Table 35: Statistics (Factor- Family Demand)

Family demand					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.0	2.0	2.0
	Neutral/Somewhat Agree	16	32.0	32.0	34.0
	Agree	24	48.0	48.0	82.0
	Strongly Agree	9	18.0	18.0	100.0
	Total	50	100.0	100.0	

Table 36: Factor- Family Demand
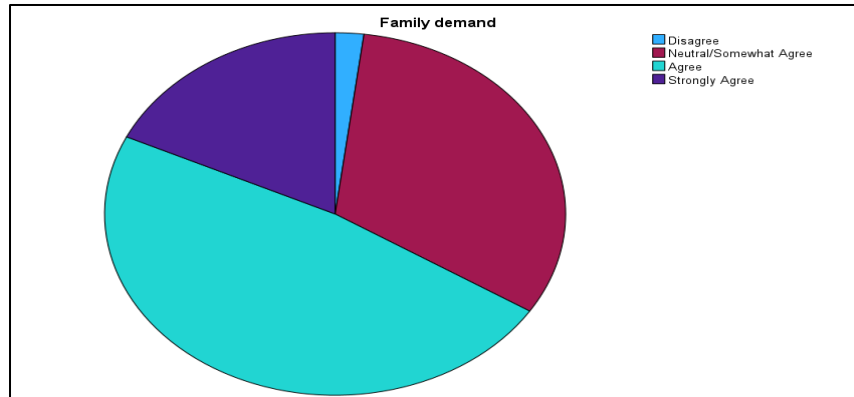
Figure 14: Factor: Family Demand

viii) Family Commitment: Female teachers who are more dedicated to their families report having more WFC. From the analyzed mean (4.04) it can be said that most of the respondents agreed that family commitment is one of the factors that cause work-family conflict. The tables below show that 25 (50%) respondents agreed, 14 (28%) respondents strongly agreed, 10 (20%) respondents are neutral/somewhat agreed, and 1 respondent (2%) disagreed with this.

Statistics		
Family Commitment		
N	Valid	50
	Missing	0
Mean		4.04

Table 37: Statistics (Factor-Family commitment)

Family Commitment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.0	2.0	2.0
	Neutral/Somewhat Agree	10	20.0	20.0	22.0
	Agree	25	50.0	50.0	72.0
	Strongly Agree	14	28.0	28.0	100.0
	Total	50	100.0	100.0	

Table 38: Factor-Family commitment
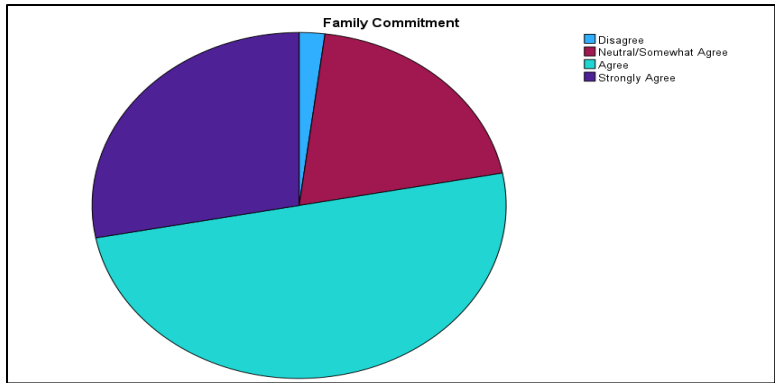
Figure 15: Factor-Family commitment

ix) **Individual Perception:** Differing work-family conflict experiences should result from differences in values as indicated by the importance placed on different life roles. Those who prioritized their jobs over their families tended to have more conflict. From the analyzed mean (3.74) it can be said that the majority of responders agreed with this. The tables below show that 22 (44%) respondents agreed, 19 (38%) respondents are neutral/somewhat agreed, 8 (16%) respondents strongly agreed, and 1 respondent (2%) disagreed with this

Statistics		
Individual perception		
N	Valid	50
	Missing	0
Mean		3.74

Table 39: Statistics (Factor- Individual Perception)

Individual perception					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.0	2.0	2.0
	Neutral/Somewhat Agree	19	38.0	38.0	40.0
	Agree	22	44.0	44.0	84.0
	Strongly Agree	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

Table 40: Factor- Individual Perception
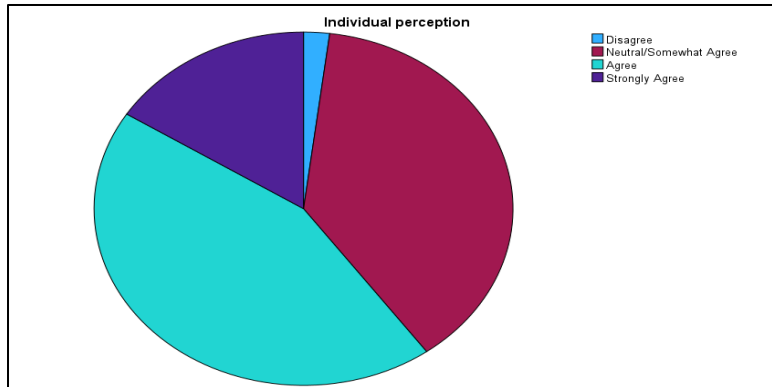
Figure 16: Factor- Individual Perception

x) **Organization Culture:** If the organization's culture is not supportive of female employees, they will face problems that lead to work-family conflict. From the analyzed mean (3.66) it can be said that most of the respondents are neutral/somewhat agreed that organizational culture is one of the factors that cause work-family conflict. The tables below show that 24 (48%) respondents are neutral/somewhat agreed, 13 (26%) responders agreed, 11 (22%) respondents strongly agreed, and 2 respondents (4%) disagreed with this.

Statistics		
Organization culture		
N	Valid	50
	Missing	0
Mean		3.66

Table 41: Statistics (Factor-Organization culture)

Organization culture					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	4.0	4.0	4.0
	Neutral/Somewhat Agree	24	48.0	48.0	52.0
	Agree	13	26.0	26.0	78.0
	Strongly Agree	11	22.0	22.0	100.0
	Total	50	100.0	100.0	

Table 42: Factor-Organization culture
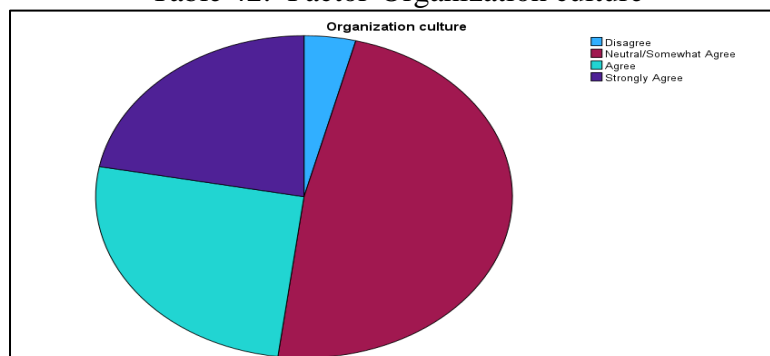
Figure 17: Factor-Organization culture

xi) Unsupportive Family Members: When they do not get the support they need from their family members, female teachers are more likely to have WFC. From the analyzed mean (4.12) it can be said that most of the respondents agreed that unsupportive family members are one of the factors that cause work-family conflict. The tables below show that 25 (50%) respondents agreed, 16 (32%) respondents strongly agreed, 8 (16%) respondents are neutral/somewhat agreed, and 1 respondent (2%) disagreed with this.

Statistics		
Unsupportive family members		
N	Valid	50
	Missing	0
Mean		4.12

Table 43: Statistics (Factor-Unsupportive family members)

Unsupportive family members				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.0	2.0	2.0
	Neutral/Somewhat Agree	8	16.0	16.0	18.0
	Agree	25	50.0	50.0	68.0
	Strongly Agree	16	32.0	32.0	100.0
	Total	50	100.0	100.0	

Table 44: Factor-Unsupportive family members
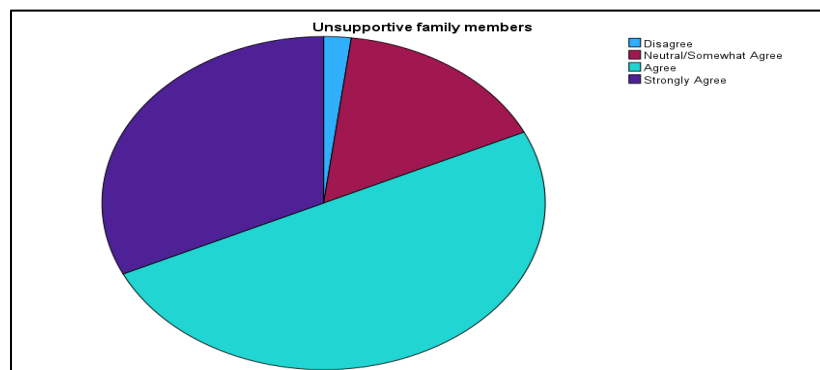
Figure 18: Factor-Unsupportive family members

xii) Demand for Relaxation: Several respondents mention that despite being quite tired after work, they do not have enough time to relax at home. They have to do Some of the activities they dislike. From the analyzed mean (3.96) it can be said that most of the respondents agreed that demand for relaxation is one of the factors that cause work-family conflict. The tables below show that 28 (56%) respondents agreed, 12 (24%) respondents strongly agreed, 6 (12%) respondents are neutral/somewhat agreed, and 4 respondents (8%) disagreed with this.

Statistics
Demand for relaxation time

N	Valid	50
	Missing	0
Mean		3.96

Table 45: Statistics (Factor- Demand for relaxation)

Demand for relaxation time					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	8.0	8.0	8.0
	Neutral/Somewhat Agree	6	12.0	12.0	20.0
	Agree	28	56.0	56.0	76.0
	Strongly Agree	12	24.0	24.0	100.0
	Total	50	100.0	100.0	

Table 46: Factor- Demand for relaxation
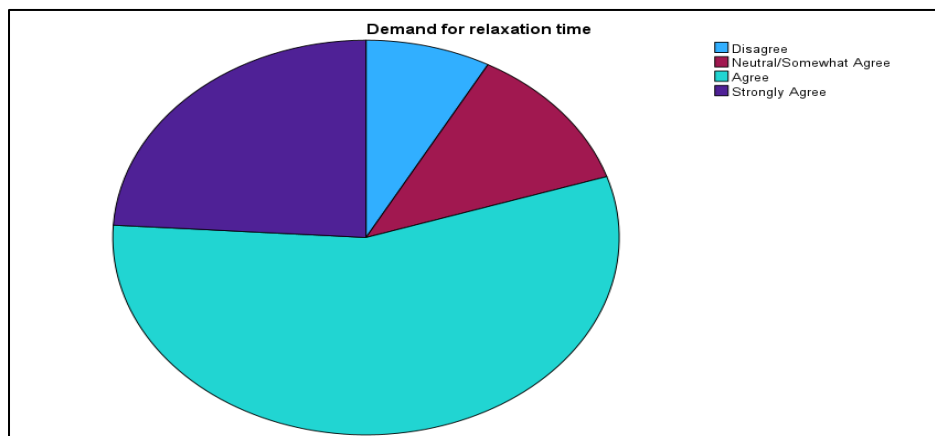
Figure 19: Factor- Demand for relaxation

xiii) Personal Problem: Female teachers may sometimes get frustrated at the workplace because of private matters. They engage in a job that is no more exciting or enjoyable. From the analyzed mean (3.64) it can be said that most of the respondents agreed that personal problem is one of the factors that cause work-family conflict. The tables below show that 24 (48%) respondents agreed, 16 (32%) respondents are neutral/somewhat agreed, 6 (12%) respondents strongly agreed, and 4 respondents (8%) disagreed with this.

Statistics		
Personal problem		
N	Valid	50
	Missing	0
Mean		3.64

Table 47: Statistics (Factor-Personal Problem)

Personal problem				
	Frequency	Percent	Valid Percent	Cumulative Percent

Valid					
Valid	Disagree	4	8.0	8.0	8.0
	Neutral/Somewhat Agree	16	32.0	32.0	40.0
	Agree	24	48.0	48.0	88.0
	Strongly Agree	6	12.0	12.0	100.0
	Total	50	100.0	100.0	

Table 48: Factor-Personal Problem
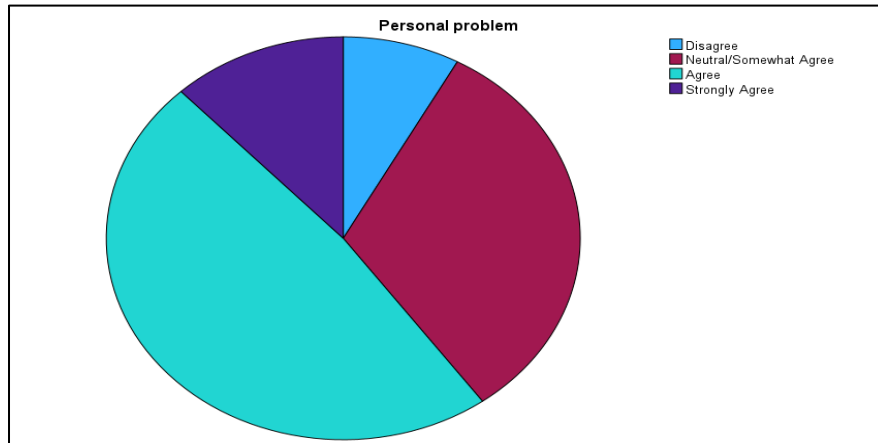
Figure 20: Factor-Personal Problem

xiv) Job Dissatisfaction: Job Dissatisfaction leads to WFC. If teachers are not satisfied with their jobs, then stress will hamper their family life also. From the analyzed mean (4.08) it can be said that most of the responders agreed with this. The tables below show that 23 (46%) respondents agreed, 16 (32%) respondents strongly agreed, 10 (20%) respondents are neutral/somewhat agreed, and 1 respondent (2%) disagreed with this.

Statistics		
Job dissatisfaction		
N	Valid	50
	Missing	0
Mean		4.08

Table 49: Statistics (Factor-Job Dissatisfaction)

Job dissatisfaction					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.0	2.0	2.0
	Neutral/Somewhat Agree	10	20.0	20.0	22.0
	Agree	23	46.0	46.0	68.0
	Strongly Agree	16	32.0	32.0	100.0
	Total	50	100.0	100.0	

Table 50: Factor-Job Dissatisfaction
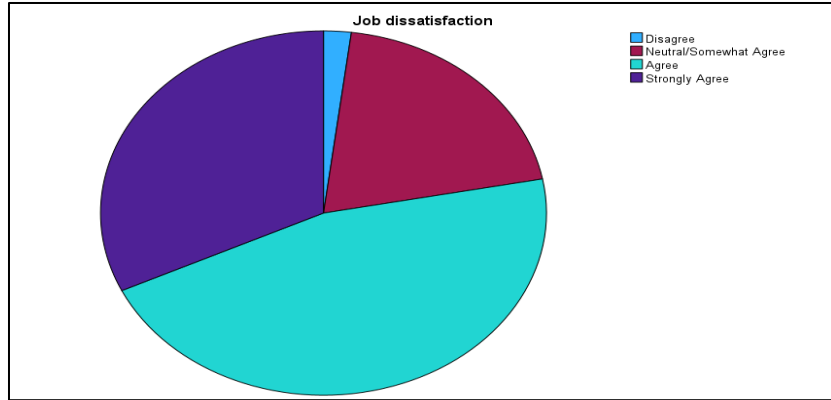
Figure 21: Factor-Job Dissatisfaction

xv) **Working Conditions:** If Working conditions are not favorable to teachers then it leads to WFC. From the analyzed mean (3.70) it can be said that the majority of responders agreed with this. The tables below show that 20 (40%) respondents agreed, 18 (36%) respondents are neutral/somewhat agreed, 9 (18%) respondents strongly agreed, and 3 respondents (6%) disagreed with this.

Statistics		
Working conditions		
N	Valid	50
	Missing	0
Mean		Table 3.70

Table 51: Statistics (Factor-Working conditions)

Working conditions					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	6.0	6.0	6.0
	Neutral/Somewhat Agree	18	36.0	36.0	42.0
	Agree	20	40.0	40.0	82.0
	Strongly Agree	9	18.0	18.0	100.0
	Total	50	100.0	100.0	

Table 52: Factor-Working conditions
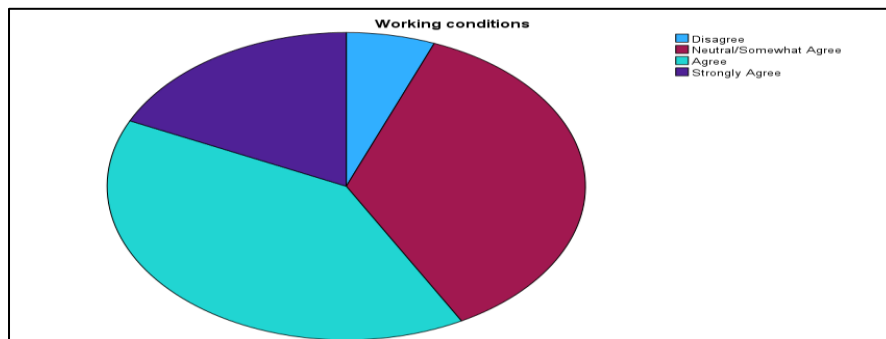
Figure 22: Factor-Working conditions

xvi) Traditional Gender Role Experience: It is observed that WFC is worse for female teachers who adhere so much to established gender roles. From the analyzed mean (3.74) it can be said that most of the respondents agreed that traditional gender role experience is one of the factors that cause work-family conflict. The tables below show that 25 (50%) respondents agreed, 14 (28%) respondents are neutral/somewhat agreed, 8 (16%) respondents strongly agreed, and 1 respondent (2%) disagreed with this.

Statistics		
Traditional gender role experience		
N	Valid	50
	Missing	0
Mean		3.74

Table 53: Statistics (Factor- Traditional Gender Role Experience)

Traditional gender role experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.0	2.0	2.0
	Disagree	2	4.0	4.0	6.0
	Neutral/Somewhat Agree	14	28.0	28.0	34.0
	Agree	25	50.0	50.0	84.0
	Strongly Agree	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

Table 54: Factor-Traditional Gender Role Experience
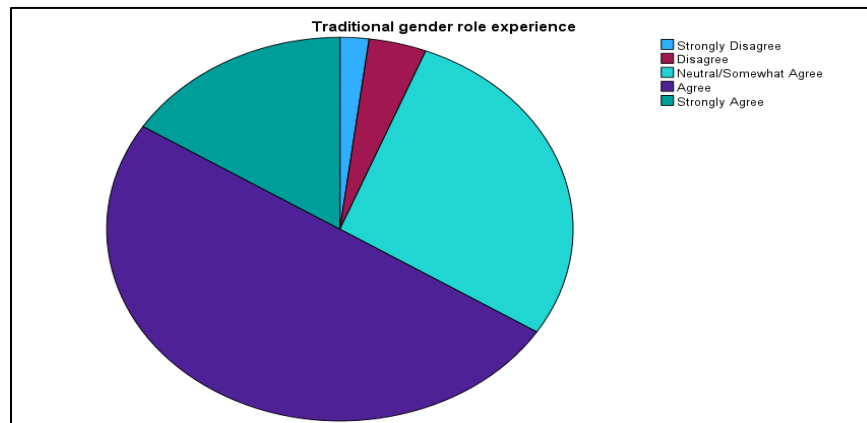
Figure 23: Factor-Traditional Gender Role Experience

xvii) Poor Performance Appraisal: Poor performance appraisal leads to WFC. From the analyzed mean (3.80) it can be said that most of the respondents agreed that a poor performance appraisal system is one of the factors that cause work-family conflict. The tables below show that 23 (46%) respondents agreed, 17 (34%) respondents are neutral/somewhat agreed, 9 (18%) respondents strongly agreed, and 1 respondent (2%) disagreed with this

Statistics		
Poor Performance appraisal system		
N	Valid	50
	Missing	0
Mean		3.80

Table 55: Statistics (Factor-Poor Performance Appraisal System)

Poor Performance appraisal system					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.0	2.0	2.0
	Neutral/Somewhat Agree	17	34.0	34.0	36.0
	Agree	23	46.0	46.0	82.0
	Strongly Agree	9	18.0	18.0	100.0
	Total	50	100.0	100.0	

Table 56: Factor-Poor Performance Appraisal System
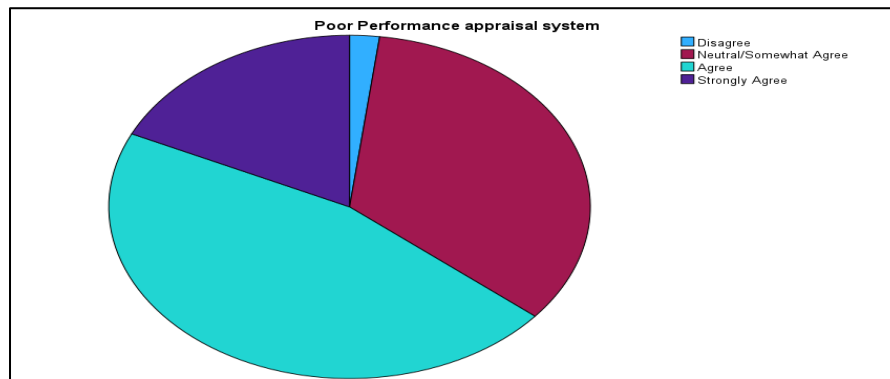
Figure 24: Factor-Poor Performance Appraisal System

xviii) **Unsupportive Management:** Teachers who need to deal with unsupportive management face work-family conflict due to stress, and problems arise from it. From the analyzed mean (3.76) it can be said that most of the respondents agreed that unsupportive management is one of the factors that cause work-family conflict. The tables below show that 24 (48%) respondents agreed, 17 (34%) respondents neutral/somewhat agreed, 8 (16%) respondents strongly agreed, and 1 respondent (2%) disagreed with this.

Statistics		
Unsupportive Management		
N	Valid	50
	Missing	0
Mean		3.76

Table 57: Statistics (Factor -Unsupportive management)

Unsupportive Management				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.0	2.0	2.0
	Neutral/Somewhat Agree	17	34.0	34.0	36.0
	Agree	24	48.0	48.0	84.0
	Strongly Agree	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

Table 58: Factor- Unsupportive Management
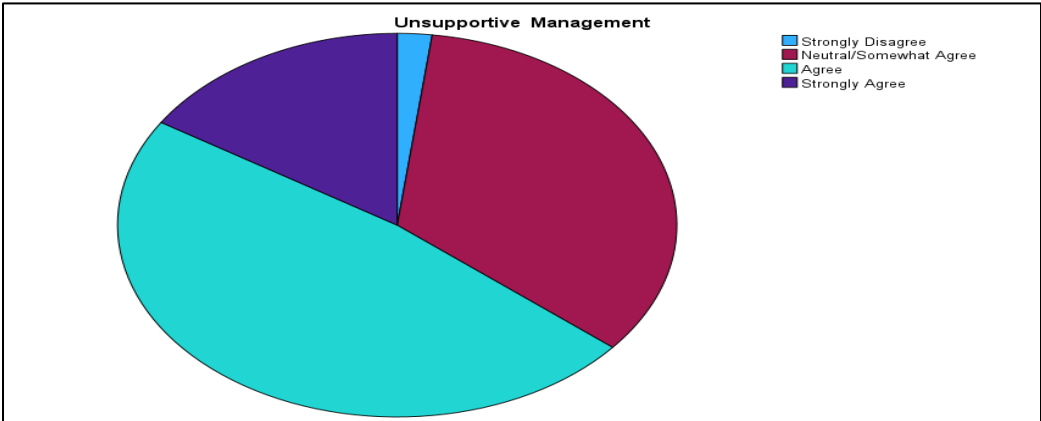
Figure 25: Factor-Unsupportive Management

b) Consequences of WFC of female teachers at private universities in Bangladesh:

Understanding the costs of WFC has drawn the attention of female teachers. Respondents queried to identify the results of WFC while keeping this in mind. The consequences of WFC are catastrophic. Because it is associated with unfavorable outcomes, both businesses, and individuals must comprehend the idea of a contradiction between home and job. The study's result revealed that WFC is linked to a range of unfavorable workplace practices and implications, comprising a greater likelihood of leaving an occupation and high work dissatisfaction. The dispute in professional life and personal life, for example, having a greater rate of job burnout, quitting intentions, excessive absences resulting from fatigue on account of one's body, mind, or emotions, stress at work, workplace violence, and worsening health and job performance. This cluster produces little for a lot of money due to the high turnover. High levels of work absenteeism and significant stress caused by excessive WFC can reduce organizational productivity. Women must perform several tasks, and it has been discovered that doing so has some negative impacts on their physical & mental well-being, including back discomfort, insomnia, irritability, and reduced appetite. The following are some consequences of WFC among female teachers at private universities in Bangladesh that were identified and analyzed in this study:

i) **Low Productivity:** The productivity of teachers decreases due to WFC. From the analyzed mean (4.16) it can be said that the majority of responders agreed with this. The tables below illustrate that 28 (56%) respondents agreed, 16 (32%) respondents are neutral/somewhat agreed, 8 (16%) respondents strongly agreed, and 1 respondent (2%) disagreed with this.

Statistics		
Low Productivity		
N	Valid	50
	Missing	0
Mean		4.16

Table 59: Statistics (Consequences- Low Productivity)

Low Productivity					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.0	2.0	2.0
	Neutral/Somewhat Agree	5	10.0	10.0	12.0
	Agree	28	56.0	56.0	68.0
	Strongly Agree	16	32.0	32.0	100.0
	Total	50	100.0	100.0	

Table 60: Consequences-Low Productivity
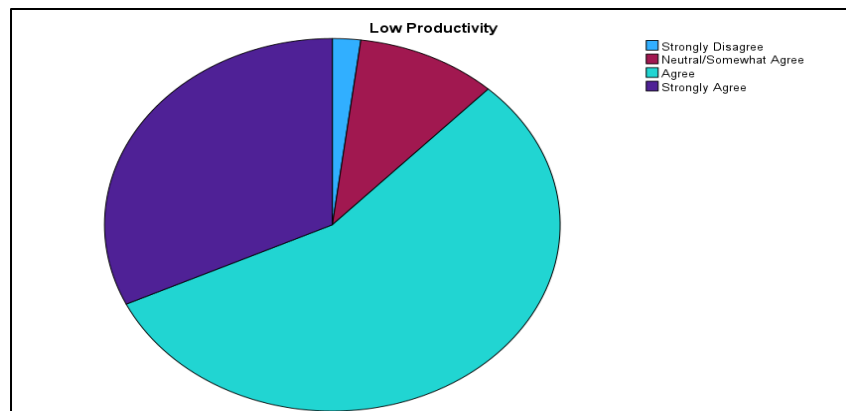
Figure 26: Consequences-Low Productivity

ii) **Low Job Performance:** As work life and family life affect each other, due to WFC job performance of teachers decreases. From the analyzed mean (3.88) it can be said that most of the respondents agreed with this. The tables below show that 28 (56%) respondents agreed, 16 (32%) respondents are neutral/somewhat agreed, 8 (16%) respondents strongly agreed, and 1 respondent (2%) disagreed with this.

Statistics		
Low job performance		
N	Valid	50
	Missing	0
Mean		3.88

Table 61: Statistics (Consequences-Low Job Performance)

Low job performance				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.0	2.0	2.0
	Neutral/Somewhat Agree	12	24.0	24.0	26.0
	Agree	29	58.0	58.0	84.0
	Strongly Agree	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

Table 62: Consequences-Low Job Performance
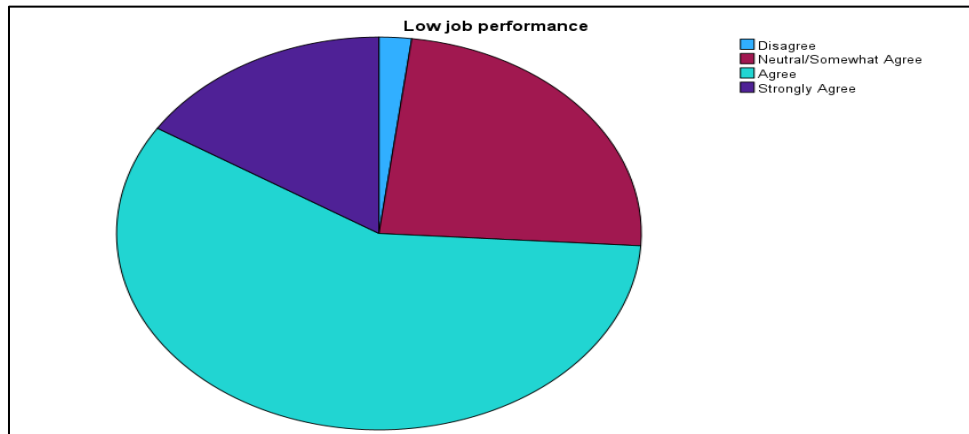
Figure 27: Consequences-Low Job Performance

iii) High Turnover Intention: Due to WFC teachers intend to quit their job. From the analyzed mean (4.26) it can be said that the majority of responders agreed with this. The tables below show that 23 (46%) respondents agreed, 20 (40%) respondents strongly agreed, and 7 (14%) respondents are neutral/somewhat agreed with this.

Statistics		
High Turnover intentions		
N	Valid	50
	Missing	0
Mean		4.26

Table 63: Statistics (Consequences-High Turnover Intention)

High Turnover intentions				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral/Somewhat Agree	7	14.0	14.0	14.0
	Agree	23	46.0	46.0	60.0
	Strongly Agree	20	40.0	40.0	100.0
	Total	50	100.0	100.0	

Table 64: Consequences-High Turnover Intentions
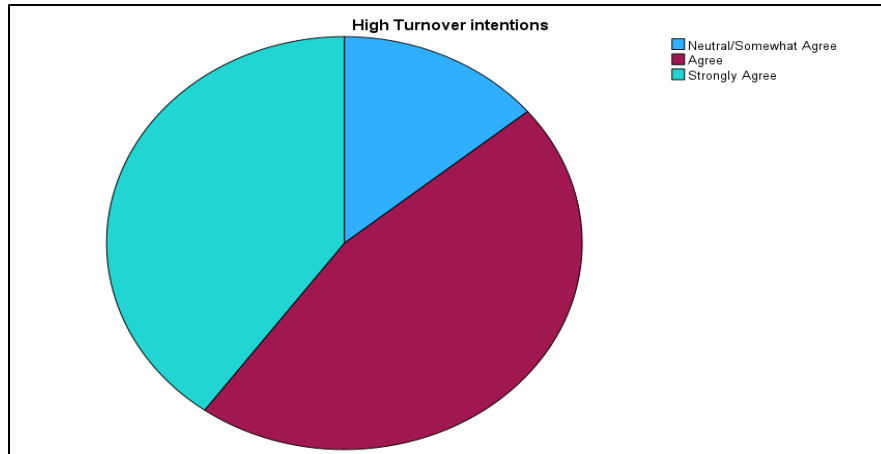
Figure 28: Consequences-High Turnover Intentions

iv) Distress and Depression: Due to WFC teachers become stressed and face the depression phase. From the analyzed mean (4.00) it can be said that most of the respondents strongly agreed that distress and depression are the important consequences of work-family conflict among female teachers at private universities in Bangladesh. The tables below show that 18 (36%) respondents strongly agreed, 16 (32%) respondents agreed, 14 (28%) respondents are neutral/somewhat agreed, and 2 respondents (4%) disagreed with this.

Statistics		
Distress & Depression		
N	Valid	50
	Missing	0
Mean		4.00

Table 65: Statistics (Consequences-Distress & Depression)

Distress & Depression					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	4.0	4.0	4.0
	Neutral/Somewhat Agree	14	28.0	28.0	32.0
	Agree	16	32.0	32.0	64.0
	Strongly Agree	18	36.0	36.0	100.0
	Total	50	100.0	100.0	

Table 66: Consequences-Distress & Depression
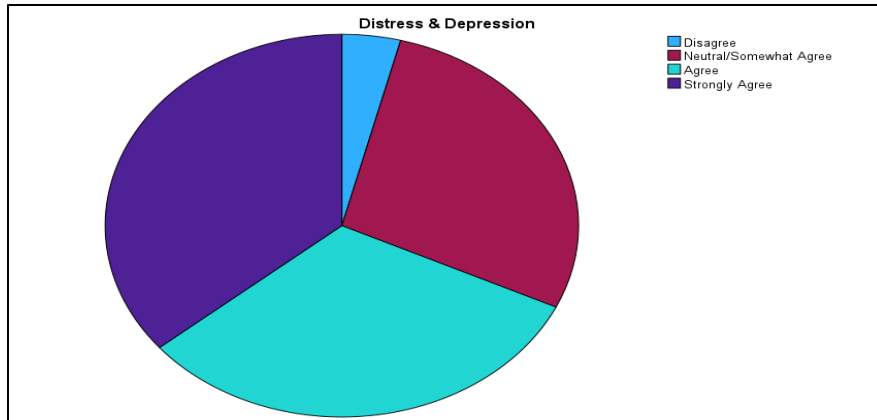
Figure 29: Consequences-Distress & Depression

v) **Job Dissatisfaction:** It is one of the consequences of WFC. If teachers anyone is not satisfied with their job they cannot perform well in the organization as well as of this stress they cannot concentrate on their family responsibilities properly. From the analyzed mean (4.22) it can be said that the majority of responders agreed with this. The tables below show that 21 (42%) responders agreed, 20 (40%) responders strongly agreed, and 9 (18%) responders were neutral/somewhat agreed with this.

Statistics		
Job Dissatisfaction		
N	Valid	50
	Missing	0
Mean		4.22

Table 67: Statistics (Consequences- Job dissatisfaction)

Job Dissatisfaction					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral/Somewhat Agree	9	18.0	18.0	18.0
	Agree	21	42.0	42.0	60.0
	Strongly Agree	20	40.0	40.0	100.0
	Total	50	100.0	100.0	

Table 68: Consequences- Job dissatisfaction
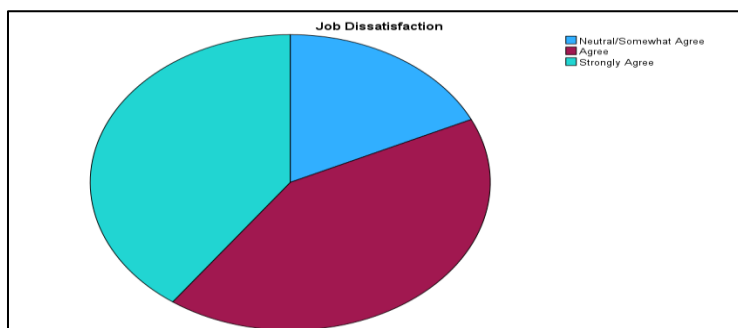
Figure 30: Consequences- Job dissatisfaction

vi) Violence in the workplace: Sometimes due to WFC violence in the workplace occurred. From the analyzed mean (3.58) it can be said that the majority of responders agreed that violence in the workplace is one of the consequences of work-family conflict among female teachers at private universities in Bangladesh. The tables below show that 19 (38%) respondents are neutral/somewhat agreed, 15 (30%) respondents agreed, 10 (20%) respondents agreed and 6 (12%) respondents disagreed with this.

Statistics		
Violence in the workplace		
N	Valid	50
	Missing	0
Mean		3.58

Table 69: Statistics (Consequences-violence in the workplace)

Violence in the workplace				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	12.0	12.0	12.0
	Neutral/Somewhat Agree	19	38.0	38.0	50.0
	Agree	15	30.0	30.0	80.0
	Strongly Agree	10	20.0	20.0	100.0
	Total	50	100.0	100.0	

Table 70: Consequences-violence in the workplace
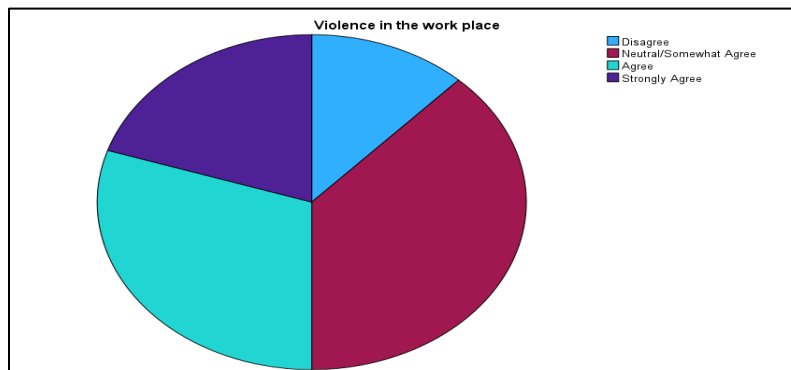
Figure 31: Consequences-Violence in the workplace

vii) High level of absenteeism: Due to WFC excessive absenteeism increase for stress, physical and mental health issues, etc. From the analyzed mean (4.10) it can be said that most of the respondents agreed that a high level of job absenteeism is one of the important consequences of work-family conflict among female teachers at private universities in Bangladesh. The tables below show that 26 (52%) respondents agreed, 15 (30%) respondents strongly agreed, 8 (16%) responders are neutral/somewhat agreed and 1 (2%) responder disagreed with this.

Statistics
High level of job absenteeism

N	Valid	50
	Missing	0
Mean		4.10

Table 71: Statistics (Consequences-High level of job absenteeism)

High level of job absenteeism					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.0	2.0	2.0
	Neutral/Somewhat Agree	8	16.0	16.0	18.0
	Agree	26	52.0	52.0	70.0
	Strongly Agree	15	30.0	30.0	100.0
	Total	50	100.0	100.0	

Table 72: Consequences-High level of job absenteeism
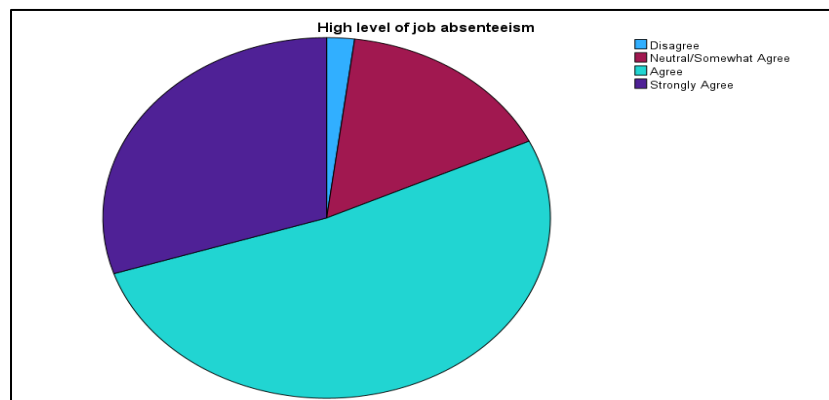
Figure 32: Consequences-High level of job absenteeism

viii) Weak ties with family & friends: Due to WFC weak ties with family and friends occurred. As teachers become busy with their work and they also become stressed, it's become difficult for them to give time to their friends and family. From the analyzed mean (4.10) it can be said that most of the respondents agreed that Weak tie with family and friends is one of the important consequences of work-family conflict among female teachers at private universities in Bangladesh. The tables below show that 24 (48%) respondents agreed, 18 (36%) respondents strongly agreed, 4 (8%) respondents are neutral/somewhat agreed, 3 (6%) responders disagreed and 1 (2%) responder strongly disagreed with this

Statistics		
Weak ties with family and friends		
N	Valid	50
	Missing	0
Mean		4.10

Table 73: Statistics (Consequences- Weak ties with family and friends)

Weak tie with family and friends				
	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly Disagree	1	2.0	2.0	2.0
	Disagree	3	6.0	6.0	8.0
	Neutral/Somewhat Agree	4	8.0	8.0	16.0
	Agree	24	48.0	48.0	64.0
	Strongly Agree	18	36.0	36.0	100.0
	Total	50	100.0	100.0	

Table 74: Consequences- Weak ties with family and friends
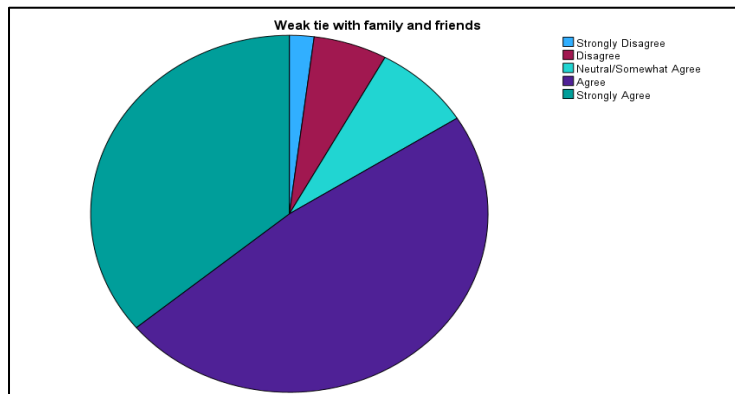
Figure 33: Consequences- Weak ties with family and friends

ix)Job burnout: An emotionally and physically worn-out state is called job burnout. It happens if you are under continuous stress at work or if you have spent a long time in a physically or emotionally Challenging position. Due to tiredness and drained it becomes difficult to maintain family responsibilities also. From the analyzed mean (3.90) it can be said that most of the respondents agreed that job burnout is one of the important consequences of work-family conflict among female teachers at private universities in Bangladesh. The tables below show that 20 (40%) respondents agreed, 14 (28%) respondents strongly agreed, 13 (26%) responders are neutral/somewhat agreed and 3 (6%) respondents disagreed with this.

Statistics		
Job burnout		
N	Valid	50
	Missing	0
Mean		3.90

Table 75: Statistics (Consequences- Job burnout)

Job burnout				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	6.0	6.0	6.0
	Neutral/Somewhat Agree	13	26.0	26.0	32.0
	Agree	20	40.0	40.0	72.0
	Strongly Agree	14	28.0	28.0	100.0
	Total	50	100.0	100.0	

Table 76: Consequences- Job burnout
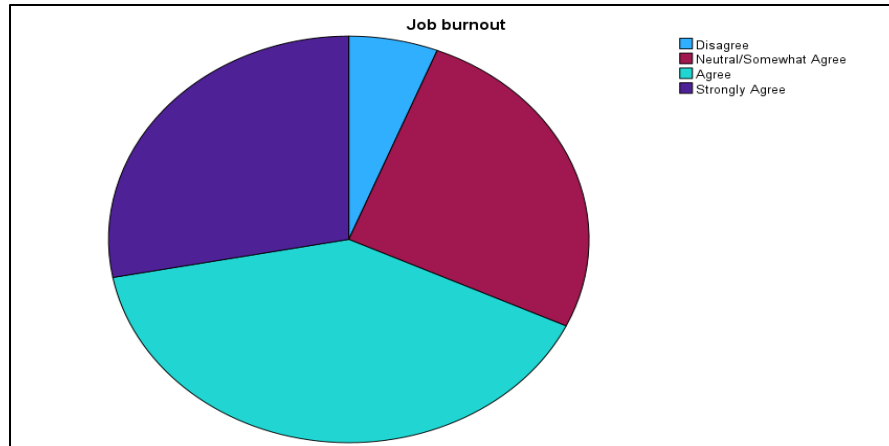
Figure 34: Consequences- Job burnout

x) **Physical Health Problems:** Due to WFC some female faculties face some mental and physical difficulties. Teachers must perform several tasks, and it has been discovered that doing so has some negative impacts on their mental and physical health, including back discomfort, insomnia, irritability, and loss of appetite. From the analyzed mean (3.60) it can be said that most of the respondents agreed that Physical health problems are one of the consequences of work-family conflict among female teachers at private universities in Bangladesh. The tables below show that 20 (40%) respondents agreed, 19 (38%) respondents are neutral/somewhat agreed, 7 (14%) respondents strongly agreed and 4 (8%) respondents disagreed with this.

Statistics		
Physical health problems		
N	Valid	50
	Missing	0
Mean		3.60

Table 77: Statistics (Consequences- Physical health problems

Physical health problems					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	8.0	8.0	8.0
	Neutral/Somewhat Agree	19	38.0	38.0	46.0
	Agree	20	40.0	40.0	86.0
	Strongly Agree	7	14.0	14.0	100.0
	Total	50	100.0	100.0	

Table 78: Consequences- Physical health problems
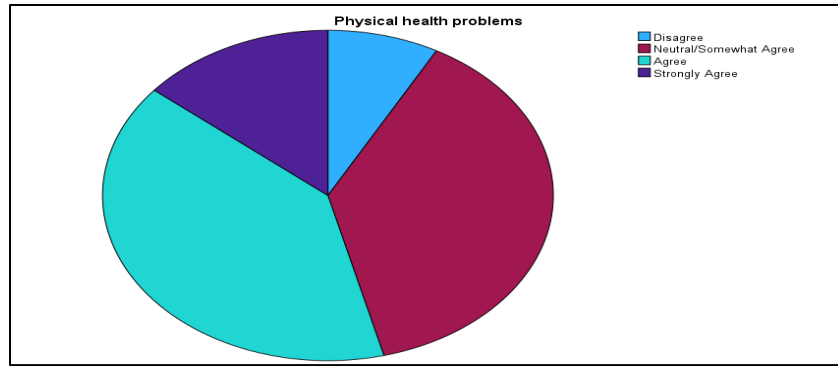
Figure 35: Consequences- Physical health problems

c) Survey on WFC of female teachers at private universities in Bangladesh.

Here, some survey statements were asked related to WFC, the effects of work on the family, and the effects of family on work. The followings are the analysis and interpretation: -

i) Work-family conflict (WFC)

Respondents were questioned about their desire to quit their jobs due to conditions of WFC and does their job and personal life interfere with one another.

Statement 1: I want to quit my job due to WFC's circumstances:

From the analyzed mean (3.38) it can be said that most of the respondents are neutral/somewhat agreed with this. The above tables show that 22 (44%) respondents are neutral/somewhat agreed, 19 (38%) respondents agreed, 3 (6%) responders strongly agreed and 6 (12%) responders disagreed with this.

Statistics			I want to quit my job due to WFC's circumstances	My family & Profession conflict with each other
N		Valid	50	50
		Missing	0	0
Mean			3.38	3.64

Table 79: Statistics (Survey-WFC)

I want to quit my job due to WFC's circumstances		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	12.0	12.0	12.0
	Neutral/Somewhat Agree	22	44.0	44.0	56.0
	Agree	19	38.0	38.0	94.0
	Strongly Agree	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

Table 80: Survey- i) WFC (Statement 1)
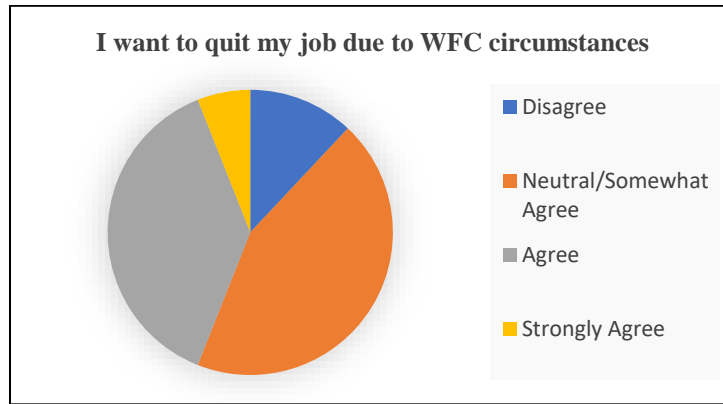
Figure 36: Survey- i) WFC (Statement 1)

Statement 2: My family & Profession conflict with each other:

From the analyzed mean (3.64) it could be said, the bulk of responders agreed with this. The above tables show that 23 (46%) respondents are neutral/somewhat agreed, 18 (36%) respondents are neutral/somewhat agreed, 6 (12%) responders strongly agreed and 3 (6%) respondents disagreed with this.

		Frequency	Percent	Valid Percent	Cumulative Percent
My family & Profession conflict with each other					
Valid	Disagree	3	6.0	6.0	6.0
	Neutral/Somewhat Agree	18	36.0	36.0	42.0
	Agree	23	46.0	46.0	88.0
	Strongly Agree	6	12.0	12.0	100.0
	Total	50	100.0	100.0	

Table 81: Survey- i) WFC (Statement 2)

Figure 37: Survey- i) WFC (Statement 2)

ii)   The effect of family on work (EFW)

Respondents were asked whether the family has effects on their work or whether their family interferes with their job.

Statement 1: My private or familial obligations have prevented me from performing my work as well as I could:

From the analyzed mean (3.30) it can be said that the majority of respondents were either indifferent or only partially in agreement with the assertion. The above tables show that 29 (58%) respondents are neutral/somewhat agreed, 18 (36%) responders agreed, and 3 (6%) responders disagreed with this.

Statistics			My private or familial obligations have prevented me from performing my work as well as I could.	My spouse/parents/family is/are helpful in maintaining a work-life balance.
N		Valid	50	50
		Missing	0	0
Mean			3.30	3.36

Table 82: Statistics (Survey-EFW)

My private or familial obligations have prevented me from performing my work as well as I could.			Frequency	Percent	Valid Percent	Cumulative Percent
Valid		Disagree	3	6.0	6.0	6.0
		Neutral/Somewhat Agree	29	58.0	58.0	64.0
		Agree	18	36.0	36.0	100.0
		Total	50	100.0	100.0	

Table 83: Survey- ii) EFW (Statement 1)
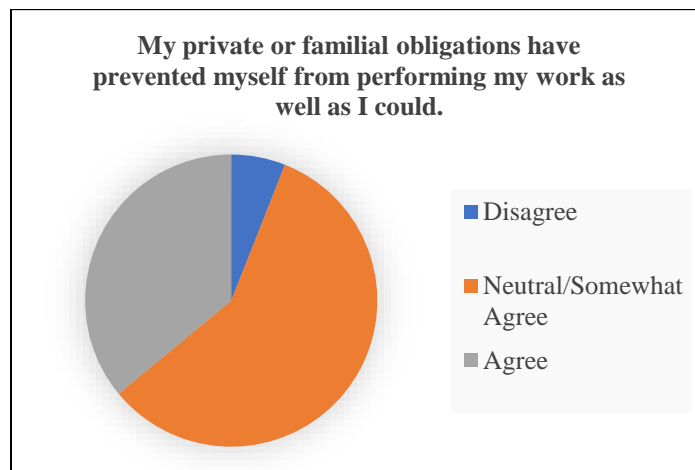
Figure 38: Survey- ii) EFW (Statement 1)

Statement 2: My spouse/parents/family is/are helpful in maintaining a work-life balance:

From the analyzed mean (3.36) it can be said that the majority of responders responded to neutral/somewhat. below tables shows 29 (58%) respondents are neutral/somewhat agreed, 15 (30%) respondents agreed, 3 (6%) respondents strongly agreed and 3 (6%) respondents disagreed with this.

My spouse / parents / family is/are helpful in maintaining a work-life balance		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	6.0	6.0	6.0
	Neutral/Somewhat Agree	29	58.0	58.0	64.0
	Agree	15	30.0	30.0	94.0
	Strongly Agree	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

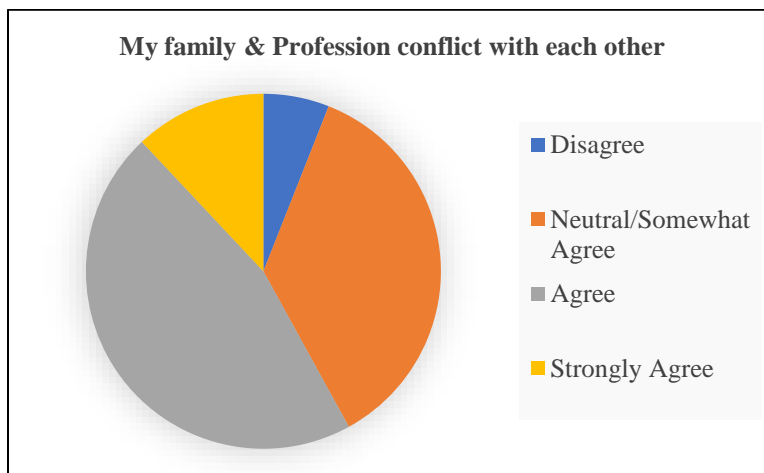Table 84: Survey- ii) EFW (Statement 2)
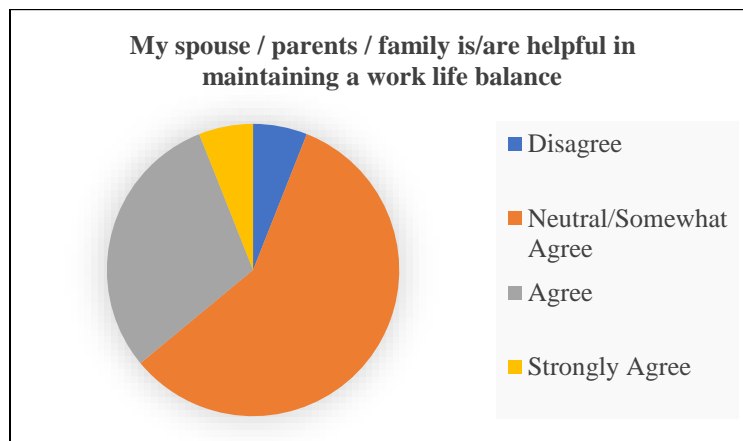
Figure 39: Survey- ii) EFW (Statement 2)

iii) The effect of work on family (EWF)

Respondents were asked whether the family has effects on their work or whether their family interferes with their work.

Statement 1: I have been too busy at work to spend quality time with my family:

From the analyzed mean (3.46) it can be said the majority of respondents were either indifferent or only partially in agreement with the assertion that their work has made them too busy to spend time with the people they love. The below tables show that 28 (56%) respondents are neutral/somewhat agreed, 21 (42%) responders agreed, and 1 (2%) responder strongly agreed with this.

Statistics			I have been too busy at work to spend quality time with my family.	My company and coworkers are helpful when managing a work-life balance.
N		Valid	50	50
		Missing	0	0
Mean			3.46	3.54

Table 85: Statistics (Survey-EWF)

I have been too busy at work to spend quality time with my family.		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral/Somewhat Agree	28	56.0	56.0	56.0
	Agree	21	42.0	42.0	98.0
	Strongly Agree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Table 86: Survey- iii) EWF (Statement 1)
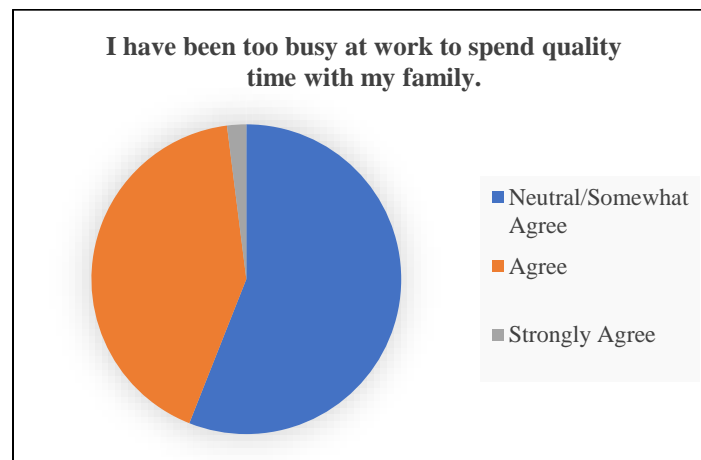
Figure 40: Survey- iii) EWF (Statement 1)

Statement 2: My company and coworkers are helpful when managing a work-life balance.
From the analyzed mean (3.54) it can be said that the majority of responders responded neutrally/somewhat agreed with the statement. The tables below show 26 (52%) responders neutral/somewhat agreed, 21 (42%) responders agreed, and 3 (6%) responders strongly agreed with this.

My company and coworkers are helpful when managing a work-life balance.		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral/Somewhat Agree	26	52.0	52.0	52.0
	Agree	21	42.0	42.0	94.0
	Strongly Agree	3	6.0	6.0	100.0

Total	50	100.0	100.0	

Table 87: Survey- iii) EWF (Statement 2)
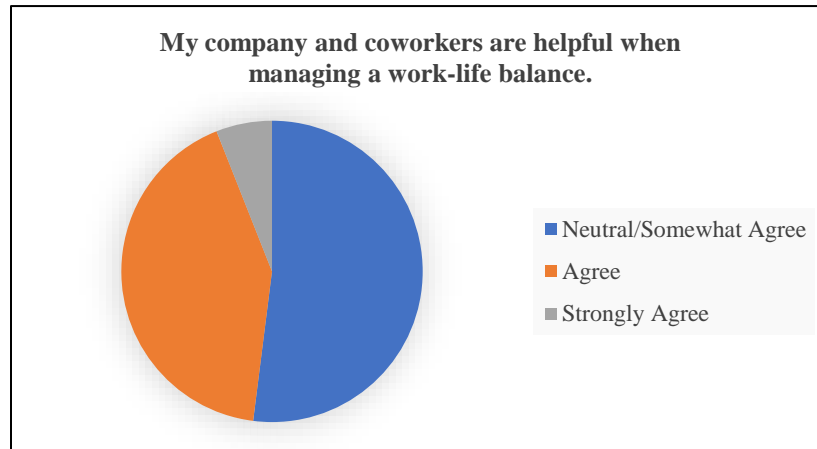
Figure 41: Survey- iii) EWF (Statement 2)

4.1.4 Hypothesis Test (T-Test):

Statement (H1): WFC affects the turnover intention of female teachers at private universities in Bangladesh.

According to the estimated statistics, the significant two-tailed value is 0.308 and is thus beyond the acceptable range. As a result, hypothesis 1 must be acknowledged, and the null hypothesis should not be considered. Thus, it is possible to presume that, at a 0.05 significant level, WFC affects female teachers' intentions to leave jobs at private universities in Bangladesh.

One-Sample Statistics				
Statement	N	Mean	Std. Deviation	Std. Error Mean
WFC Affects the Turnover Intention of Female Teachers at Private Universities in Bangladesh.	50	4.12	.824	.117

Table 88: One-Sample Statistics (WFC affects the turnover intention of female teachers at private universities in Bangladesh)

One-Sample Test							
	Test Value = 4						
	t	do	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper

51

WFC Affects the Turnover Intention of Female Teachers at Private Universities in Bangladesh.	1.030	49	.154	.308	.120	-.11	.35

Table 89: One-Sample Test (WFC effects turnover intention of female teachers at private universities in Bangladesh)

Statement (H2): WFC affects the job satisfaction of female teachers at private universities in Bangladesh.

According to the statistics that were generated, the significant two-tailed value of 0.180 is beyond the acceptable range. Therefore, the alternative hypothesis should be supported and the null hypothesis should be rejected. The impact of WFC on female teachers' job satisfaction at private universities in Bangladesh might be assumed to be a 0.05 significant level.

One-Sample Statistics				
Statement	N	Mean	Std. Deviation	Std. Error Mean
WFC affects Job Satisfaction of Female Teachers at Private Universities in Bangladesh.	50	4.18	.774	.110

Table 90: One-Sample Statistics (WFC affects job satisfaction of female teachers at private universities in Bangladesh)

One-Sample Test							
	Test Value = 4						
	t	do	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
WFC affects Job Satisfaction of Female Teachers at Private Universities in Bangladesh.	1.644	49	.053	.107	.180	-.04	.40

Table 91: One-Sample Test (WFC affects job satisfaction of female teachers at private universities in Bangladesh)

4.1.5 Ways to improve work-family conflict of female teachers at private universities in Bangladesh.

In this research, respondents are given 10 ways/options to improve the WFC of female teachers at private universities in Bangladesh from which they need to give their preferences. The preferences/percentages arise from the respondents are given below-

Sl. No.	Statements	The Number of Respondents who selected the particular statement	Percentage (%)
head	**How to improve Work-family conflict among female teachers at private universities in Bangladesh**		
1	Flexible working hours/flexible work arrangements	45	90%
2	Formulation of family-friendly policies	42	84%
3	Transport facility	33	66%
4	Residential facility	25	50%
5	Child care center	41	82%
6	Good Performance appraisal system	20	40%
7	Shared Parenting	39	78%
8	Organization's Management support	31	62%
9	Child schooling facilities by organization	32	64%
10	Family support	40	80%

Table 92: Ways for improvement of WFC

In this study, 90% of respondents think that flexible working hours/work arrangements can improve the WFC of female teachers at private universities in Bangladesh. After that, they have chosen Formulation of Family Friendly policy (84% of respondents), Child care center (82% of respondents), Family support (80% of respondents), shared parenting (78% of respondents), Transport facility(66% respondents), Child schooling facilities by the organization(64% respondents), Organization's Management support(62% respondents), Residential facility (50% respondents), Good Performance appraisal system(40% respondents).

4.2 Findings:

The findings of this study are given below-

i) The alternate hypothesis (H1) is- WFC affects the Turnover Intention of Female Teachers at Private Universities in Bangladesh and the null hypothesis is the opposite of it. In the analysis, the null hypothesis is that the mean is equal to 4. Here our T statistic is 1.030, but under the null hypothesis, we expect it will be zero. Here the DF tells us which t statistic value we need to look at. Here significance two-tailed result is 0.308 which is greater than the value 0.05 significance level. This is also evidence of rejecting the null hypothesis. This population is not drawn with a such population whose mean is equal to 4. The population mean and sample mean differ by 0.120, indicating the mean difference. Confidence interval has the lowest estimate and best estimate. The lowest estimate is -0.11 & best estimate is 0.35. We expect our null hypothesis will be zero (0) but this zero (0) does not fall between the values -0.11 & 0.35. Zero (0) falls outside the interval which also specifies that the null hypothesis should have been rejected by a 5% degree of significance & a confidence interval of 95%.

ii) The alternate hypothesis (H2) is- WFC affects the job satisfaction of Female Teachers at Private Universities in Bangladesh and the null hypothesis is the opposite of it. In the analysis, the null hypothesis is that the mean is equal to 4. Here our T statistic is 1.644, but under the null hypothesis, we expect it will be zero. Here the DF tells us which t statistic value we need to look at. Here the significance of two-tailed results is 0.107 which is greater than the value of 0.05 significance level. This is also evidence of rejecting the null hypothesis. This population is not drawn with a such population whose mean is equal to zero (0). The population mean and sample mean differ by 0.180, indicating the mean difference. The confidence interval has a lower bound and an upper bound. The lower bound is -0.04 & upper bound is 0.40. We expect our null hypothesis will be zero (0) but this zero (0) does not fall between the values -0.04 & 0.40. Zero (0) falls outside the interval which also indicates that the null hypothesis should have been rejected by a 5% degree of significance & a confidence interval of 95%.

iii) From the analysis it can be said that maximum responders agreed that the following aspects cause WFC of female teachers at private universities in Bangladesh. The factors are- excessive workload, work schedule, long working hours, the ambiguity of role, work demand, family demand, family Commitment, individual perception, unsupportive family members, demand for relaxation time, personal problems, job dissatisfaction, working conditions, traditional gender role experience, poor Performance appraisal system, unsupportive management.

iv) From the analysis it can be said that most of the respondents/maximum respondents are neutral/somewhat agreed that the following factors cause WFC of female teachers at private universities in Bangladesh. The factors are-Negative attitude of supervisors/colleagues, and Organization culture.

v) The study's findings showed that WFC was associated with some unfavorable workplace attitudes and outcomes, including low job satisfaction and a higher tendency to quit a job. The conflict between work and family has been linked to higher job burnout, quitting intentions, excessive absences brought on by exertion of the body, mind, or spirit, occupational stress, violence in the office, and worsened health and job performance. This group has a high cost and low production due to the high turnover. High levels of work absenteeism and significant stress caused by excessive WFC can reduce organizational productivity. Women must perform several tasks, and it has been discovered that doing so has some negative impacts on their mental and physical health, including back discomfort, insomnia, irritability, and loss of appetite.

vi) Findings also showed that the majority of responders felt that their work disturbed them to concentrate properly on their family as well as most of the respondents agreed that they get less support from their family to concentrate on their job (as most of the responders are neutral/agreed and strongly agreed with it). From the survey, it is also found that the majority of responders agreed that WFC affects job satisfaction and job turnover intentions of female teachers at private universities in Bangladesh. As a result, the study shows that the work-family conflict scenario has an impact on both the family and the job of female teachers at private universities in Bangladesh.

vii) Here, 90% of respondents think that flexible working hours/work arrangements can improve the WFC of female teachers at private universities in Bangladesh. After that, they have chosen Formulation of Family Friendly policy (84% of respondents), Child care center (82% of respondents), Family support (80% of respondents), shared parenting (78% of respondents), Transport facility(66% respondents), Child schooling facilities by the organization(64% respondents), Organization's Management support(62% respondents), Residential facility (50% respondents), Good Performance appraisal system(40% respondents).

CHAPTER FIVE: CONCLUSION & RECOMMENDATIONS

5.1 Conclusion:

According to study results, WFC has evolved into a serious issue among female teachers at private universities in Bangladesh. Although Bangladesh has achieved great strides in reducing WFC in recent times, there is still a long way to go. This research demonstrates that long working hours, the amount of required extra hours, a strict work routine, an unwilling boss, a hostile workplace culture, unsupportive family members, job dissatisfaction, family demand and commitment to families, less relaxation time, etc. increase high chance of female teachers struggling along with juggling act of their obligations both personally and professionally. From the survey, it is found that the majority of those who responded stated that their professional life disturbed them to concentrate properly on their family as well as most of the respondents agreed that their family also not helping them properly to concentrate on their job. From the survey, it is also found that the majority of those who responded stated that WFC affects job satisfaction and job turnover intentions of female teachers at private universities in Bangladesh. As a result, the study shows that the WFC scenario has an impact on both the family and the job of female teachers at private universities in Bangladesh. But that should not happen anymore for the benefit of the company, the teachers, and their families. The presence of women in the workforce can only be beneficial if they can sustain their homes and their jobs responsibly and make a positive contribution to both. It is only possible if the universities offer female teachers time flexibility conveyance, accommodation, babysitting, flexible schedules /job sharing, reduced operating time & volume of work, child education, daycare services, etc. There are a few drawbacks to this study. Because of the limited sample size, the results might be simplified. More study is required to address this topic in different job contexts (such as the health care, financial sector, and textile industry, pharmaceutical sectors) to understand, also further hypothesis tests can be done on other factors which are affected by WFC (such as stress, absenteeism, fatigue, organizational commitment, productivity & performance, etc.).

5.2 Recommendations:

In this study, 10 ways/ options are given to respondents from which they have given their preferences for the options to improve the WFC of female teachers at private universities in Bangladesh. The preferences/percentages arise from the respondents are given below-

i. **Flexible working hours/work arrangements:** maximum number of respondents chosen that improved work-life balance may be achieved through flexible scheduling and work arrangements. Options and freedom in terms of time spent at work and location are frequently seen as essential for managing the obligations of both personal and professional life, which supports female teachers' careers and promotes equality at work.

ii. **Formulation of Family-Friendly policy:** After flexible working hours respondents chose that the development of family-friendly regulations can improve WFC. For minimizing WFC, universities must create and adopt family-friendly practices including online or part-time employment, shorter workweeks, and shorter hour. Organizational activities and practices should improve work-life balance. Office efforts could alter the environment at work to support individuals in handling professional and own responsibilities. an improved sense of identity among employees in charge of their work time is a key approach to minimizing WFC in general. To minimize conflicts among these two fundamental aspects of life, few universities in Bangladesh have lately adopted what is referred to as "family-friendly" procedures & guidelines.

iii. **Child care center:** After family-friendly policies, child care centers can improve WFC. Establishing a childcare center inside the organization or near the organization can improve or minimize the WFC of female teachers at private universities in Bangladesh.

iv. **Family support:** After the child care center they have given priority to family support. By adjusting what role senders like the spouse, kids, and other family members anticipate from female teachers, WFC can be minimized. A multiple-work arrangement can succeed if the spouses work together. Cooperation must've been equal, meaning that both partners need to provide and expect assistance. For example, a husband's family commitment is substantially correlated to marital contentment, especially whenever the woman places a high value on their job. Female teachers who have more democratically minded husbands generally have less work-family conflict. If other members of the family also help in the household activities of female teachers, then it will also minimize WFC. Males may participate in household and caregiving duties for the betterment of social structure throughout its entirety.

v. **Shared parenting:** Overall sustainability of marriage with multiple careers depends mostly on partners working together. Cooperation has to be reciprocal, meaning that both partners must give

and accept help. For the betterment of social structure, men may participate in household and caregiving duties. WFC's obligations could be enhanced by dividing up work and obligations.

vi. **Transport facility:** After Shared parenting, they prioritized transport facility. As transportation is a major issue for people and most importantly for those who worked in Bangladesh, providing transportation services by the organization may greatly make things better for WFC. Sometimes because of traffic, they did not come to their workplaces on time or it becomes difficult for them to use public transport. Sometimes female teachers also face harassment in public transport.

vii. **Child schooling facilities by the organization:** After the transport facility most of the respondents chose that an organization's provision of child schooling can contribute to solving the overall WFC problem. Infant school, nursery school, and other words are used to describe institutions for the care given to children between the ages of three months and three years. it's not properly introduced in Bangladesh but respondents think that it would be better to minimize WFC as teachers may become tension free for some time and it would be a great source of development for their children.

viii. **Organization's Management support:** after the child schooling facility respondents rated organizations' management support which can improve WFC. To reduce female employee turnover and heavy workloads, top managers could foster a family-friendly work atmosphere. A workplace that supports families can increase employees' loyalty to their employers. Female teachers are more dedicated to their organizations when WFC is lower, and vice versa.

ix. **Residential facility:** Residential facilities given to female teachers can minimize WFC. In Bangladesh, traffic jam kills our time. If teachers' residence is near the workplace they can save time, they can give time to their family as well as the university also.

x. **Good Performance appraisal system:** good performance appraisal may improve WFC. If teachers are properly evaluated in their workplaces, they will be satisfied with their job and it will reduce their stress, depression, fatigue, etc. and they can give quality time/tension-free time to their family & friends which leads to improving the WFC of female teachers. If teachers are dissatisfied with their job, it will also affect their family life as well as their work life.

It can be said that these policies help to improve employee happiness, improve levels of absenteeism, reduce employees' intentions to leave jobs, and promote satisfaction with both harmony within the job and personal life while reducing WFC.

References

Abdirahman, H. I. H., Najeemdeen, I. S., Abidemi, B. T., and Ahmad, R. (2020). The relationship between job satisfaction, work-life balance, and organizational commitment on employee performance. *Adv. Business Res. Int. J*. 4, 42–52. doi: 10.24191/abrij.v4i1.10081

Ahuja, M.K., Chudoba, K.M., Kacmar, C.J., McKnight, D.H., & George, J.F. (2007), IT Road Warriors: Balancing Work-family Conflict, Job Autonomy, and Work Overload to mitigate Turnover Intentions. *MIS Quarterly* Vol. 31 No1, pp. 1-17/March 2007.

Alam, M. S., Sattar, A., & Chaudhury, S. I. N. (2011). Work Family Conflict of Women Managers in Dhaka. *Asian Social Science*, 7(7), 108-114

Aminah Ahmad, Frone, Duxbury & Higgins, Kinnunen, Vermulst, Gerris, & Makikangas(2003). Job, Family and Individual Factors as Predictors of Work-Family Conflict Aminah Ahmad, Universiti Putra Malaysia the *Journal of Human Resource and Adult Learning* Vol. 4, Num. 1, June 2008.

Anderson, S. E., Coffey, B. S., & Byerly, R. T., Formal organizational initiatives, and informal workplace practices: links to work-family conflicts and job-related outcomes. *Journal of Management* , Vol. 28 No. 6, pp. 787-810, (2002)

Batt, R. &Valcour, P.M. (2003), Human Resources Practices as Predictors of Work-Family Outcomes and Employee Turnover. *Industrial Relations*, Vol. 42, No. 2.

Beer, L. E. et al. Awareness, integration, and interconnectedness : contemplative practices of Higher Education professionals journal of transformative education, *Taylor & Fransis Online* [s.1.], v. 13, n.2, p. 161-185, Mar. 2015.http://doi.org/10.1177/1551344615572850

Beigi, M.; Shirmohammadi, M.; Kim,S. living the academic life: a model for work family conflict. work, *Taylor & Fransis Online* (s.1.), v. 53, n.3, p. 459-468,2016

Berheide, C. W. et al. Gender, type of higher education institution, and faculty work-life integration in the United States. Community, Work and Family, *Taylor & Fransis Online* [s. l.], v. 23, n. 2, p. 118-132, Jun 2020. https://doi.org/10.1080/13668803.2020.1776220

Boyar, Maertz, Pearson & Keough, (2003). Factors Contributing to Work-Life Conflict (Human Resource Policies As a Response To Work-Life Conflict Leslie Vlastos University of Rhode Island) © Leslie Vlastos, 2006 Schmidt Labor Research Center Seminar Research Series

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

Brigham, K.H., Castro, J.O.D., & Shepherd, D.A. (2007), A Person-Organization Fit Model of Owner-Managers' Cognitive Style and Organizational Demands, Baylor Academician, *Entrepreneurship Theory and Practice*, 1042-2587.

Burke, R. J., & Greenglass, E. R., Work-family conflict, spouse support, and nursing staff well-being during organizational restructuring. *Journal of Occupational Health Psychology* , Vol 4(4), pp. 327-336, (1999).

Burke, R.J, & El-Kot, E.G. (2010). Correlates of work-family conflicts among managers in Egypt. *International Journal of Islamic and Middle Eastern Finance and Management*, 3(2), 113-131.

Cabay, M. et al., Chilly climates, balancing acts, and shifting Pathways: what happens to women in STEM Doctoral programs. *Social Sciences*, (s.1), v.7, n.2, p. 1-23, 2018. https://doi.org/10.3390/socsci7020023

Devi, M. P.; Lalu, A.N.G.F. Stress and work life balance of school teachers is social work intervention, *Journal of Social Work Education and Practice*, [s.1.], v. 3, n.2, p.57-61, 2018.

Dousin, O., Collins, N., and Kaur Kler, B. (2019). Work-life balance, employee job performance and satisfaction among doctors and nurses in Malaysia. *International Journal of Human Resource Studies*. 9, 306–319. doi: 10.5296/ijhrs.v9i4.15697

Dubas-Jakobczyk, K. et al. exploring satisfaction and migration intentions of positions in three University hospitals in Poland. *International Journal of Environmental Research and Public Health*. Basel, v.17, n.1, p.43-56, Jan. 2020. https://doi.org/10.3390/ijerph17010043

Fazal, S. et al. barriers and enablers of women academic career in Pakistan. *Asian Journal of Women's Studies*, [s.1.], v. 25, n. 2, p. 217-238, Jun 2019.https://doi.org/ 10.1080/12259276.2019.1607467

Frye, N.K. and Breaugh, J.A. (2004), "Family-friendly policies, supervisor support, work- family conflict, family-work conflict, and satisfaction: a test of a conceptual model", *Journal of Business and Psychology*, Vol. 19 No. 2, pp. 197-220.

Gachter, M., Savage, D. A., & Torgler, B., Retaining the thin blue line: What shapes workers' intentions not to quit the current work environment. *International Journal of Social Economics* , 479-503, (2013)

Greenhaus, J. H., & Beutell, N. J. (1985). Sources and conflict between work and family roles. *The Academy of Management Review*, 10(1), 76-88.

Greenhaus, J. H., & Kossek, E. E. (2014). The Contemporary Career: A Work-Home Perspective. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 361-388.

Greenhaus, J. H., Allen, T. D., & Spector, P. E. (2006). Health Consequences of Work-Family Conflict: The Dark Side of the Work-Family Interface. In P. L. Perrewé, & D. C. Ganster (Eds.),

Employee Health, Coping and Methodologies (pp. 61-98). Emerald Group Publishing Limited. http://dx.doi.org/10.1016/s1479-3555(05)05002-x

Higgins, C. A., Duxbury, L. E., & Irving, R. H. (1992). Work-family conflict in the dual-career family. *Organizational Behavior and Human Decision Processes*, 51, 51-75

Hughes, J., & Bozionelos, N., Work-life balance as source of job dissatisfaction and withdrawal attitudes; An exploratory study on the views of male workers. *Personnel Review* , Vol. 36 No. 1, pp. 145-154, (2007)

Johnson,S. J.; Willis, S. M.; Evans, J. an examination of stress or strain and resilience in academic and non-academic UK university job roles *International Journal of Stress Management, Washington*, v. 26, n.2, p. 162-172, May 2019. https://doi.org/10.1037/str0099996

Khan A. A. (2014). "Work-family conflict in the context of Bangladesh', in: a conference organized by the Federation University, Australia.

King J. L. (2013) "Research review: Work-family/family-work conflict", *International Journal of Leadership Studies*, No.12

Krishnan, R., Loon, K. W., and Tan, N. Z. (2018). The effects of job satisfaction and work-life balance on employee task performance. *International Journal of Academic Research in Business and Social Sciences*, 8, 652–662. doi: 10.1186/s12913-016-1423-5

Krueger, P. et al. Predictors of job satisfaction among academic family medicine faculty: Findings from a faculty work-life and leadership survey. *Canadian Family Physician,* [s.1], v.63, n.3, p.e177-185, Mar.2017

Leontaridi, R.M., & Ward, M.E. (2002), Work-Related Stress, Quitting Intentions and Absenteeism. *Department of Economics*, Discussion Paper No. 493.

Mathis R. L. and Jackson J. H. (2004). *Human Resource Management*, Thomson Asia Private Ltd, Singapore.

Mccutcheon, J. M.; Morrison, M.A. it's 'like walking on Broken Glass' Pan-Canadian reflections on work- family conflict from Psychology women faculty and graduate students. *Feminism and Psychology,* (s.1.), v.28, n.2, p.231-252,May 2018. https;//doi.org/10.1177/0959353517739641

Mohammad Rahim Uddin, Nazamul Hoque, Abdullah Mohammad Ahsanul Mamun, Md. Shahab Uddin, Work-Life Balance: A Study on Female Teachers of Private Education Institutions of Bangladesh, *International Journal of African and Asian Studies*, Vol 1, 2013

Ms. Chetna Pandey, M. k. (2012). Impact of job satisfaction and organizational commitment on employee loyalty. *International Journal of Social Science & Interdisciplinary Research* , 1-16

Namasivayam, K., & Zhao, X. (2007). An investigation of the moderating effects of organizational commitment on the relationships between work-family conflict and job satisfaction among hospitality employees in India. *Tourism Management*, 28(5), 1212–1223. https://doi.org/10.1016/j.tourman.2006.09.021

Pasewark, W.R. and Viator, R.E. (2006), "Sources of work-family conflict in the accounting profession", *Behavioral Research in Accounting*, Vol. 18, pp. 147-65.

Perrewé, P. L., Hochwarter, W. A., & Kiewitz, C., Value attainment: An explanation for the negative effects of work–family conflict on job and life satisfaction. *Journal of Occupational Health Psychology* , Vol 4(4), pp. 318-326, (1999).

Richer, S. F., Blanchard, C., & Vallerand, R. J. (2002). A motivational model of work turnover. *Journal of Applied Social Psychology*, 32(10), 2089–2113. https://doi.org/10.1111/j.1559-1816.2002.tb02065.x

Robbins, S. P., & Judge, T. A., *Organizational behavior 15th Edition*. Pearson, (2013).

Rotondo D. M. and Kincaid J. F. (2008). "Conflict, facilitation, and individual copying styles across the work and family domains", *Journal of Manager's Psychology*, Vol. 23, No 5.

Saltmarsh, S.; Randell-Moon, H. Managing the risky humanity of academic workers: Risk & reciprocity in university work-life balance policies. *Policy Futures in Education*, (s.1.), v.13, n.5, p.662-682, June 2015. https://doi.org/10.1177/1478210315579552

Shalley, C. E., Gilson, L. L., & Blum, T. C. (2000). Matching creativity requirements and the work environment: Effects on satisfaction and intentions to leave. *Academy of Management Journal*, 43(2), 215–223. https://doi.org/10.2307/1556378

Surienty, L., Ramayah, T., Lo, M.-C., & Tarmizi, A. N., Quality of Work Life and Turnover Intention: A Partial Least Square (PLS) Approach. *Social Indicators Research* , 405–420, (2014)

Trachtenberg, J.V., Anderson, S.A., & Sabatelli, R.M. (2009). Work-home conflict and domestic violence: A test of a conceptual model. *Journal of Family Violence*, 24, 471-483

Tsaur, S.-H., Liang, Y.-H., & Hsu, H.-J. (2012). A multidimensional measurement of work-leisure conflict, *Leisure Sciences: An Interdisciplinary Journal*, 34(5), 395-416.

Victoria Jagun (2015). "An Investigation into the High Turnover of Employees within the Irish Hospitality Sector, Identifying What Methods of Retention Should Be Adopted." *National College of Ireland.*

Victoria, A. O., Olive, E. U., Babatunde, A. H., and Nanle, M. (2019). Work-life balance and employee performance: a study of selected deposit money banks in Lagos State, Nigeria. *Journal of Social Science Research*. 5, 1787–1795. doi: 10.32861/jssr.512.1787. 1795

Virick, M., Lilly, J. D., & Casper, W. J., Doing more with less An analysis of work life balance among layoff survivors. *Career Development International* , Vol. 12 No. 5, pp. 463-480, (2007).

Waite, L.J., Goldscheider, F.K. and Witsberger, C. (1986), ''Non-family living and the erosion of tradition- Greenhaus and Beutell, 1985:77al family orientations among young adults'', *American Sociological Review*, Vol. 51, pp. 541-54.

Zehra, F.; Rukhsana, N. Faculty job satisfaction in a private medical university: a cross-sectional study from Karachi, Pakistan. *Rawal Medical Journal*, (s.1., v.45, n.1, p. 211-217, 2020.

Zhao, K., Zhang, M., Kraimer, M. L., and Yang, B. (2019). Source attribution matters: mediation and moderation effects in the relationship between work to-family conflict and job satisfaction. *Journal Organizational Behavior*. 40, 492–505. doi: 10. 1002/job.2345

Appendix:

Work-Family Conflict of Female Teachers at Private Universities in Bangladesh.

Questionnaire

Objective of the research is to evaluate WFC of female teachers at private universities in Bangladesh.

Note –
- *Please be as precise as you can in your responses.*
- *Please check the box next to any relevant information.*
- *The data will be used for scholarly study purpose. So you are rest assured that all the information derived here, will be reticent off the record.*

1. General information

Respondent Name:
Designation:
Name of Organization :
Age:
Years of Experience:
Educational Status: ☐ Graduate   ☐ Post Graduate ☐ Others ……………………..
Marital Status☐   Married   Unmarried
Number of Children: ……….

This part of the survey is estimated to take ten minutes. Responses are confidential. For each of the following questions, mark the field that most honestly describes your experiences over the past year.

1. Factors causing of Work-family conflict of female teachers at private universities in Bangladesh. Rating the following statements-

Sl No.	Statements	Strongly Agree	Agree	Neutral/ Somewhat agree	Disagree	Strongly Disagree
1	Excessive work load					
2	Long working hours					
3	Work schedule					
4	Ambiguity of role					
5	Work demand					
6	Negative attitude of supervisors/colleagues					
7	Family demand					
8	Family Commitment					

9	Individual perception					
10	Organization culture					
11	Unsupportive family members					
12	Demand for relaxation time					
13	Personal problem					
14	Job dissatisfaction					
15	Working conditions					
16	Traditional gender role experience					
17	Poor Performance appraisal system					
18	Unsupportive Management					

2. Consequences of WFC of female teachers at private universities in Bangladesh.

Consequences of WFC of female teachers at private universities in Bangladesh						
Sl. No.	Statements	Strongly Agree	Agree	Neutral/ Somewhat agree	Disagree	Strongly Disagree
1	Low Productivity					
2	Low job performance					
3	High Turnover intentions					
4	Distress & Depression					
5	Job Dissatisfaction					
6	Violence in the work place					
7	High level of job absenteeism					
8	Weak tie with family and friends					
9	Job burnout					
10	Physical health problems					

3. Survey on WFC of Female Teachers at Private universities in Bangladesh.

i) Work-family conflict:

Work-family conflict						
Sl. No.	Statements	Strongly Agree	Agree	Neutral/ somewhat agree	Disagree	Strongly Disagree
1	I want to quit my job due to WFC circumstances.					

2	My family & profession conflict with each other.					

ii) The effect of family on work:

The effect of family on work						
Sl. No.	Statements	Strongly Agree	Agree	Neutral/ somewhat agree	Disagree	Strongly Disagree
1	My private or familial obligations have prevented myself from performing my work as well as I could.					
2	My partner / parents / family is/are helpful in maintaining a work-life balance.					

iii) The effect of work on family:

The effect of work on family						
Sl. No.	Statements	Strongly Agree	Agree	Neutral/ somewhat agree	Disagree	Strongly Disagree
1	I have been too busy at work to spend quality time with my family.					
2	My company & coworkers are helpful when managing a work-life balance.					

4. The following statements are some underlying assumptions regarding WFC of female teachers at private universities in Bangladesh. Rating the following statements-

Sl. No.	Statements	Strongly Agree	Agree	Neutral/ somewhat agree	Disagree	Strongly Disagree
1	WFC effects Turnover Intention of female Teachers at private universities in Bangladesh.					

| 2 | WFC effects Job Satisfaction of female teachers at private universities in Bangladesh. | | | | | |

5. How to improve Work-family conflict of female teachers at private universities in Bangladesh. Choose from below options that you think appropriate according to you-

Sl. No.	Statements	Give tick (✓) mark
1	Flexible working hours/flexible work arrangements	
2	Formulation of family friendly policies	
3	Transport facility	
4	Residential facility	
5	Child care center	
6	Good Performance appraisal system	
7	Shared Parenting	
8	Organization's Management support	
9	Child schooling facilities by organization	
10	Family support	

Signature: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Thank you for your valuable time. Your response is very important.